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Students' Perceptions, Satisfaction, Practices and the Effectiveness of Tell Me More as an English Language Learning Tool

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching English as an International Language

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I hereby certify that this work has not already been accepted in substance for any degree, and is not being concurrently submitted in candidature for any degree.

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สาขาวิชา การสอนภาษาอังกฤษเป็นภาษานานาชาติ

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อวิเคราะห์การรับรู้ ความพึงพอใจ การใช้ และประสิทธิผลของโปรแกรมการเรียนภาษาออนไลน์ **Tell Me More** ของนักศึกษาที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ กลุ่มตัวอย่างคือนักศึกษาจำนวน 340 คนจากคณะต่างๆ และมีความสามารถที่แตกต่างกันสี่ระดับ คือ ระดับเบื้องต้น ระดับกลาง ระดับกลางพิเศษ และ ระดับสูง และเป็นนักศึกษาที่ใช้โปรแกรมในช่วงระหว่างปีการศึกษา 2558

การเก็บข้อมูลใช้วิธีการแบบผสม คือ ใช้แบบสอบถาม และการสัมภาษณ์กึ่งโครงสร้าง การวิเคราะห์ข้อมูลใช้ค่าเฉลี่ย ความถี่และ ค่าเบี่ยงเบนมาตรฐาน และค่าสหสัมพันธ์เพื่อศึกษาประสิทธิผลของโปรแกรม **Tell Me More** กับกลุ่มนักศึกษาทั้งสี่ระดับ

ผลการศึกษาพบว่านักศึกษามีการรับรู้ในระดับปานกลางในเรื่องประโยชน์ ความสะดวก และความพึงพอใจในการใช้โปรแกรม **Tell Me More** สำหรับการใช้โปรแกรม นักศึกษาใช้โปรแกรมทำหลายๆอย่างในเวลาเดียวกัน นักศึกษามีความพากเพียรในการใช้โปรแกรม และบางครั้งนักศึกษาปล่อยให้โปรแกรมนับเวลาให้ นอกจากนั้นการวิเคราะห์สหสัมพันธ์ **Pearson's correlation** แสดงระดับความสหสัมพันธ์ระหว่างการรับรู้ของนักศึกษาและความพึงพอใจ อยู่ในระดับปานกลาง การใช้โปรแกรมของนักศึกษาไม่มีความสหสัมพันธ์ระหว่างการรับรู้ และความพึงพอใจ นอกจากนี้นักศึกษารายงานปัญหาที่พบในขณะที่ใช้โปรแกรม คือ ปัญหาด้านเทคนิค และปัญหาด้านเนื้อหา ยิ่งไปกว่านั้นการวิเคราะห์ประสิทธิผลแสดงให้เห็นว่า โปรแกรม **Tell Me More** ช่วยพัฒนาการเรียนภาษาอังกฤษของนักศึกษาที่ความสามารถระดับเบื้องต้น และกลุ่มนักศึกษาที่มีความสามารถระดับสูง แต่โปรแกรม **Tell Me More** ไม่มีผลใดๆต่อนักศึกษาที่มีความสามารถระดับกลาง

การศึกษาครั้งนี้แนะนำว่าเพื่อให้นักศึกษาเรียนด้วยตนเองอย่างมีประสิทธิภาพ
ผู้สอนควรออกแบบจุดมุ่งหมายของการเรียนรู้ที่เหมาะสม
และมีวิธีการประเมินผลเพื่อวัดความก้าวหน้าของการเรียนรู้

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ABSTRACT

This study aimed at finding EFL students' perception, satisfaction, practices and effectiveness of the online learning program Tell Me More (TMM). The subjects for the study were 340 students from various faculties and four proficiency groups, namely beginner, intermediate, intermediate+ and advanced, who used the program during the 2015 Academic Year.

A mixed methodological approach using a questionnaire and a semi-structured focus group interview were used for data collection. Means, frequency and standard deviation were used to analyze the data. A further correlation statistical analysis was done at four proficiency levels to find out the effectiveness of the TMM program.

The results indicated that the students had a moderate level of perception of the usefulness, ease of use and satisfaction with the TMM program. For students' practices, they multitasked, persisted in using the program and sometimes left the program to count the time. Additionally, Pearson's correlation analysis showed a moderate level of correlation between students' perceptions and satisfaction. Students' practices had no correlation with perceptions and satisfaction. The students also reported to have encountered technological, individual and course content problems. Moreover, the analysis of the scores indicated an improvement in English language performance of students at the beginner and advanced proficiency levels. However, TMM had no effect on students at the intermediate levels.

The study suggested that for students to engage in effective self-study practices, instructors should design appropriate learning goals and assessment methods to measure learning progress.

Keywords: Tell Me More (TMM); perceptions; satisfaction; practices; effectiveness

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LIST OF PAPERS

This thesis is based on the following papers:

Gyamfi, G. & Sukseemuang, P. (2017). Factors affecting EFL learners' use of the computer language learning program Tell Me More. *International Journal of Instructional Technology and Distance Learning*, 14(2), 69-79.

Gyamfi, G. & Sukseemuang, P. (2017). Self-study with Tell Me More: What EFL learners do. *Malaysian Journal of Learning and Instruction.* (Submitted manuscript).

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1. INTRODUCTION

Educational technologies have been used to assist language learning for decades. Students have also been described as "digital natives" in this era (Prensky, 2001). Educational technologies have therefore been seen as one of the tools that could be used to help students improve their ability by practicing everyday English for real life communication (Warschuaer, 2004). Policy makers and instructors have therefore seen computer and the web as an innovative opportunity for language learning.

Hence, educational technologies have found their way into schools to complement the traditional face-to-face English language learning and teaching. Its use increases exposure and contact among language learners. Many learners of English as a second or foreign language therefore get the opportunity to learn through computer-assisted programs to improve their English language proficiency in forms such as Learning Management System (LMS), wikis, threaded discussions, chats, audios and visuals. These programs are used to create different opportunities for learning to improve their language skills and knowledge (grammar, listening, reading and writing) and use English for social purposes (Warschuaer, 2004).

Higher institutions have therefore used specific online language learning resources driven by their perception of the importance of the activities in the resource and the weaknesses of students (Willis, 2006). According to Warschuaer (2004), administrators purchase these high packaged technologies to provide models that are near native, have diverse learning activities, provide a language-learning curriculum, assess the needs of students, equip students with practical skills and pace out learning. Notable among the online learning technologies policy makers purchase to help improve students' English language proficiency are Learning Management System (LMS), Tell Me More and ELLIS (Warschuaer, 2004).

Students have improved their English language competence and benefited from learning through educational technologies in diverse ways. However, they are sometimes overwhelmed with changes in the use of technology for language learning. They may constantly adapt their learning styles and preferences to utilize new forms of

technologies for instant and continuous interaction. Though studies have reported impact of educational technologies, some have reported that the efforts are not receiving the success it promised (Weston & Bain, 2010). A number of reasons have been put forward for this, but by far the most important factors include users' perceptions, satisfaction and practices. These complex factors intersect to ensure that online learning technologies make the necessary impact as expected.

Kern, Ware and Warschauer (2004) have reported that learners have sometimes shown reluctance and low level of motivation when they learn online or through a technology. This is so because learners make decisions based on their impression of how they perceive each mode of learning. Learners perception of online learning would make them approach learning with attitudes that would either enhance or undermine their effort to use certain resources.

Researchers have further stated that students are likely to be satisfied when their expectations of the learning environment, design of a course, teaching practices and learner achievement are met (Huang & Wang, 2012). Students also tend to be satisfied with an educational technology when it has potential language learning, fits their learning style and preferences, focus on meaning, authentic, has positive impact on their skill and knowledge and practical for language learning (Chapelle, 2005).

According to Ainley and Patrick (2006), the link between perception, satisfaction and practices results from students' self-regulated thoughts, feelings and behaviors that are directed towards the acquisition of their personal learning objectives. Additionally, Çoklar, (2012) posited that the convergence of these factors is pivotal to our understanding of the effective utilization of computer technologies for successful learner outcomes. Hence, perception, practices, satisfaction and achievement share an attributive relation. This relationship proves the notion that learning outcomes does not have a fixed cause such as the difficulty of the task or learner ability. Moreover, the similarities between the relationship of learner perception, satisfaction and practices is also striking as students adopt a realistic goal setting, planning, persuading students to be responsible and encouraging the feeling of personal cause and self-confidence (Knowles, 1975).

Furthermore, while learning online, students may possibly face difficulties they may not encounter in a traditional or a face-to-face learning environment (Tsai, 2009). Among them are technical and linguistic difficulties and problems with learning style and preferences (Hung, Chou, Chen & Own, 2010)

Although there are studies on self-study using computer learning programs in the south of Thailand none has looked at students' perception, satisfaction, practices and effectiveness of self-study with a specific language learning application (Aksornjarung, 2002; Waemusa, Srichai & Wongphasukchote, 2008; Sukseemuang, 2009; Kuama & Intharaksa, 2016). Aksornjarung (2002) investigated the use of a self-access learning center. The result indicated that the students did not put sufficient effort in their self-study at the self-access center for various reasons. Waemusa, Srichai and Wongphasukchote (2008) also investigated students' responsibility in a self-directed online course. Sukseemuang (2009) studied students' self-directedness and academic success of students enrolling in hybrid and traditional courses. Kuama (2016) further investigated students' use of online learning strategies and their perception towards an online English course.

1.1 What is Tell Me More (TMM)?

Tell Me More is one of the advanced asynchronous online learning system self-learning tools that may have a comprehensive solution for language learning. Its courseware is embedded with conditions that make interaction and second language acquisition possible (http://www.tellmemore.com/about/aboutus/auralog_difference).

TMM has five different levels of proficiency from beginner to advance. This correspond to the levels A1 to C1 of the framework Common European of Reference of Languages of the Council of Europe. Tell Me More seeks to tutor students by exposing them to over 850 hours of learning content, 4,500 exercises and 37 types of activities in six categories: Lesson Workshop, Cultural Workshop, Vocabulary Workshop, Grammar Workshop, Oral Workshop and Written Workshop (http://www.tellmemore.com/about/aboutus/auralog_difference). According to Levy (1997), described Tell Me More as an application that would adopt the role of tutor or

instructor and distinctly possess the potential role of giving meaning, controlling the process of learning, giving feedback and evaluating learning.

Godwin-Jones (2010) points out that the fast rate at which web language programming is developing has allowed online English language application developers such as Tell Me More to incorporate dimensions such as it interactive and audiovisual elements to make current versions sophisticated and meet the demands of the modern times.

Students have to complete preliminary placement test in TMM before they choose the level of their preference to define the learning goals and skills they want to improve. The learning guide is controlled either by the application or by students themselves. Students can choose from the various activities that are structured around every day routines, professional and business related tasks.

1.2 The Use of Tell Me More at Prince of Songkla University

Prince of Songkla University (PSU) is a university in the south of Thailand. In the past few years, the university has used the self-study technology, Tell Me More (TMM) to help improve students' English language ability.

Tell Me More is used in the support mode at PSU. This means that it is used with other class courses where students could have the chance to use them at their own convenience with either little or no interference from instructors. It is also available for access at the learning resource centers, self-access learning centers and for students' independent access at any place and anytime of their convenience.

In PSU, all first year students are required to study English with Tell Me More. However, to enhance students' English Language ability, get better learning outcomes and for assessment purposes, students are required use the program for specific number of contact hours based on the level of proficiency. The beginners are supposed to use the program for 50 hours, 40 hours for the intermediate level, 30 hours for the intermediate+ level and 20 for the advanced level. Students are required to take a placement test to determine their level of proficiency before they start using the program. They then have to take a progress test after some time of use to measure their

level of progress. The students finally take an achievement test, which is aimed at measuring their overall achievement in taking the Tell Me More course. Moreover, to make this online program more successful, the department of Languages and Linguistics, Faculty of Liberal Arts, PSU, requires that the students enrolling in the Fundamental English Reading and Writing have to use TMM as one of the requirement for the course assessment. This forms 2% of their assessment. The administrator of the program in each faculty tracks the performance of students and report them to the department.

Until now, no study has be done on students' perceptions, and satisfaction with the program. Additionally, how students use the program for self-study to improve their language ability has not been investigated. Moreover, there is no study on how these factors relate with each other. Furthermore, TMM plays a vital role in assessing the language ability of not only students but also staff at the university. However, there is no evidence to show for the effectiveness of the program to guarantee continual usage. Hence, this study aimed at the purposes enumerated below.

2. PURPOSES OF THE STUDY

1. To find out students' perception of the usefulness and ease of use of the Tell Me More program.
2. To find out students' satisfaction with the Tell Me More program.
3. To examine the practices of students when using the Tell Me More program.
4. To find out the aspects of the program that pose problems and difficulties to students in learning.
5. To find the relationship between students' perception, satisfaction and practices.
6. To find out the effectiveness of Tell Me More in improving students' English proficiency.

3. RESEARCH QUESTIONS

1. What were students' perceptions of the usefulness and ease of use of the Tell Me More program?
2. What were students' satisfaction with the Tell Me More program?
3. What were students' practices when using the Tell Me More program?
4. What problems or difficulties do students face when using the Tell Me More program?
5. Were there any relationships between students' perceptions, satisfaction and practices?
6. How effective was the Tell Me More program in improving students' level of English achievement?

SIGNIFICANCE OF THE STUDY

1. The results would reveal to the lecturers, department, faculty and the university, students' perception and satisfaction.
2. The findings would make known to the university how students made use of Tell Me More to improve the English language ability.
3. The findings would also provide information on the problems students faced when learning online and how these problems could be solved.
4. The findings would guide instructors, institutions and instructional designers on how to improve the course design of online learning programs.
5. The research would add new information to the body of literature of students' perceptions, satisfaction, practices, and effectiveness of online language learning.

SCOPE AND LIMITATIONS OF THE STUDY

The study is limited to Tell Me More users who have completed 890-102 Fundamental English Reading and Writing at Prince of Songkla University in the 2015 academic year.

1. The result cannot be generalized to other institutions or future users of the program because the characteristics of participants in this study may be different from that of future users of the program.
2. The researcher relied on a bilingual translator for both the Thai version questionnaire and the focused group interviews. This may result in the researcher not getting the accurate information or there may be issues of mistranslation in using the instruments for data collection.

4. DEFINITION OF TERMS

4.1 Tell Me More

Tell Me More, an asynchronous online learning system, is one of the advanced self-learning tools that may have a comprehensive solution for language learning. The learning guide is controlled either by the application or by the students themselves. The students can choose from the various activities that are structured around every day routines, professional and business related tasks.

4.2 Perception

An awareness of a given object depending on insight and intuition gained through a student's senses, experience, and knowledge. Some studies have used the concepts of perception and attitude interchangeably.

4.2.1 Perception of usefulness

Perceived usefulness (PU) is explained as the extent to which technology enhance one's performance in a specific knowledge or skill. Students' perception of the usefulness of technology is therefore how students see a technology as offering an alternative for learning and acquiring knowledge.

4.2.2 Perception of ease of use

Perceived ease of use (PEU) refers to students' ability to use technology with little or no challenges. PEU is therefore "the extent to which one believes learning online will be free of cognitive effort" (Park, 2009 p.57).

4.3 Practice

In this study, practice was defined as what student did or how the used the Tell Me More program to improve the English language ability. This consisted of students' substantive engagement, efforts, persistence and sustained commitment in using the program (Fredricks, Blumenfeld, & Paris, 2004; Nystrand & Gamoran, 1991). Since the learners used the program for self-study, their practices may not easily observed (Newmann, Wehlage, & Lamborn, 1992). However, it may be known through student self-report and student self-monitoring of what they do on task (Appleton et al., 2006; Fredricks et al., 2004).

4.4 Satisfaction

Satisfaction was defined according to Chapelle (2005) principles for the evaluation of CALL programs.

4.4.1 Language learning potential: This refers to the capacity for CALL

applications to provide students with beneficial instructions on grammar and vocabulary skills (focus on form).

4.4.2 Learner fit: This means how usable is the resource to suit the learning styles and needs of students with diverse range of abilities. This includes how students can plan, and monitor their learning to check understanding and progress.

4.4.3 Meaning focus: This refers to the extent to which students' attention are drawn to meaning which can have an impact in students' interest, motivation and achievement.

4.4.4 Authenticity: This means the relationship between language and learning activities in the resource to promote effective involvement in social practice. It also includes its capacity to build on learner's prior knowledge and promote active and self-regulated learning.

4.4.5 Positive impact: This is the extent to which the activities in a computer learning application positively affects students speaking, listening, reading and writing skills.

4.4.6 Practicality: This refers to the adequacy of the activities in the resource is to support language learning.

4.5 Effectiveness

The degree to which something is successful in producing the desired result.

5. RESEARCH METHODOLOGY

5.1 Setting

The setting for this research was Prince of Songkla University (PSU), a university in the south of Thailand. The participants for this study were students who had enrolled and used TMM as part of 890-102 Fundamental English Reading and Writing in the Academic Year 2015. The students took a placement test incorporated in the TMM program. Then they used the TMM program for a number of hours based on their score and proficiency level. The students also took a progress and an achievement tests in the TMM program at different times in the Academic Year 2015. This was done to measure any improvement in the performance of the students. The placement, progress and achievement tests were at different levels of difficulty. Both the placement and progress tests were scored 10 points and were at a similar level of difficulty. However, the achievement test was at a higher level of difficulty, which is comparable with standard tests such as TOEIC. It was scored out of 800 points. The TMM administrators tracked all activities of students on the program including time of usage.

5.2 Population and Sample

The population for this study was 2,137 students who had completed the placement, progress and achievement tests in the Tell Me More program were selected for the study. The population was obtained from the administrators of the program at the Center for Learning Promotion and Development in Prince of Songkla University. The students used the Tell Me More program in the Academic Year 2015. This population fulfilled the following criteria: 1) They had completed the 890-102 Fundamental English Reading and Writing Course. 2) They had completed the full Tell Me More course that had a placement, progress and achievement tests. 3) They used the program for the required number of hours based on their proficiency levels. The Krejcie and Morgan, (1970) technique was used to select 350 students who

fulfilled the second and third criteria for the final study. The students who met the second and third criteria were from 5 faculties. The students from the selected faculties were randomly selected. Their selection was entirely by chance.

5.3 Instruments

The mixed research methodology was used in this study. Both questionnaires and a semi-structured focus group interview were utilized as the data collection instruments. This strategy was used because according to Creswell, Clark, Gutmann and Hanson (2003), it allows researchers to simultaneously collect data, concurrently analyze the data to confirm findings in relation to the impressions and opinions of respondents of a study.

Questionnaire

The questionnaires were made up of 3 sections. The first section elicited the demographics of the participant (Gender, Student number, faculty, phone number/email). The second section had 34 close-ended questions divided into 5 parts and the last section had 1 open-ended item.

The first two parts in the second section found out students' perception of the usefulness and ease of use of TMM. The first part consisted of 7 items while the second part had 4 items on students' perceptions of the usefulness and ease of use respectively. The items in these parts were adapted from Technology Acceptance Model (TAM) (Davis, 1989). All the items in section 2 were modified to make them suitable for the research context. The scales for this part ranged from strongly disagree (1) to strongly agree (5).

The third part of the questionnaire was made up of 7 items that sought to find students' satisfaction with TMM. The items in this part was adapted from Chapelle, Jamieson and Preiss' (2005) principles for the evaluation of CALL. The scales for this part ranged from strongly disagree (1) to strongly agree (5).

The fourth part investigated students' practices with TMM. Eight items were adapted from the original four items in Effort and Persistence in Learning (EPL) with

subscales of student approaches to learning survey (Artelt, Baumert, Julius-McElvany, & Peschar, 2003) to investigate students' practices. The researcher and the bilingual moderator who was a previous user of TMM brainstormed possible ways through which students could use the program. Hence, the researcher ended up with eight items. This part consisted of items on a four point Likert scale ranging from almost never (1) to almost always (4).

The last part investigated difficulties students encountered based on individual, contextual, course and technological aspects.

The last section of the questionnaire, which was an open-ended item sought students' recommendation of the program for further use.

Table 1. Summary of closed questionnaire items classified according to constructs.

Constructs	**No. of items**	**Adapted from**	**Total Items**
Perceived Usefulness	1 to 7	Technology acceptance model (TAM) (Davis, 1989)	7
Perceived Ease of use	8 to 11	Technology acceptance model (TAM) (Davis, 1989)	4
Students satisfaction	12 to 18	Chapelle, Jamieson & Preiss (2005)	7
Students practices	19 to 26	Scales adapted from (Artelt, Baumert, Julius-McElvany, & Peschar, 2003)	8
Problems encountered	27 to 34	Self-created	8
Total			**34**

Semi-structured focus group interview

A semi structured focused group interview based on the above-mentioned constructs was also created to collect data to confirm and the findings of the questionnaire. It was structured to have an in-depth examination into specific aspects of the program that determined students' perceptions, satisfaction, practices and problems encountered with the TMM program. Since the questionnaires elicited data

without any explanations, this instrument augmented the findings by providing a richer and a more precise date for inferences to be made.

Reliability and Validity

Before the questionnaire was piloted, it was translated to Thai language with the help of a translator. A committee of experts in language, instructional technology and education reviewed the Thai and English versions to ensure its content validity and reliability. Based on the review, some items both the English and Thai versions were modified to make them compatible with each other. After the compatibility checks, approval was given for the questionnaire to be piloted.

Piloting

The questionnaire was piloted with a group of students who had completed the 890-102 Fundamental English Reading and Writing and have used the TMM program for 40 hours and completed during the summer of the Academic Year 2015. The list containing the names, faculties and student numbers was obtained from the administrator for piloting. The questionnaires were distributed to the respondents at their various faculties. Eighty questionnaires were distributed for piloting. Among the eighty questionnaires distributed, 58 were returned for analysis. However, eight questionnaires were badly filled and were not included in the data for analysis. There were 34 items divided into five constructs including one open-ended questions in the questionnaire.

The reliability analysis of the items was carried out for the Cronbach alpha co-efficient with an SPSS program. The overall reliability of the items using Cronbach's alpha was .895 which is considered an adequate value for internal reliability of a scale (DeVellis, 2003). Table 3. below shows that two out of the five constructs (usefulness and satisfaction) had Cronbach alpha internal validity of .920 and .932 respectively. They were good for the final data collection. The construct "Ease of use" had an acceptable value of .810. However, the scale of learner practice had an alpha value of .632. The Cronbach alpha value for the items on the problems encountered construct was .759. For the items on the construct of students' practices, two of them were confusing to students because they contradicted each other. Additionally, some items

in the construct of problems encountered were not clearly phrased. They were re-phrased in both versions of the questionnaire to make them more compatible and clearer for the final study. Overall, the items 22, 25, 32, 33, and 34 were either re-phrased or reversed. Below is the final Cronbach analysis for the constructs.

Table 2. Reliability results of piloted questionnaire

Constructs	Number of items	Cronbach alpha value
Perceive usefulness	7	.920
Ease of use	4	.810
Satisfaction	7	.932
Practices	8	.632
Problems	8	.759
Overall	34	.895

5.4. Test instruments to measure the effectiveness of Tell Me More

The test instruments that were used to measure the improvement in students' achievement were the placement, progress and achievement tests in the program. These tests were incorporated into the full TMM learning package. The placement test was used to determine the level of proficiency of students; beginner, intermediate, intermediate+ and advanced. The progress test measured their progress over time and the achievement test aimed at measuring their accomplishment or knowledge after using the program for the required number of hours. In this study, while both the placement and progress tests were scored 10 points and was at a similar level of difficulty, the achievement test was scored out of 800 points and was at a higher level of difficulty. All activities of students on the program including time of usage were tracked by the TMM administrators.

The scores for the entire population (2,137) was analyzed to find the effectiveness of the TMM program. This was done because the names and student ID numbers were excluded from data for ethical reasons. This made it impossible to find specific students and their scores to be used for the data analysis. Hence, the findings from the effectiveness of the TMM program could not be related to the responses from the survey.

5.5 Data Collection

Questionnaire

For the main study, the questionnaires were distributed among targeted respondents who had completed the 890-102 Fundamental English Reading and Writing. The list of students who enrolled in the TMM program was obtained through a written permission to the administrator of the program. However, for ethical reasons, the students' names and ID numbers were excluded. The list had the respective faculties of students and those who met the criteria of selection intended for the study. The researcher then made enquiries from the students from the selected faculties to confirm whether they took the placement, progress and achievement tests in the program, used the program in the academic year 2015 and used it for the required number of hours. After an extensive interrogation of students from different faculties to confirm the above criteria, the researcher settled on five faculties; Natural resources, Economics, Thai Traditional Medicine, Science and Engineering.

Three hundred and fifty questionnaires were distributed through the following processes 1. Snow balling: this method was used because all of the potential participants were hard to find. The researcher identified some participants from different faculties and asked them to distribute the questionnaires to the other subjects (Heckathorn, 1997). This method was used to collect data from students.

Classroom distribution at the selected faculties: the researcher used this strategy in order to get a high response rate. The researcher sought permission from teachers from selected faculties in order to distribute the questionnaire to the students. After a brief explanation of the purpose of the research, the distribution and collection of the questionnaire took approximately 15minutes.

The whole data collection process took more than two weeks. All the 350 participants completed and returned the questionnaire; however, 10 were badly filled and were discarded from the data analysis. The researcher randomly and conveniently selected samples of the questionnaire for an in-depth focus group interview.

Collection of test scores to analyze the effectiveness of TMM

The data for the effectiveness of the TMM program was obtained from the program administrators of the program. They tracked all activities of students and recorded the scores they had in each test. This included time of usage. The administrators of the program collated the test scores at the end of the Academic Year 2015 for the researcher for the analysis to be conducted.

Focus group interview

The semi structured focus group interview was carried out to find out students' in-depth perception, practices, satisfaction and effectiveness. This data helped the researcher triangulate the findings from the questionnaire to appropriately answer the research questions. Therefore, this technique complemented the limited amount of information that was elicited from the questionnaire for richer and more precise inferences.

Invitation for the semi-structured focused group interview was made by phone calls and an in-class announcement. For the phone calls, the selection conveniently made based on faculties and their recommendation for further use of the program. An announcement was made at selected faculties that took part in the survey. The researcher sought permission from the lecturers in charge at the various faculties. Ten students showed up for the interview. Among them were nine females and one male. Three were from the faculties of natural resources and three studied Thai Traditional medicine. Two were from the faculty of economics and two students were from the faculties of Science and Engineering.

The interview was conducted in Thai by the help of a proficient bilingual moderator. The moderator, who was already knowledgeable about the research, was further guided on specific questions to ask, how to keep the discussion going by asking follow up questions and how to make the participants feel comfortable throughout the process. The moderator introduced himself to the participants. He asked permission for the interview to be video recorded for transcription and translation purposes. The participants were assured of the confidentiality of their response. This made them certain that their responses will not be revealed under any

circumstances. The moderator proceeded to interview participant by following the guide (Appendix). The moderator appreciated the corporation of the participants at the end of the interview. It lasted between 30 to 45 minutes.

5.5 Data Analysis

Questionnaire

Three hundred and forty questionnaires were analyzed. The researcher ran a descriptive statistical analysis of the closed items of the questionnaire with a statistical program and interpreted the findings as follows. Among the 340 students surveyed, 26% (91) students were males while 74% (259) were females. 55%(180) were from the Faculty of Natural Resources while 23%(81), 5%(18), 7%(26) and 10%(35) were from the Faculties of Economics, Engineering, Science and Thai Traditional Medicine respectively. The statistical calculation of the interval for the four Likert scale were interpreted based on Phongwichai (2008). The five level Likert scale was interpreted appropriately.

Table 3. 4 item Likert scale for the construct of students' practices

Interpretation	Practices	Mean Range
Very low	Almost never	1.00-1.75
Low	Sometimes	1.76-2.51
High	Often	2.52-3.27
Very high	Always	3.28-4.00

Phongwichai (2008)

Table 4. 5 item Likert scale for the constructs Perceptions and Satisfaction

Interpretation	Perception, Satisfaction & Problems	Mean range
Very low	Strongly disagree	1.00 to 1.80
Low	Disagree	1.81 to 2.60
Medium	N/A	2.61 to 3.40
High	Agree	3.41 to 4.20

Very high	Strongly agree	4.21 to 5.00

Focus group interview

In order to substantiate our findings arrived at from the simultaneous data collection (quantitative and qualitative), the researcher and the bilingual expert analyzed the content of the interview by finding common themes and patterns that came up.

Firstly, the responses were transcribed. The translator listened to the responses twice from the recorded video tape. The second transcription was done to ensure consistency with the first transcripts. Both transcripts were compared to make sure it was reliable and credible. It was then translated into English for its content to be analyzed. The common themes from the content analyses were categorized according to constructs.

The researcher triangulated the findings with responses from the survey to identify common patterns emanated from both analysis. This parallel analysis of the data aimed at deeply understanding students' perceptions, satisfaction and practices with the Tell Me More program. Additionally, it complemented the limited amount of information that was elicited from the questionnaire for richer and more precise inferences.

5.6 Change in research plan

The researcher had to change the plan in order to answer research question 6. This was due to the exclusion of the names and students' number ID from the list compiled by the administrator for ethical reasons. This made it impossible to identify specific students who took part in the survey. The researcher therefore analyzed the result of the entire population of 2,137 students for the effectiveness of TMM. Hence, because of the big difference between participants of the survey, and the entire population, the findings from the effectiveness of the TMM program could not be related to or linked with the responses from the survey.

The data was subjected to descriptive statistical analysis through which the means, standard deviation and Z scores were derived. Because of the difference between the scores of the placement, progress and achievement test, the researcher

run a Z score analysis to compare and standardize the scores of the different sets of data of the various proficiency levels. The Z score difference between the placement and achievement test was computed to find out whether there was any improvement. However, the Z progress test scores were not used in analysis because it was at a similar level of difficulty with Z placement test and any difference between them may be due to chance.

The scores for the entire population (2,137) was analyzed to find the effectiveness of the TMM program. This was done because the names and student ID numbers were excluded from data for ethical reasons. This made it impossible to find specific students and their scores to be used for the data analysis.

6. FINDINGS

The findings of the study have been arranged according to research questions. It includes a parallel analysis of results from the survey (percentage and means) and the focused group interview. This was done for a more accurate precision.

6.1 Students' perception of the usefulness and ease of use of the Tell Me More program

6.1.1 Students' perception of the usefulness of Tell Me More

The results of the descriptive statistical analysis (frequency, percentage, mean and standard deviation) and the focus group interview are as follows.

Item	PERCEIVED USEFULNESS	X	SD
1.	TMM helps me improve my listening skill.	3.53	.803
2.	TMM helps me improve my speaking and pronunciation skill.	3.31	.880
3.	TMM helps me improve my reading skill.	3.52	.829
4.	TMM helps me improve my writing skill.	3.21	.859
5.	TMM helps me improve my grammar knowledge.	3.34	.859

	6.	The activities in TMM are useful for vocabulary learning.	3.70	1.76
	7.	I have improved my overall English language proficiency.	3.42	.822

Table 5. Students' perception of the usefulness of Tell Me More

The item related to TMM was helpful in improving their listening skills had a high mean ($\bar{X}$=3.53). This suggested that because the students had few opportunities to use English, the listening activities in the program increased the avenues through which they could listen to activities planned around listening. During the focus group interview, a participant stated the usefulness of the listening part:

"It is a good program that helped me improve my listening skills. The native speakers speak in all the activities so I can listen to the activities at the standard level."

The mean for the item stating that TMM was useful for improving their speaking and pronunciation skills was at a medium level of $\bar{X}$=3.31. The medium mean score suggested that even though the students got the chance to mimic words and phrases they may be shy or not confident enough to say under normal circumstances, it could not give them the opportunity to engage in a meaningful conversation except to mimic the words and phrases. Two participants mentioned the opportunities the speaking and pronunciation parts gave them to practice their English. They are as follows:

"The Tell Me More program is good for practicing my speaking and pronunciation skills since I do not have other English language speakers to practice speaking English with. However, I cannot engage in a conversation with it"

"The Tell Me More program is not boring when it comes to the speaking and pronunciation parts because it is interesting and useful for improving my speaking ability even though it is challenging to use at times."

The item on the usefulness of the reading had a high mean of $\bar{X}$=3.52. This finding shows how students could identify words, phrases and finally string them into

sentences and read them out for self-satisfaction. It also means that the words were difficult to understand and the sentences were simple and easy to read. This boosted students' confidence to read out sentences on their own without any assistance from an instructor. However, an interviewee remarked how useful and challenging this part of the program was:

"The reading texts in the program are useful. It is interesting and challenging at the same time because most of the levels of difficulty of the passages are at my current level of knowledge. However, I sometimes do not understand the context of the passage."

Students' perception on the usefulness of the writing aspect was at a moderate level of ($\bar{X}$=3.21). This suggests that the students' perceived the writing aspect to be moderately useful. One factor that could account for this is students' inability to apply the grammatical knowledge to form appropriate sentences. The response from one participant in the focus group interview confirmed the moderate level of usefulness of the writing aspect. Below is the statement:

"The program is useful for improving other English language skills but not writing and grammar knowledge because there are no explanations given to the wrong sentences I write. I don't know which part of the sentence is ungrammatical so I become confused"

The findings on the usefulness of the program in improving students' grammar knowledge was at a moderate level of $\bar{X}$=3.34. Like the writing, they perceived that the grammar explanation is inadequate and not straight to the point. The comment below confirms this:

"The grammar explanation is not enough. The examples the program gives do not sometimes relate to the sentence in the task so I do not know what to. I just move on to the next task."

Another participant said:

"The writing and grammar parts make the program boring and uninteresting to use. I always get a red text for a whole sentence even though I know that some parts of my sentence are grammatical. I don't get an explanation of which exact part is ungrammatical and how to correct it."

The students perceived the vocabulary aspect very useful. This item recorded a high mean of $\bar{X}$=3.70. This finding shows that the program has enough content for vocabulary learning. The activities for vocabulary learning are structured around activities such as crosswords, dictations and gap filling. Hence, students may have found it as an interesting way to improve their vocabulary knowledge. The excerpt below confirms this,

"There are interesting ways I can use to improve my vocabulary in the program. I enjoy it anytime I use the crossword puzzle, which is a quick way for me to learn more vocabulary."

Overall, the students perceived the TMM program moderately useful $\bar{X}$ =3.42 for learning English.

6.1.2 Students' perception of the ease of use of Tell Me More

Four items in Table 6 measured students' perception of the ease of use of the TMM program. In general, the majority of the participants agreed that it was easy to use.

Table 6. Students' perception of the ease of use of Tell Me More

Items	EASE OF USE	X	SD
8.	It is easy for me to learn English with TMM anytime.	3.35	.977
9.	The learning activities in TMM are easy to do.	3.34	.832
10.	The directions in TMM are easy to understand and follow.	3.54	.866
11.	There are many ways to answer the questions.	3.33	.808

The mean for the item in relation to the extent to which the program was easy to use was at a medium level of $\bar{X}$ =3.35. One participant said,

"I like the Tell Me More program because it is suitable and enjoyable for online learning. The content is also easy to understand and I can use it anytime as I desire."

The item for how easy the activities in the program was had a medium mean of $\bar{X}$ = 3.34. Another participant remarked,

"The program is good and easy for learning English especially for me as a beginner because it contains tips and tricks which helped me improve my English language skill especially my pronunciation."

The item on how easy it was to follow the navigation in the program had a high mean of $\bar{X}$ =3.54. An interviewee commented,

"What makes the program easy to use is that I can skip to any activity of my choice since I am not obliged to follow the activities systematically. I sometimes select an activity I like if I find the current one uninteresting or difficult or too easy to do."

Another participant made an interesting comment about the program's ease of use,

"The direction did not help me much because I didn't understand it and I did try and error. I could easily follow the directions because I had done the activities in the program several time and I knew the next step I had to take."

The mean score for the item on the having different ways to do the activities in the program was at a moderate level ($\bar{X}$ =3.33). What could explain this divided and moderate level of perception between those who agreed and not sure is that students may have looked at the answers keys for an easy way to do the activities in the program.

6.2 Students' satisfaction with the Tell Me More program

The findings for students' satisfaction with the program are as follows:

Table 7. Students' satisfaction with Tell Me More

Items	**I am satisfied with TMM because**	X	SD

12.	The language learning activities in TMM are beneficial.	3.58	.867
13.	TMM gives activities that fit my learning style.	3.32	.886
14.	The topics and situations in TMM are helpful in my daily life.	3.39	.843
15.	The English used in TMM is suitable for my level of proficiency.	3.39	.818
16.	TMM program gives enough content to help me learn English.	3.27	.914
17.	The topics and situations in TMM are interesting.	3.36	.923
18.	I can use TMM to learn English on my own.	3.58	1.33

The item (12) on the benefit of the language learning activities in the program recorded a high mean of $\bar{x}$=3.58. This suggests that the program had contents that catered for various skills and knowledge. Even though the students perceived the grammar and the writing aspects moderately useful, the high perception of usefulness students had of the vocabulary, listening and reading parts may explain this to some extent. An interviewee mentioned specific aspects during the focus group interview,

"I am satisfied with the vocabulary activities. They are helpful but giving more situations where we can use this to improve my speaking skills will be much better. However, I did not enjoy the grammar and writing activities."

Another participant remarked,

"I liked the reading, listening, vocabulary and speaking parts in the program. However, the program does not tell me which part of my writing is wrong and the grammar explanation for that."

The item (13) on the suitability of the program with learning style and preferences had a moderate mean score $\bar{x}$=3.32. This finding suggests that the students had their preferred mode of learning. While some may favor online learning, other may prefer the traditional face-to-face learning. This may have accounted for the moderate level of satisfaction. One participant said

"I enjoyed using the program because I like to learn online, so that I can choose the lessons I want to study on my own. It is really flexible to use."

Another respondent said,

"If I have my own way, I would like to learn with a teacher in class. It is natural and flexible. I can ask the teacher questions when I do not understand anything. Learning with a computer is not my style."

The item (14) on students' satisfaction with the program's relevance to their daily life activities had a moderate mean score of $\bar{x}$=3.39. The comment of an interviewee confirms this,

"Though the topics and situations can be used in my daily life, some of them are repetitive and it makes it boring to use. There should be varieties of relevant tasks in the program to make it more useful."

The mean score for the students' satisfaction with the suitability of the TMM program with the level of proficiency (item 15) was moderate $\bar{x}$=3.39. Even though students had the choice to select tasks according to their level of proficiency, they still felt moderately satisfied. A possible explanation to this is that the activities may have been difficult or easy for students of even at their appropriate level of proficiency. A participant made the statements below during the interview,

"For me, the program is below my proficiency level even at the advanced level. So, I think the program is not very challenging to improve my level of English.

The mean score for the students' satisfaction with the adequacy of the content or activities was also moderate $\bar{x}$=3.27. The moderate mean score means that the students were not only moderately satisfied with the linguistic (writing and grammar) but also some communicative aspects (speaking, pronunciation, listening). This may have accounted for the moderate level of satisfaction. The excerpts from the interview below affirms this finding,

"I like the TMM program but the listening and speaking activities though interesting is not enough. It could be improved so that I can relate to it better. For the vocabulary, I get enough practice but for the reading I sometimes find it difficult to understand the text."

Another participant remarked,

"Every sentence I write is wrong, but I sometimes know that my sentence is not completely wrong, only some parts but the program doesn't tell me which part and the grammar explanation for that is also general."

Students' satisfaction with how interesting and interactive the lessons in the program was recorded a moderate mean of 3.36. This means that while some aspects of the program may be practical for students; other aspects may be boring and irrelevant for the students. Additionally, learner-content interaction that makes the activities interesting and practical may be limited. A respondent said,

"I like the speech recognition, it helps me imitate words and phrases comparable to the native speaker but it would be better if I can engage in a conversation with the program. The vocabulary, reading and listening has also helped improve my skills and confidence."

Another participant stated,

"I think some activities in the program like the crossword are too easy, repetitive and sometimes boring. The writing is sometimes complicated. Every sentence I write is wrong."

This item on students' satisfaction with TMM for independent learning recorded a high mean of 3.58. This may be due to the students' ability to access and use the program any time and place of their convenience without the interference of instructors. Despite the freedom of access for self-study, some respondents were unsure about the potential of the program in that regard. This may be due to technical problems with the internet connection and browser. The program could only be accessed with Internet Explorer. One participant also retorted,

"The Tell Me More program gives me another interesting way of learning English. I can choose and plan what ways to use to understand the activities since I cannot always follow the lessons in class. Sometimes, when I want to practice my English by revising what I have been taught in class I use the program."

Another interviewee said,

"I like to use the program to study English on my own but the poor internet connection and limited browser option sometimes make it frustrating to use."

Another respondent added,

"I am satisfied with the TMM program because I can know my performance for each activity as I progress in using the program. I can also know my overall performance at the end of using the program."

Some participants however expressed dissatisfaction with the required time of use according to their proficiency level.

One participant said,

"The program competes with me for time for other subjects. Sometimes I have to spend the minimum hours required for the day even though I have successfully completed the activities in the program already. So I have to carry my computer with me everywhere I go to get connected to meet the required hours to get the percentage."

Another interviewee said,

"I am not satisfied with the evaluation aspect of the program, sometimes the time spent does not add up so when I am evaluated based on time it does not help improve my English. There should be other evaluation methods based on the content in the program that are interesting and useful."

6.3 Students' practices with the Tell Me More program

Below are the findings on students' practices with Tell Me More. The items in this section surveyed students' practices and effort shown during the use of the TMM program.

Table 8. Students practices with Tell Me More

Items	**PRACTICE**	X	SD
19.	I read the instructions for every activity before I start to practice.	2.73	.825

20.	I keep trying an activity until I get the correct answer.	2.72	.803
21.	I skip to new activities when I face difficulties.	2.65	.885
22.	I look at the answers in the answer key when I answer a question incorrectly.	2.54	.863
23.	I go to the answer key immediately to do the activities.	1.87	.812
24.	I leave the program on to count the time.	2.45	.879
25.	I ask someone to do the activities for me.	1.47	.777
26.	I find help from other materials (google translate, dictionary, google).	2.24	.863

The mean score for the students' instruction reading practices was high at 2.73. This indicates the students' positive instructions reading attitude.

The item, I keep trying an activity until they get the answers correct had a high mean score of $\bar{x}$=2.72. The high mean score in this category showed the effort the students' made when they faced tasks that were challenging or beyond their level of proficiency. The excerpt below confirms this,

"I had to put in effort to answer the questions in the program correctly to make me feel proud of myself."

The item, I skipped an activity whenever they found it difficult also had a high mean score of 2.6. This finding is not consistent students' report that they kept trying until they got the right answer to a task. Below is an excerpt by a participant.

"When I use the program, I have to think hard before I can complete the activities. I keep trying though it is less fun, it helps me improve my English. I can see about 70% improvement in my English language skills."

The mean score of item, I consult the answer key for answers when I get an answer in an activity wrong was $\bar{x}$=2.54. This finding suggests that students may not have made enough effort in getting the answers right before proceeding to the next task. They looked at answer key. Two respondents said,

"*I have no time to waste on one question; I skip to a new activity when I find the current one challenging for me. I sometimes also go to the answer key for solutions.*

The second respondent opined,

"I keep trying until I get the correct. I find from other sources like google to answer to do the task. It feels frustrating at times but this challenges me to learn more."

The item I go straight to the answer key to do the activities in the lesson had a low mean score of 1.87. This suggests that the students puts in effort when they use the program. It therefore clarifies some contradictions in the previous three items. Response from two participant confirms this,

"I have to improve my English proficiency so I do my best whenever I use the program. If I go straight to the answers there is no way I can improve my current level of English."

"*There is too much complication in the program so to make it easy and fast for me, I go straight to the any keys for solutions."*

Furthermore, the item on leaving the program on to count the time had a mean score of 2.45. This suggests that the students sometimes left the program on to count the time probably because they were graded based on the number of hours spent on the program. Below are statements from the participants

"I leave the program on to count the time because most of the time I finish doing the activities in the program before the required number of hours. So the only way to get the grade is to leave the program on since the hour is still needed."

Another participant remarked,

"I do not focus on the hours of use. I focus on the content but if I continue to do that, I will end up not fulfilling the minimum hours. Therefore, I leave it on. So I think there is no need to focus on the hours but the questions that are answered correctly."

The item on having another person do the activities in the program for me had a very low mean score of 1.47. This suggests that the majority of the students showed a great sense of responsibility by doing the activities on their own. One participant said,

"I cannot rely on anybody to do the activities in the program for you because everybody is using the program and is responsible for it at the end of the semester. I had to put in effort to answer the questions in the program correctly to make me feel good."

The mean score for the item on finding help from other materials such as google translate or dictionary or the grammar book while using the program was at a low level of $\bar{x}$ =2.24. This item further confirms students' actions of trying until they got the answer correct. The students may have kept trying by resorting to other materials. Two students pointed out the following:

"The way the program is set up encourages me to seek help from other sources. Sometimes there are no explanations further to where and why I got an answer wrong. This raises motivation to search further for help to know where I am completely wrong."

Another participant said,

"I do not know how to find help from other internet sources; I just skip when the activity is higher than my level of ability or when I cannot use the activity in my daily life. Moreover, I look at the answers in the answer key."

6.4 Problems students faced with Tell Me More

This part of the questionnaire investigated technical and linguistic problems the students faced while using the program.

Table 9. Problems encountered during the use of Tell Me More

Item	Problems with TMM	X	SD
27.	Difficulty to use the TMM on any browser.	3.63	1.06
28.	Failure in the internet connection system sometimes and at some places.	3.69	1.00
29.	Insufficient assistance from those concerned.	3.10	.96
30.	Difficulty in finding help when I have problem in turning the program on.	2.98	1.00
31.	Not enough grammar explanation.	3.12	.92

32.	Difficulty with the speaking recognition.	3.68	.86
33.	The listening is fast for my level.	3.36	.92
34.	The words are difficult for me to read.	2.97	.84

It was impossible to access the TMM program on other browser platforms (item 1). It was only fully compatible with Internet Explorer while other functions were inactive on other browsing platforms. This item had a high mean value of 3.63. The students had problems at some times and places. This item also had a high mean value of 3.69

The students reported to have had insufficient assistance from people (instructors and administrators) in charge of the program. The mean score for this item was at a medium level ($\bar{x} = 3.10$). The respondents agreed that they had no difficulties or problems in turning the program on. This item also had a below medium mean value of 2.98.

As regards any linguistic challenge, the students agreed to the inadequacy of grammatical explanation. The mean score for this item was also medium at 3.12

The students had difficulties with the speech recognition system. This item recorded a high mean of 3.68. They also had a challenge with the pace of the listening. The mean score for this item was 3.36. They encountered fewer challenges with the reading aspect. This item had a below moderate mean score of 2.97

The participants further revealed problems related to the linguistic, communication and technical aspects of the program. In relation to the linguistic and interaction problems, one participant said,

"The program is helpful but there is a problem with the answers given to the questions in the program. The program does not teach me several ways to answer a question in an English conversation. There is only one answer and it makes me feel that it is the only way to answer a question in English."

Two other participants said,

"The explanation given to the activities especially the grammar and writing parts are not enough to help me understand. I get no explanation why and exactly where I got an answer wrong. At least I should know where and why."

"It is difficult for me to know the answer because the methods the program uses to tell the answer makes me confuse."

Concerning the technical problem, one respondent said,

"First the program requires a lot of technical requirements before I can access it on my computer. This sometimes makes it difficult to use it on my computer so I have to learn at the main library, which sometimes make me feel uncomfortable."

Another interviewee said,

"There is no flexibility in accessing the program because access is limited to only the Internet Explorer. I think it should be made compactible with other browsing platforms.

Another respondent said,

"Though the pronunciation aspect in the program is good, but it is unreliable. It records the slightest sound I make and I score 100% though it may not be related to the word in the program. Sometimes, other sounds interfere when I even pronounce the word correctly."

One participant also said,

"The program has a good accent to copy from but the sound wave measuring the pronunciation is sometimes inaccurate. However, it is interesting to use."

Another participant said,

"There is a problem with the speed of the listening activities. I have to write the conversation as I listen and it is difficult to write since the speech is fast. It will be better if there is an option to regulate the speed level to the level of my choice."

6.5 Relationships between students' perceptions, satisfaction and practices.

A Pearson correlation analysis was done to find the relationships among students' perceptions, satisfaction and practices. Below are the findings

Table 10. Correlation between students' perception, satisfaction and practices

	Perceived Ease of use	Perceived Usefulness	Satisfaction	Practices
Perceived Ease of use	1	.617**	.666**	.052*
Perceived Usefulness		1	.757**	.103*
Satisfaction			1	.153**
Practices				1

**. Correlation is significant at the 0.01 level (1-tailed).

*. Correlation is significant at the 0.05 level (1-tailed).

The findings from the analysis revealed a relationship between perceived ease of use and perceive usefulness of TMM. Perceived ease of use had a positively moderate level of correlation with perceived usefulness ($r = .617$, $p < .01$). This means that the more students perceived TMM useful, the more they perceived it easy to use.

The results further indicated that perceived ease of use positively but moderately correlated with students satisfaction with TMM ($r = .666$, $p < .01$). That is, the more students perceived TMM easy to use, the more satisfied they felt. Moreover, the result indicated a strong positive correlation between perceived usefulness and students' satisfaction ($r = .757$, $p < .01$) with TMM. This means that the students became more satisfied when they found the content useful for their daily life.

An investigation was further carried out to see whether perceived usefulness, perceived ease of use and satisfaction were related to students' practices with TMM. The results reveal no correlations among students' perceptions, satisfaction and practices with TMM. In other words no relationship was found between students practices and the three factors namely, perceived ease of use ($r = .052$, $p > .01$), perceived usefulness ($r = .103$, $p > .05$) and satisfaction ($r = .153$, $p > .05$).

6.6 Effectiveness of the Tell Me More program

The scores of students were subjected to descriptive statistical analysis through which the means, standard deviation were derived. Since the scores of the placement (10points), progress (10points) and achievement tests (10) were different, a Z score analysis was done to compare and standardize them.

Table 11. Means, Standard Deviations and Z scores of the tests

Tests	Beginner (n=676)		Intermediate (n=846)		Intermediate+ (n=450)		Advanced (n=165)		Total (n=2137)	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
1.Placement Test	2.39	0.45	3.86	0.56	6.22	0.86	8.62	0.48	4.26	1.95
2.Progress Test	3.00	1.02	3.89	1.19	6.34	1.49	8.53	0.85	4.48	2.06
3.Achievement Test	285.9	32.9	306.6	42.6	419.7	82.3	566.4	77.2	343.9	97.9
4.ZPlacement Test	- 0.96	0.23	- 0.20	0.29	1.01	0.44	2.23	0.25	0.00	1.00
5.ZProgress Test	- 0.72	0.49	- 0.29	0.58	0.90	0.72	1.97	0.41	0.00	1.00
6.ZAchievementtest	- 0.59	0.34	- 0.38	0.44	0.77	0.84	2.27	0.79	0.00	1.00
7.Zdiff (6-4)	0.37	0.40	- 0.18	0.45	-0.24	0.68	0.04	0.70	0.00	0.58

The comparison of the mean and Z score analysis for the placement and achievement tests scores in each proficiency level in Table 11 were as follows. For the beginners, the mean and Z score in the placement test was ($\bar{x}$= 2.39, z= -0.96), progress test ($\bar{x}$= 3, z= -0.72) and achievement test ($\bar{x}$= 285.89, z= - 0.59). The Z achievement score reported for the beginners in all three tests showed an improvement in students' achievement.

The mean and Z score for the intermediate level in all the three tests were as follows: placement test ($\bar{x}$= 3.86, z= -0.20), progress test ($\bar{x}$= 3.89, z= -0.29) and achievement test ($\bar{x}$=306.66, z= -0.38). For the intermediate + level, the mean and Z score for the placement test ($\bar{x}$= 6.22, z = 1.01), progress test ($\bar{x}$= 6.34, z= 0.90) and achievement test ($\bar{x}$= 419.38, z= 0.77). The Z achievement score reported for these levels indicated a drop in achievement.

The advanced proficiency level students had means and Z scores as follows: placement test ($\bar{x}$= 8.62, z= 2.23), progress test ($\bar{x}$= 8.53, z= 1.97) and achievement test ($\bar{x}$= 566.42, z= 0.77). The Z achievement score of the advanced group showed little improvement from the level they started.

A further analysis of the differences between the means of the Z scores of the placement and achievement test scores (Z diff 6-4) revealed a Z difference as follows beginner (z = 0.37), intermediate (z = -0.18), intermediate + (-0.24) and advanced (0.04). This means that while the beginners got the highest improvement in the achievement test followed by the advanced groups, the intermediate and intermediate + groups got worse.

6.7 Recommendation for continuous use by the university

The descriptive analysis indicated that 56% (190) agreed that the university should continue to use the program. 21% (81) of the data showed that the university should discontinue the use of the program while 23% (69) were unconcerned.

When asked if they would recommend or not for the university to continue to use the program, the interviews answered in the affirmative. However, they still indicated that they preferred the traditional classroom method of learning English as opposed to online learning. A participant can sum their response in the comment below:

"Although the program is good but if we have our own way we will never use the program. We prefer the traditional classroom way of learning English where we can ask the teacher any question when we face challenges or problems. We can compare that with an exposure to a real life situation where we can use English in meaning context in a face to face interaction."

7. DISCUSSION

The discussion part of the study has been organized according to research questions

7.1 Perceived usefulness of the Tell Me More program

As far as the usefulness of the program is concerned, the students' perceived that it was useful for improving vocabulary knowledge, listening and reading skills respectively. The students had positive perceptions about these aspects of the program probably because there are enough vocabulary, reading and listening activities in the

program. The enormous amount of vocabulary in the program structured around crosswords, dictation and gap filling could explain the perceived usefulness of the vocabulary activities. The extra avenue the listening activities created for the students who had limited opportunities to improve their listening skills could account for why this item was ranked the second highest. Vocabulary plays an important role in learning how to read. As students begin to read, they link the vocabulary they have learned to the text they read, this eventually influence their listening and speaking skill (Beck & McKeown, 2007; Kamil, 2004). Based on this, it comes as no surprise that reading part came third in succession. However, inadequate instant feedback, limited interactions and little connection among the speaking, pronunciation, grammar and writing aspects may have also accounted for the moderate level of perception with these aspects of the program. This finding further confirms Espinoza's (2013) study on TMM with Spanish university teachers but partially in line the study conducted in Malaysia by Yunus et al, (2010).

The findings revealed the usefulness of TMM in enhancing students' pre-communication lesson (vocabulary, listening and reading). However, they showed moderate satisfaction with the writing and grammar aspect. They indicated that TMM marked every part of the sentence they wrote incorrect. In addition, grammatical explanations for the sentences were inadequate which is why the students perceived these parts of the program moderately useful. This suggests that the grammar and writing parts in TMM needs to be improved to encourage better write-up. This would eventually help students know how to outline and organize their sentences. This finding is not in line with Perez's (2014) study on TMM in which students found the writing part not only useful for stimulating better write-ups but also provided enough feedback, evaluated their grammar and improved their writing skills.

Moreover, speaking and pronunciation, grammar and writing had moderate mean scores. This suggests that TMM does not have enough content to improve students' spontaneous and authentic use of the English language useful for their daily life. The results partly agrees with the research by Yunus et al, (2010) and Perez (2014) but confirms the findings of the study by Espinoza (2013).

Furthermore, the speaking and pronunciation function (speech recognition) which was an interesting feature in the program moderately excited the students. The findings from the data showed that students appreciated the opportunity to model their pronunciation after a native speaker. This helped them mimic or imitate words and phrases they may not get the opportunity to practice or learn in their daily life. They also found it useful since they could record their voice and play it back. However, speech recognition function picked up the minutest of any sound interference and recorded their input as either correct or incorrect in the sound wave. They could not also engage in meaningful conversations except the mimicking of phrases. This result is in line with the study by Espinoza (2013) in Spain. However, the students in the studies by Yunus et al. (2010) and Perez (2014) had positive perceptions and were highly satisfied with the speech recognition function because they had the chance to imitate the phonemes without a text.

In Prince of Songkla University (PSU), where the study was conducted, opportunities to use English is not much as compared with the other research contexts where the participants used English as a second language. For students in this study, TMM served the purposes of improving their English language ability and evaluating their performance by getting 2% after fulfilling the requirements of use. Hence, the purposes for which the students in PSU used TMM was different from the other contexts. This could account for the different perceptions of the program according to its usefulness and ease to use.

Like previous research on TMM, the findings of this study show that students have different perceptions of the language learning courseware. The dissimilar perceptions may be due to the contextual differences. Considering that the current study was conducted in Thailand, and the other studies by Yunus et al. (2010), Perez, (2014) and Espinoza, (2013) were conducted in Malaysia, Philippines and Spain respectively, it is clear why there are similarities and differences in the findings. Students in these settings may differ in learning styles and preferences. Additionally, some variables such as students' motivation and attitude have been found to have an effect on their perceptions of and practices with tutorial CALL programs (Ushioda, 2005).

Overall, the moderate mean score recorded for the perceive improvement in the proficiency of students may be due to inadequate feedback with grammar and writing parts of the program and the few opportunities students had to use what they have learned in their environment. In other words, there were no opportunities for practicing whatever they have learned.

Perceived ease of use of the Tell Me More program

In relation to its ease of use, the findings showed that the TMM program in general was easy to use to study English anytime without difficulty. The students also agreed that the simple and clear language used in the program made it easy for them to understand the lessons. The orderly presentation coupled with the activities, which was at the right level of their ability made it easy for them to learn English with the program. They also agreed that they were technologically proficient to navigate the program and most importantly, there was not a single way to answer a question in the program. They could refer to the answer key anytime for help when they face any challenge. This finding suggests that as shy and unmotivated the PSU students may be, the TMM environment broke those barriers thereby making them at ease to study. It can be concluded that, the students found the TMM program easy to use with little or no effort as posited by (Davis, 1989). Another reason that could be attributed to why the students agreed to the ease of use of the program may be that, they felt comfortable to use the program since the relationship between the TMM learning environment and the students is non-threatening. Due to this student may feel at ease to learn by accepting and correcting any errors and mistakes they make in the learning process (Wan Irham & Shafinah, 2006).

In sum, the students were pleased with the program since it gave them the opportunity to work at their own pace through its continuous use. This confirms the findings in the study by Yunus et al. (2010).

7.2 Students' satisfaction with the Tell Me More program

This section will be discussed according to Chapelle, Jamieson & Preiss (2005) principles for evaluating computer-assisted language learning (CALL) programs.

Language learning potential

The students expressed moderate satisfaction with the potential of the program to enhance their language ability. The participants' high satisfaction were with the vocabulary but moderate satisfaction with the grammar and writing respectively. This further confirms the students' high perception of the usefulness of vocabulary. This finding confirms students' inclination to linguistics contents of a lesson rather that communicative aspects that allow students to express their thoughts and feelings (Chumchaiyo, 2002 as cited in Phaisuwan, 2006). Additionally, this finding is more in line with Espinoza (2013) study on TMM but partially echoes Yunus et al.,'s (2010) research on the evaluation of Tell Me More among Malaysian users. Whereas students in this study felt moderately satisfied with the program's potential for grammar and writing, the participants in Yunus et al., (2010) found it highly satisfying but less interactive.

Learner fit

As regards students' satisfaction with the program's suitability for their learning styles, preferences and needs based on their levels of proficiency, the responses from the survey and focus group interviews revealed a mixed reaction. This means that the content in the program may not be adequately mixed to appeal to the needs students. Additionally, some students may not prefer this mode of learning styles. While some respondents may prefer the full online learning mode, others may opt for the blended or traditional mode of learning English. This finding confirms the conclusion drawn in the study by Callaway (2012) and Espinoza (2013) that finding "the right mix" of an online course design by considering students' needs, preferences and styles will increase students' satisfaction. However, students reported that the English used in TMM is suitable for their level of proficiency even at the advanced level. This could be because the activities in the program has been categorized according to proficiency levels. Moreover, though not the direct focus of the study, this finding supports Bollinger and Erichsen's (2013) study on a hybrid and a fully online course as compared with a traditional course delivery. The findings revealed that learning styles and preferences serve as a basis for an effective online instructional design and learner satisfaction.

Meaning focus

In relation to meaning focus, the findings revealed that the students derived meaning, got interested and motivated from activities that were structured around vocabulary, reading, speaking and listening. This was so because some were interactive and related to some aspects of their daily life. Students could retain these activities because they could relate to it. However, the students reported that they could not relate with certain activities in the program such as the grammar, writing and pronunciation. This finding is in line with Yunus et al.'s, (2010) study on the utilization of Tell Me More where the participant reported to have fully benefitted from the listening, speaking and reading activities. It is however not consistent the findings on the grammar aspect in Yunus et al.'s, (2010) study where 98% of the participants reported that the grammar explanations in the program are adequate. This finding further echoes what Estelami (2012) found in the evaluation of a hybrid and a fully online course where students felt satisfied with the course content because of its relevance. In this study, the result indicated that students could find meaning with only some aspects of the program not the full course content. This further reinforces Wagner, Garippo, and Lovaas, (2011) conclusion on the need for online course content to be related or adaptable to every setting to provide meaning to users.

Authenticity

Moreover, the findings from the study showed that the students were moderately satisfied with the authenticity of the program. This suggest that the relationship between the language and communicative activities in the resource to promote effective involvement in social practice may be just enough. A significant factor that may have caused the moderate reaction for participants in this study is that the students had little to no opportunity to use the content of the program in their EFL context. Hence, students' inability to get the opportunity to practice may have caused the moderate perception of usefulness or authenticity of the content in their context. It could however be concluded that difference in research setting accounts for the different reactions as regards the authenticity of the program. The findings echoes the studies by Song et al. (2004) and Sun, (2014) that the quality in terms of the authenticity of the content of an online program does not only motivate and appeal to

students' interest regardless of the learning environment but it also has a relationship with students' satisfaction.

Positive impact

The program had a positive impact on students' pronunciation because they could model it after a native speaker. The speech function gave them an opportunity to imitate phrases and see their level of progress through the sound waves. The ability to mimic the utterances of the program further increased students' satisfaction, interest and motivation. The finding is in line with Yunus et al. (2010) and Perez's, (2014) study where participants did not only learn new words but listened and corrected their pronunciation. Nonetheless, students reported interference with unrelated sounds that were sometimes recorded as correct by the pronunciation function. The students could not also engage in a conversation with the program. The students further reported that the grammar and writing parts were inadequate and were partially useful in their daily lives. This must have caused the moderate satisfaction with the impact the program had on their skills. However, they appreciated the opportunity of listening to the accent of a native speaker. In sum, the result revealed that TMM positively enhanced English language learning, however some features need to be improved to effectively support language learning.

Practicality

The findings from both the survey and interview showed that the program was moderately practical for improvement of students' linguistic and communicative competence. This finding supports Kleinman's, (2005) recommendation that for students to feel satisfied with an online learning program there should be adequate content to ensure active through the provision of enough linguistic and communicative activities to ensure holistic learning, engagement and interactive support for users in any learning com-munity. However, students did not get enough of that in the program as reported in this study. The findings further show that students may need help whenever they use the program. This finding is however not consistent with Yunus et al.'s , (2010) study where the students reported that they

needed no help because every activity offered a lot of content, exercises and feedback that were helpful for language learning.

7.3 Students' practices when using the Tell Me More program

Multitasking

Since self-study does not imply learning in isolation, the students reported to have multitasked by sometimes and often consulting other sources such as google translate, online dictionaries, and other supplementary materials for better understanding. This finding confirmed Jarvis' (2012) study that EFL students make use of other computer-based resources to aid their conscious learning of English. The students may have also multitasked because they may have found other sources of information as relevant to their unconscious acquisition of language. This shows the freedom of choice or flexibility the online learning program gave the students. The internet provided students many ways and options of making self-study through different media possible, easy and effective. Hence, the TMM program eased and enabled learning practices beyond its immediate online learning environment.

Inconsistent self-study practices

The students' showed responsibility by first reading the instructions of the learning activities before they started using the program. They also showed eagerness and motivation to learn by constantly trying an activity until they got the answers correct. The students also did not ask other people to do the activities for them. This affirms their readiness, acceptance and the sense of responsibility for autonomous learning. However, there were some inconsistencies in their practices. They skipped when they faced tasks that were challenging or beyond their ability. In addition, their practices of looking at the answers before doing the activities and immediately after trying once obviously undermined the efficacy of the program.

These unstable learning practices signify that students may not be able to control themselves in their self-study with programs that contain in-built answers. These behaviors may not help instructors know the real impact of the program on students English language ability. These findings are support Waemusa, Srichai and Wongphasukchote (2008) study that students may demonstrate unstable learning

practices in their online self-study learning process. However, this aspect of self-study is difficult to control because of the lack of external monitoring. It further confirms Sukseemuang's (2009) findings and recommendation that though students may favor self-directed learning, they may however need some form of control to engage in the right learning practices.

Time on task

Finally, the students' sometimes and often left the program on to count the time. One reason that may have accounted for this practice as revealed in the focus group interview was that assessment of the course for which the Tell Me More program was a part of was based on the number of hours spent on the program. Hence, students may have focused on fulfilling the time requirement as opposed to learning the content in the program. The students saw leaving the program on to count the time as an easy approach to gain scores and fulfill the program's requirement.

Additionally, what holds true is that students may have finished doing the assignments in the program before the required time. Hence their behavior of leaving the program on to fulfill the time requirement. The findings on the time further signifies that learning goals had the capacity to influence students' practices. Therefore, to demonstrate a workable time management strategy to avoid leaving the program on to count the time, assessment of learning progress in autonomous online learning should not be solely based on time. There should be innovative ways to assess learning progress that also focuses on content.

Even though students showed effort and persisted to benefit from the program to improve their level of English, they still found ways to cheat by looking at the answer key before doing the activities in the program. They sometimes and often left the program to count the time without learning the content in the program to show learning progress. These practices undermined the effectiveness of the program. However, the principles of self-directed learning such as learner involvement, information searching skills, freedom of choice and selection or skipping of task that were challenging, meaningful or relevant or otherwise clearly guided their independent study (Little,2006).

7.4 Problems students faced when using the Tell Me More program

The problems students faced have been discussed according to three categories: technological, content and individual challenges.

In relation to the technological challenges, which seems to be the biggest challenge, the students reported that the program was only compatible with Internet Explorer. Like other research, poor internet connection at some places and at certain times were not left out of the challenges (Aydin, 2007; Lyashenko & Malinina 2015). This problem could cause learner dissatisfaction and anxiety with TMM. This may also have demotivated the students as reported in the study by Zamari et al., (2012). However, students had the technological confidence to use the program so that was not a challenge in this study.

With regard to the challenges students encountered with the content, they reported inadequacy and partial relevance of some activities. Specifically, the inadequacy of grammar and writing parts was a challenge to students. The students had to multitask by searching for other resources online to complement these parts. Additionally, the speaking and pronunciation parts did not challenge students enough to make an instant conversation. This finding is more in line with Hurd's (2006) study, which showed that inadequacy of content may have a negative impact on motivation.

At the individual level, some students were either not very familiar or could not cope with online learning. The online learning environment was different from the face-to-face form of learning which the students were accustomed. Moreover, despite the technological confidence, students may not have been adequately equipped with online learning skills. Hence, some students gave up while others resorted to inappropriate practices when they faced challenges.

7.5 Relationships between students' perceptions, satisfaction and practices

Like previous studies, the finding revealed that perceived ease of TMM use had a significant and positive moderate correlation with perceived usefulness. What could probably account for this correlation is because of not only the students'

technological proficiency but also the usefulness of the content for reading, listening and speaking. The use of the program required only basic knowledge of technology. Hence, the students could easily use the program after getting minimal training from the instructors. Additionally, the convenience and accessibility to use the program almost anywhere and anytime may account for the moderate and positive correlation between TMM ease of use and usefulness. Moreover, the students felt positive when they found TMM moderately useful and easy to use for learning English. In other words, the more the students perceived the activities in the program to be moderately useful, the more they found it easy to use. This finding is in accordance with previous studies conducted on online learning programs in which perceived ease of use had a strong correlation with perceived usefulness and attitude towards use (Chang et al., 2012; Park, 2009).

The next interesting issue for discussion concerns students' satisfaction with TMM. The students' satisfaction with TMM had a high level of correlation with perceived usefulness and a slightly above moderate correlation with ease of use. One possible reason for this is that as shy, anxious and unmotivated Thai students may be, the TMM environment broke those barriers thereby making them at ease to study. Hence, the fear of being intimidated was reduced and students felt at ease to develop any skill they desire at their own pace. This is so because research has shown that anxiety and motivation are some of the factors that affect learning satisfaction (Ushioda, 2005). However, anxiety in terms of lacking technological competence was not an issue in this study since students have matured in the acceptance of computer as a tool for learning. What could also account for this is students' perceptions of the importance of the activities in the program. They could relate with the content of the program and consequently felt satisfied. Additionally, though students may be disengaged from some of the activities in the program, they may have felt satisfied after the accomplishment of a task. This finding is in accordance with the studies by Arend, (2009) and Ward et al., (2010) on student perceptions on the quality of a task and output.

The last issue worth discussing has to do with the lack of correlation among students' practices, perception and satisfaction. What could explain this is that the

students may have found TMM useful, easy to use and satisfied with it but did not use the appropriate learning practices. Even though there were no correlation among students' practices, perceptions and satisfaction, it should not be overlooked. Overlooking this may have negative consequences on how students use TMM to enhance their English language ability. It is therefore necessary for stakeholders and instructors to train students adequately by equipping them with skills and knowledge on how to use TMM and any other learning program appropriately and effectively. This in turn will positively impart students' perceptions and satisfaction for effective practices for successful learning outcomes.

7.6 Effectiveness of Tell Me More in improving students' level of English achievement

A comparison between the z placement and achievement test scores in Table. 11 (page…) indicated an improvement in the level of English for the beginner and advanced groups. This means that the TMM program improved the English ability of students at both beginner and advanced levels, which further showed in their achievement. On the other hand, the TMM did not have any impact on students at the intermediate + and groups. The achievement of students at this level rather got worse after the use of the program. The results therefore suggests that the TMM program is more effective for students at the beginner level. The program was to some extent effective for students at the advanced level.

7.7 Conclusion

In general, the current study brings to light that the students had moderate level of perceptions of usefulness and ease of use of the TMM program. These were the main factors that affected students' satisfaction but not practices with the program. The program improved students' pre-communication or linguistic competence more than their communication skills. Though some of the features of the program enhanced students' interest and motivation, they expressed their frustration with the inadequate grammar, writing and speech recognition features of the program. In sum, the Tell Me More program moderately satisfied the needs and preferences of users.

The factors that accounted most for the students' satisfaction with TMM was the language learning potential and the ability to use TMM for self-tutoring. This shows that the program may be more suited for learning pre-communicative such as reading, grammar, writing and pronunciation rather than spontaneous communication skill. Hence, the school is using it to support the right courses. However, students mixed reactions towards the program's appeal to their learning style, needs and preferences mean that the program needs to be improved to cater for diverse range of learning styles and needs. Additionally, students' moderate but satisfactory report of enjoying the pronunciation, reading, vocabulary and listening aspects signifies that students may have found these aspects more meaningful, practical and authentic than other aspects of the program.

The practices raises concerns about the issue of time of use, online learning skills and assessment. Though studies have claimed that time commitment may improve learning outcome (Orr et al., 2009; Shea et al., 2005), others have claimed that time commitment may demotivate students (Bacow et al., 2012 DeGagne & Walters, 2010; Green et al., 2009; Haber & Mills, 2008; Mason et al., 2010). In this study, the finding were mixed. The implication is that whereas some students will genuinely use the program to improve their proficiency, others with strong technological skills will manipulate the program to their advantage by exploiting technological loopholes in order to satisfy the requirement of the program. For a level playing ground and the effective utilization of the program, an additional means of assessment should be added to the time commitment.

Finally, although the TMM program offered a greater opportunity of inclusion at all proficiency levels, it must be admitted that language learning is far from simple especially for EFL students. Even though the TMM program was used as a supplementary tool and provided students with sophisticated interface, it could not compensate for human interaction and support which advanced level proficiency students may badly need. Hence, programs aimed at supplementing the acquisition of a foreign language online should not only abide by standards that ensure effective CALL course design but also consider principles that give users the opportunities for appropriate feedback and output interaction through interpersonal communication

(Blake, 2011; Nielson, 2011 & Nielson & González-Lloret, 2010). Research on CALL also indicates that for self-study to be beneficial, students require guidance and support in the form of wider range of resources and materials in order for them to become effective autonomous online language students (Warschaeur, 2004).

7.8 Pedagogical Implications

The use of Tell Me More for assessment

The use of Tell Me More for assessment at Prince of Songkla University could go beyond awarding students some marks for the time they spend on the program. In addition to the marks, students could be given specific learning goals such as getting a specific score in an achievement test or incorporating contents of TMM program in written tests. This would help the students and administrators know the effect of the program on their English language ability. Additionally, students would make considerable effort in using the program to improve their level of English rather than for improving their scores. This would supplement assessment to measure learning progress. Therefore, in Prince of Songkla University, time of use should not be the sole goal to measure learning achievement.

Continuous use by the University

The findings on the effectiveness of TMM showed that while the beginners had the most improvement in achievement followed by the advanced group. However, the students at the intermediate levels had no improvement. The findings from the survey and effectiveness cannot be linked and it does not explain why there was no and limited improvement in the intermediate and advanced groups. However, it could be inferred that students at these levels may have focused on fulfilling the time requirement or may have engaged in inappropriate learning practices. There could also a possibility that the level assigned to students at the intermediate level was challenging for them. Based on this, it is recommended that there should be the continuous use of Tell Me More at all levels to improve students English language ability. This further reinforces the use of other means of assessment such as the achievement test to measure learning progress.

Online learning skills for improved consistency

Though students multitasked and explored other learning materials on their own, it is still necessary to train students comprehensively at the beginning of their self-study with the program to familiarize them with the new method of learning. The students could be taught how and where to seek assistance when the face challenges with the content of the program. When this is done, students will have a clear sense of direction on how to set goals, select strategies and control their learning process. It could also help students monitor and evaluate themselves in their learning process to become successful online students.

8. LIMITATIONS AND FURTHER STUDIES

The 5-point Likert scale used in the survey accommodated neutral feeling. This may have resulted in the moderate response for all the items. A 6-point Likert scale could be used in further studies for a more objective response.

Additionally, the study did not analyze the impact of the program on specific skills of students due to the unavailability of scores. Further studies could investigate the program's impact in relation to specific skills and knowledge.

Another limitation was the exclusion of the student names and ID numbers for ethical reasons. This resulted in the use of the sample for the survey while the population for finding the effectiveness of TMM. This made it impossible to find scores of students and relate the findings from both the survey and effectiveness of the program. Further studies could get specific scores and names of students.

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Appendices

Questionnaire

ENGLISH VERSION OF QUESTIONNAIRE

PSU STUDENTS' PERCEPTIONS, SATISFACTION AND PRACTICES OF USING TELL ME MORE AS AN ENGLISH LANGUAGE LERNING TOOL.

Dear Student,

This questionnaire has been designed to find out students' perceptions and practices of using Tell Me More(TMM) to learn English. The information you provide will be kept confidential and will no effect on you in anyway. It is believed that you would answer the items truthfully and honestly as possible as that is the only means to guarantee the success of this research. There is no right and wrong answer; all that is required is your personal opinion.

Thank you very much for your corporation.

PART 1

PLEASE PROVIDE THE INFORMATION BY TICKING THE BOX OR WRITING YOUR RESPONSE IN THE SPACE PROVIDED

Gender: ◎Male ◎Female

Faculty

……

Major

……

Phone number/Email

……

How many hours do you use the TMM program per week?

Less than 1 hour ☐ Between 2-4 hours ☐ c. More than 5 hours ☐

Did you complete the placement, progress and an achievement tests in the Tell Me More program?

Yes ☐ No ☐

PART II

Please read and tick (√) to indicate the usefulness of Tell Me More to learn English.

	PERCEIVED USEFULNESS	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
1.	TMM helps me improve my listening skill.					
2.	TMM helps me improve my speaking and pronunciation skill.					
3.	TMM helps me improve my reading skill.					
4.	TMM helps me improve my writing skill.					
5.	TMM helps me improve my grammar knowledge.					
6.	The activities in TMM are useful for vocabulary learning.					
7.	I have improved my overall English language proficiency.					

Tick (√) to show why it is easy to learn English with Tell Me More.

	EASE OF USE	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
8.	It is easy for me to learn English with TMM anytime.					
9.	The learning activities in TMM are easy to do.					
10.	The directions in TMM are easy to understand and follow.					
11.	There are many ways to answer the questions.					

Please read and tick (√) to indicate the satisfaction of Tell Me More (TMM) to learn English.

	I am satisfied with TMM because	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
12.	The language learning activities in TMM are beneficial.					
13.	TMM gives activities that fit my learning style.					
14.	The topics and situations in TMM are helpful in my daily life.					
15.	The English used in TMM is suitable for my level of proficiency.					
16.	TMM program gives enough content to help me learn English.					
17.	The topics and situations in TMM are interesting.					
18.	I can use TMM to learn English on my own.					

PART III

Please read and tick (√) to show how you use Tell Me More to learn English

	PRACTICE	Almost never	Sometimes	Often	Almost always
19.	I read the directions for every activity before I start to practice.				
20.	I keep trying an activity until I get the correct answer.				
21.	I skip to new activities when I face difficulties.				
22.	I look at the answers in the answer key when I answer a question incorrectly.				
23.	I go to the answer key immediately to do the activities.				
24.	I leave the program on to count the time.				
25.	I ask someone to do the activities for me.				
26.	I find help from other materials (google translate, dictionary, google).				

PART IV

Please read and tick (√) to indicate what made it difficult for you to use Tell Me More to learn English.

B	**Problems with TMM**	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
27.	Difficulty to use the TMM on any browser.					
28.	Failure in the internet connection system sometimes and at some places.					
29.	Insufficient assistance from those concerned.					
30.	Difficulty in finding help when I have problem in turning the program on.					
31.	Not enough grammar explanation.					
32.	Difficulty with the speaking recognition.					
33.	The listening is fast for my level.					
34.	The words are difficult for me to read.					

Would you recommend TMM for further use by the university?

YES, why?

……..

NO, why?

……

APPENDIX B

การรับรู้ การปฏิบัติและประสิทธิภาพของนักศึกษาในการใช้โปรแกรม **Tell Me More** (TMM) เป็นเครื่องมือในหาเรียนวิชาภาษาอังกฤษ

คำชี้แจง

แบบสอบถามนี้มีวัตถุประสงค์เพื่อศึกษาการรับรู้และการปฏิบัติของนักศึกษาในการใช้โปรแกรมTMM ในการเรียนภาษาอังกฤษ ข้อมูลที่ได้มาจะเก็บเป็นความลับ และจะไม่ส่งผลกระทบใดๆต่อนักศึกษาทั้งสิ้นดังนั้นขอให้นักศึกษาตอบคำถามให้ตามความเป็นจริงมากที่สุด และอย่างสุจริต

ขอบคุณสำหรับความร่วมมือในการทำแบบสอบถามมา ณ ที่นี้

ตอนที่ 1 ข้อมูลทั่วไป

คำชี้แจง กรุณากรอกข้อมูลของท่านลงไปในช่องว่าที่กำหนด หรือทำเครื่องหมาย √ ในกรอบสี่เหลี่ยม

เพศ ชาย□ □ หญิง□

คณะ

……

รหัสนักศึกษา

……

หมายเลขโทรศัพท์

……

อีเมล์

……

คุณใช้โปรแกรมในการเรียนรู้ภาษาอังกฤา กี่ชั่วโมงต่อสัปดาห์

☐ น้อยกว่า 1ชั่วโมง ☐ ระหว่าง 4-2 ชั่วโมง ☐ มากกว่า 5 ชั่วโมง

คุณได้ทำข้อสอบ placement, progress และ achievement ในโปรแกรม Tell Me More หรือไม่

ได้ทำ □ ไม่ได้ทำ □

ตอนที่ 2

คำชี้แจง กรุณาอ่านข้อความที่เกี่ยวกับประโยชน์ของโปรแกรม TMM ในการเรียนภาษาอังกฤษ และทำเครื่องหมาย √ ในช่องที่ตรงกับความคิดเห็นนักศึกษามากที่สุด

ลำดับ	ประโยชน์ของโปรแกรม TMM	ไม่เห็นด้วยอย่างมาก	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างมาก
1.	โปรแกรม TMM ช่วยพัฒนาทักษะการฟังของฉัน					
2.	โปรแกรม TMM ช่วยพัฒนาทักษะการพูดและการออกเสียงของฉัน					
3.	โปรแกรม TMM ช่วยพัฒนาทักษะการอ่านของฉัน					
4.	โปรแกรม TMM ช่วยพัฒนาทักษะการเขียนของฉัน					
5.	โปรแกรม TMM ช่วยพัฒนาความรู้ทางไวยากรณ์ของฉัน					
6.	กิจกรรมในโปรแกรม TMM มีประโยชน์ต่อการเรียนคำศัพท์ภาษาอังกฤษของฉัน					
7.	ฉันสามารถพัฒนาการใช้ภาษาอังกฤษของฉันได้ดีขึ้น					

คำชี้แจง กรุณาอ่านข้อความที่เกี่ยวกับความง่ายในการเรียนภาษาอังกฤษกับโปรแกรม TMM และทำเครื่องหมาย √ ในช่องที่ตรงกับความคิดเห็นนักศึกษามากที่สุด

ลำดับ	**ความง่ายของการใช้งานโปรแกรท TMM**	ไม่เห็นด้วยอย่างมาก	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างมาก
8.	โปรแกรม TMM ง่ายต่อการใช้งานเพื่อเรียนภาษาอังกฤษ					
9.	กิจกรรมในโปรแกรม TMM ง่าย					

10.	คำสั่งในโปรแกรม TMM ง่านต่อการเข้าใจและทำตาม					
11.	ฉันสามารถตอบคำถามได้หลายรูปแบบ					

ตอนที่ 3

คำชี้แจง กรุณาอ่านข้อความที่เกี่ยวกับความพึงพอใจในการใช้โปรแกรม TMM ในการเรียนภาษาอังกฤษ และทำเครื่องหมาย √ ในช่องที่ตรงกับความคิดเห็นนักศึกษามากที่สุด

	ฉันพอใจในโปรแกรม TMM เพราะว่า	ไม่เห็นด้วยอย่างมาก	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างมาก
12.	กิจกรรมการเรียนรู้ภาษาในโปรแกรมนี้มีประโยชน์					
13.	กิจกรรมในโปรแกรม TMM เหมาะกับรูปแบบการเรียนรู้ของฉัน					
14.	หัวข้อและสถานการณ์ในโปรแกรมมีประโยชน์และใช้ได้จริงในชีวิตประจำวันของฉัน					
15.	ภาษาอังกฤษในโปรแกรม TMM เหมาะกับระดับภาษาของฉัน					
16.	โปรแกรม TMM มีเนื้อหาเพียงพอต่อการเรียนภาษาอังกฤษของฉัน					
17.	หัวข้อและสถานการณ์ในโปรแกรมน่าสนใจ					
18.	ฉันสามารถใช้โปรแกรท TMM เพื่อเรียนภาษาอังกฤษได้ด้วยตัวของฉันเอง					

ตอนที่ 4

คำชี้แจง กรุณาอ่านข้อความที่เกี่ยวกับวิธีการใช้โปรแกรม TMM ในการเรียนภาษาอังกฤษ และทำเครื่องหมาย √ ในช่องที่ตรงกับความคิดเห็นนักศึกษามากที่สุด

	การฝึกหัด	แทบไม่เคยเลย	บางครั้ง	บ่อยครั้ง	เป็นประจำ
19.	ฉันอ่านคำสั่งของแต่ละแบบฝึกหัดก่อนที่ฉันจะทำ				
20.	ฉันพยายามทำแบบฝึกหัดจนกว่าฉันจะได้คำตอบที่ถูกต้อง				
21.	ฉันกดข้ามไปแบบฝึกหัดอื่นเมื่อฉันคิดว่าแบบฝึกหัดที่ทำอยู่นั้นยาก				
22.	เมื่อฉันทำแบบฝึกหัดผิด ฉันจะดูคำตอบที่ถูกต้องจากเฉลย				
23.	ฉันเปิดดูเฉลยทันทีเพื่อเอาคำตอบไปตอบในแบบฝึกหัด				
24.	ฉันเปิดโปรแกรมทิ้งไว้เพื่อให้เวลาการเข้าใช้โปรแกรมของฉันครบตามที่หลักสูตรบังคับ				
25.	ฉันให้คนอื่นทำแบบฝึกหัดในโปรแกรมให้ฉัน				
26.	ฉันค้นหาข้อมูลที่ใช้ในการทำแบบฝึกหัดจากแหล่งการเรียนรู้อื่น เช่น กูเกิล หนังสือ และ พจนานุกรม เป็นต้น				

ตอนที่ 5

คำชี้แจง กรุณาทำเครื่องหมาย √
ในคำตอบที่เป็นจริงกับนักศึกษามากที่สุดเพื่อแสดงถึงสิ่งที่ทำให้เกิดความยากในการใช้โปรแกรม TMM ในการเรียนภาษาอังกฤษ

	ปัญหาและอุปสรรค.	ไม่เห็นด้วยอย่างมาก	ไม่ค่อยเห็นด้วย	เฉย ๆ	เห็นด้วย	เห็นด้วยอย่างมาก
27.	ฉันมีปัญหาในการใช้โปรแกรม TMM เมื่อเปิดโปรแกรมกับบราว์เซอร์อื่นๆ					
28.	ฉันมีปัญหาในการเชื่อมต่ออินเทอร์เน็ตในบางครั้ง และบางสถานที่					
29.	ฉันไม่ได้รับการช่วยเหลือมากพอจากอาจารย์และผู้ที่เกี่ยวข้องกับโปรแกรม					
30.	ฉันมีปัญหาในการขอความช่วยเหลือในการเข้าใช้โปรแกรม					
31.	มีคำอธิบายเกียวกับไวยากรณ์ไม่มากพอ					
32.	ในการฝึกพูด เป็นเรื่องยากสำหรับฉันที่โปรแกรมจะ					

	สามารถรับรู้สิงทีฉันพูด					
33.	ฉันฟังออดีโอไม่เข้าใจ เพราะว่ามันพูดเร็วเกินไป					
34.	คำศัพท์ต่างๆมันยากเกิดไปสำหรับฉัน					

คุณจะแนะนำให้เพื่อนของคุณใช้โปรแกม TMM ในการพัฒนาภาษาอังกฤษหรือไม่

□ แนะนำ เพราะว่า

……
…

□ ไม่แนะนำ เพราะว่า

……
…

ขอบคุณครับ ☺

APPENDIX C

Interview Guide

Introduction

1 Tell respondents the purpose of the interview – explain to them that you are interested in knowing their perceptions, practices and satisfaction with Tell Me More.

2. Seek respondents consent to record the interview – this will aid the researcher for transcription and translation purposes. Assure respondents of confidentiality. Respondents can speak English if possible.

Now tell respondents that the questions about their perceptions of, practices and satisfaction with the *Tell Me More* program.

Ask students about their perceptions of TMM (reading, writing, listening and speaking) relating to the following and how.

a. Usefulness

Was TMM useful in learning English. How did TMM help improve your

1. Reading. 2. Listening. 3. Speaking/Pronunciation. 4. Writing skill. 5. Grammar and vocabulary knowledge.

b. Ease of use.

6. In what ways and how is TMM easy to use?
7. Were the activities easily understood?
8. Was the language clear for you to understand?
9. Was the program easy to access and navigate?

C. Satisfaction

10. Which of the skills and knowledge were you satisfied with and why?
11. How were the skills and knowledge learned from the program important for your daily life?

Were you satisfied with it?

12. Were you satisfied with the activities in the program? Did they satisfy your needs?
13. Did you like learning with TMM? Did it fit your learning style? How? What about your level of proficiency? Why?

14. What do you think about using Tell Me More for self-study? Were you satisfied with using it for self-study?
15. In general, what satisfied or dissatisfied you the most about the program?

Recall what they did when they used the program.

16. What they do you do when you open the program?
17. How did you use the program to improve your English language skill and knowledge?
    (Reading, Writing, Grammar, Listening, Speaking, Pronunciation)
18. Time of use

a. How do you make sure you meet the time requirement?

19. Self-reported engaged practices
    a. What efforts do you make when you face challenges with the content of the program?
    b. Do you seek help from other materials? How? With which activities in the program?
    c. Do you keep trying, skip or look at the answer keys? Why? With which activities in the program?

Problems

Ask interviewees about ***problems*** or difficulties they faced (reading, writing, listening and speaking)

a. Course challenge (learning activities/too easy or difficult to do,)
b. Individual challenge (Language, easy or difficult to understand)
c. Technological challenge (logging on, navigation, speech recognition, browser)
d. Any others please

Would you recommend that the school continue to use the Tell Me More program?

Yes …….. why?

No …….. why?

Thanks very much for your time.

PAPER 1

Editor's Note: This kind of study is valuable to assess how well a particular software or system of learning is serving the needs of the institution, faculty and students. It also provides key data to improve overall effectiveness when using this toolset.

Factors affecting EFL learners' use of the computer language learning program *Tell Me More*.

George Gyamfi and Panida Sukseemuang
Thailand

Abstract

Tell Me More (TMM) is one of the advanced self-learning programs that may have a comprehensive solution for language learning. This study aimed at investigating factors affecting EFL learners' practices with the TMM program. A survey and a follow up focused group interview was conducted with 340 and 10 learners respectively to assess their perceptions of usefulness and ease of use of the program. The findings showed that learners had a moderate perception of TMM's usefulness and strongly agreed to its ease of use. Additionally, the learners perceived that the TMM program was useful for developing their pre-communicative competence rather than spontaneous interaction and communication skills. Furthermore, though the program enhanced learners' interest and motivation in learning, the grammar and writing aspects demotivated learners while they used the application. The study concludes that even though the Tell Me More program is useful for autonomous learning, it will be better suited for use in a blended learning environment to compensate for the lack of authentic and spontaneous interaction. Lastly, some aspects of the program (grammar, writing and speech recognition) need to be improved to satisfy the needs and preferences of users.

Keywords: Tell Me More, autonomous learning, technology acceptance model, perceived usefulness, perceive ease of use, computer assisted language learning.

Introduction

The computer and the web offer an innovative opportunity for language learning. This is so because it is one of the primary modes of information delivery with majority of its content available at no cost. In this light, educators have seen the web as a way of complementing the traditional face-to-face teaching to increase exposure and contact among language learners. Computers are used to challenge language learners to produce accurate linguistic forms through working with multimedia resources like word processors, World Wide Web, browsing, chatting, emailing, forums, discussion boards and so on. The rapid advancement has propelled the use of computers for language learning into a new landscape. Institutions have also purchased computer-learning programs for various reasons, but what determines its success is its fulfillment of educational objectives and learners' satisfaction with the program.

In spite of its potential to help learners develop interest in learning the English language skills and overall English language proficiency, Kern, Ware & Warschauer (2004) have reported that learners have sometimes shown reluctance, low level of motivation and dissatisfaction when they learn online. In other words, learners' may have different views of how language should be taught and learned, and their roles and responsibilities in the entire learning process. One factor responsible for this is learners' perceptions of learning via online. According to Davis (1989), the perception learners' have about how useful and easy is it to learn online may affect their attitude towards and intention of use. To Wagner (1994) learners' perceptions of the medium of learning, their technological proficiency and the course content are factors that may either make learners use or not use online learning resources. Melor (2007b) also pointed out that computer access, time constraints, individual computer skills and hardware issues, learner socio-cultural backgrounds, previous knowledge and learning experiences all have an effect on learners' use and satisfaction with CALL programs.

What is Tell Me More?

Tell Me More is an asynchronous online learning system and one of the advanced self-learning tools that may have a comprehensive solution for language learning. *Tell Me More* seeks to tutor learners by exposing them to over 850 hours of learning content, exercises and different varieties of tasks ranging from vocabulary, grammar, writing, pronunciation, listening and speaking. The content of the online learning platform is structured around authentic events such as at the airport, weather forecast, a linguistic function and part-mode guided-listening to a dialogue on a scenario of communication. It is followed by an activity of interaction, pronunciation and standard activities of vocabulary and grammar (crossword puzzles, dictation).

Technology Acceptance Model (TAM)

This study used Davis' (1989) technology acceptance model (TAM) to evaluate and explain the factors that influenced learners' use of the *Tell Me More* program. Grounded in the theory of reasoned action by Fishbein & Ajzen (1975), TAM explains that users' subjective norms, beliefs, attitude and intention of use determine users' behavior towards technology. Davis (1989) further explained those two important cognitive beliefs, perceived usefulness (PU) and perceived ease of use (PEU), influence learners' attitude (AT) and behavioral intent to use (IU). According to Davis (1989), perceived usefulness (PU) means the extent to which technology enhance one's performance in a given job or skill. This helps us understand how learners perceive a technology as offering a different means of learning and acquiring educational knowledge. Perceived ease of use (PEU) then refers to when users are able to use a particular technology with little or no difficulty. PEU is also, "the extent to which one believes learning will be free of cognitive effort" (Park, 2009 p.57). According to Davis et al., (1989), attitude towards usage (ATU) in TAM means the positive or negative feeling about a technology based on perception or experience. Hence, the perception process in the technology acceptance model (TAM) are perceived usefulness, and perceived ease of use which in turn affects learners' attitude towards usage, their behavioral intent and finally their actual use. The model further proposes that there are some external factors or variables such as gender and proficiency level influences perceived ease of use and usefulness.

Therefore, the relevance of TAM in investigating factors affecting learners' use of *Tell Me More* is worthwhile because it will not only tell us learners' perception of a learning technology but it also gives us explanation to what affects learners use, acceptance and refusal of TMM and how this could be improved. In sum, what seems to be missing in research on *Tell Me More* is factors affecting learners' use. In fact, there is a dearth of research on TMM's usefulness and ease of use in different socio-cultural settings. The study was designed to explore two of the most important factors that influence learners use of the TMM program. Below are the questions that guided the study

1. What are learners' perception of the usefulness of the *Tell Me More* program?
2. To what extent do learners perceive the program as easy to use?

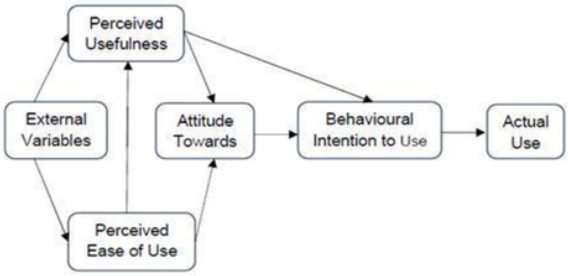

Fig.1 Technology Acceptance Model. Davis, (1989)

Related studies on *Tell Me More*

Yunus, Hasim, Embi & Lubis (2010) surveyed 85 users who were university learners and four lecturers in Malaysian University on their utilization of *Tell Me More*. The student participants claimed to find it useful for learning English. This is so because improved their overall proficiency in English. Participants in the study also valued the adequacy of the program to improve communication, grammatical and lexical skills, its potential to facilitate learning and the originality of the materials and activities. The lecturers also indicated that the courseware was a useful supporting tool and it affirmed their positive perception on its suitability, ease of use and usefulness.

Nielson (2011) study on adult learners who used *Rosetta Stone* and *Tell Me More* to improve their proficiency in Spanish, Arabic and Chinese revealed that despite the ease of accessing the software, learners lacked compliance in using the resources due to compounding technological problems and insufficient support for their autonomous learning. This resulted in participants' gradual loss of interest in the programs.

In the study by Espinosa (2013) conducted in Spain at the university of Malaga on the perspectives of 75 teachers who enrolled on *Tell Me More* for a period of six months showed that the version 9 of TMM, in general terms, does not seem to excite users. The teachers manifested a degree of satisfaction with the program between moderate and low in terms of interest, usefulness and effectiveness to train

in a spontaneous oral English and communicative use. However, the data also indicates that respondents saw a moderate breakthrough in some communication and language skills such as oral and written comprehension, vocabulary, grammar or pronunciation. In addition, some components and features of the program, for example, the technology of speech analysis that it incorporates, although they generate discontent and criticism among some users, accounted for other benefits or merits. This circumstance shows that *Tell Me More* as a tutorial CALL has deficiencies and allows guessing. The program fits a few more learning styles and preferences than others.

Another study by Perez (2014) on both paramedical and medical students in a Philippine university revealed no significant difference in students' responses in relation to the effectiveness of *Tell Me More* in enhancing their communication skills. Users further disagreed that they encountered difficulties while using the language resource.

Kuama & Intharaksa (2016) examined the perceptions of students on the perceived problems they encountered, their learning strategies, and their thinking about the designs and content of English learning tasks in an online course that had TMM as the online course component. Whiles the respondents perceived that the designs and contents of learning tasks in the online course were appropriate for their language proficiency. They also revealed that they encountered problems with the technology and were not self-motivated.

Clearly, though some of the aforementioned studies on TMM have focused on its effectiveness in improving students' overall proficiency. Also, many researches on the use of *Tell Me More* have been conducted in countries where majority of users are English as a second language users, for example Malaysia and the Philippines. Learners in such a setting may perceive online learning English differently from those who study in a foreign language context.

It is understandable to conclude that the previous research is not generalizable given the characteristics of participants in terms of number, context, training, perception, proficiency, learning goals and motivation in learning English.

Methodology

Sample

The participants for this study were 340 learners in a university in the south of Thailand who used the *Tell Me More* program during the 2015 Academic Year. They used the program for 40 hours. They completed the full *Tell Me More* course that had a placement, progress and achievement test as its components. The sample was from various faculties and were of different proficiency levels. After the survey, 10 of the participants were selected for a focused group interview.

Instruments

The study adopted a mixed method strategy by using questionnaires and a focused group interview for data collection. This was done to allow the researcher to simultaneously collect and concurrently analyze the data to confirm findings in relation to the impressions and opinions of respondents of a study (Creswell, Clark, Gutmann & Hanson, 2003). For the questionnaires, while most were adapted from Davis (1989) Technology Acceptance Model (TAM) some of the items were self-created.

Piloting, credibility and reliability

Since the respondents were Thai learners, the questionnaire was translated from English to Thai with the help of a professional translator. Three panelist who are experts in educational technology and translation reviewed the instruments for its validity and credibility. The questionnaire was piloted among 50 students who used the program in the summer of the 2015 Academic Year. The items consisted of the perceptions of learners regarding the usefulness and ease of use of *Tell Me More*. There were 12 items in all that measured perceived usefulness (8 items) and perceived ease of use (4 items). The Cronbach alpha values for the perceived usefulness and perceive ease of use were α =.771 and α =.743 respectively. The scales for this part ranged from strongly disagree (1) to strongly agree (5). A semi structured focused group interview was also to collect data to confirm findings of the questionnaire.

Data collection and analysis

There was a high return rate of 340 questionnaires out of 350 questionnaires distributed. The distribution and collection of the data was done at the end of the first semester of the academic year 2016. The data was statistically analyzed for the frequency, means and standard deviations using an SPSS program. Responses from the focused group interview that was conducted in Thai were also transcribed and translated from Thai to English with the help of a translator. The findings were concurrently analyzed to confirm the relationship between the survey and opinions of respondents of a study.

Findings

Perceive usefulness

The first part of the questionnaire elicited response of learners' perception of the usefulness of the *Tell Me More* program. The results from the descriptive statistical analysis (frequency, percentage, mean and standard deviation) and focused group interview are as follows.

In the Table 1 below, 53.8% (183) and 5.6% (19) of the participants agreed and strongly agreed that the program was useful for practicing and improving their listening skills. 30% (102) of the participants were however not sure whether the program was useful for listening while 8.8% (30) of the participants disagreed while 1.8% (6) strongly disagreed with the program's usefulness for listening. The mean and standard deviation for this item was X=3.53 and S.D=.803.

As regards its usefulness for practicing speaking and pronunciation, a similar proportion of 42.4% (144) and 4.7% (16) of the participants agreed and strongly agreed that the program was useful for that purpose while 34.4% (117) were not sure whether the program effectively served that purpose. On the other hand, 16.2% (55) and 2.4% (8) disagreed and strongly disagreed that the program was not useful for practicing either speaking or pronunciation. The mean and standard deviation for this item was X=3.31 and S.D=.883

In the case of reading, whereas 56.8% (193) and 5% (17) agreed and strongly agreed to TMM's usefulness for reading, 25.6% (87) were not sure while 10.6% (36) and 2.1% (7) disagreed and strongly disagreed with its usefulness for reading. The mean and standard deviation for this item was X=3.52 and S.D=.829.

For writing, there was almost a divided perception. Whereas a 38.2% (130) and 2.9% (10) agreed and strongly agreed to its usefulness for writing, 37.9% (129) were not sure. 18.5% (63) and 2.4% (8) disagreed with the program's usefulness for writing. The mean and standard deviation for this item was X=3.21 and S.D=.859.

As regards grammar knowledge, 44.1% (150) and 4.4% (15) of the participants agreed and strongly agreed with the program's usefulness for enhancing their grammar knowledge. However, 119 (35%) were not sure about that while 48(14.1) and 8(2.4%) disagreed and strongly disagreed. The mean and standard deviation for this item was X=3.34 and S.D=.859

189 (55.6%) and 33 (9.7%) of the participants indicated that the program was very useful for vocabulary learning but 80 (23.5%) were not sure, leaving only a 29 (8.5%) and 7 (2.1%) to disagreed and strongly disagreed with the program's usefulness for improving vocabulary learning. The mean and standard deviation for this item was X=3.70 and S.D=1.769

On the whole, 164 (48.2%) and 14 (4.1%) agreed and strongly agreed that the program was useful for improving learners overall language proficiency. While 122 (35.9%) were not sure, 32 (9.4%) and 7 (2.1%) disagreed and strongly disagreed that with the usefulness of the program to improve overall English language proficiency. The mean and standard deviation for this item was X=3.42 and S.D=.822

The transcript and translated responses from the focused group interview were also carefully analyzed to highlight learners' perception of the program's usefulness. The results indicated that the learners in general agreed with the usefulness of the TMM program in terms of how it helped improve their listening, speaking, pronunciation, reading and vocabulary knowledge. For example, one participant retorted during the focused group interview:

> "The *Tell Me More* program is good for practicing my speaking and pronunciation skills since I do not have other English language speakers to practice speaking English with."

Another interviewee said

> "The *Tell Me More* program is not boring when it comes to the speaking and pronunciation parts because it is interesting, comparable to the native speaker and useful for improving my English language speaking ability even though it is challenging to use at times."

However, they reported that the writing and grammar aspects of the program though useful were inadequate. One participant said

> "The program is useful for improving other English language skills but not writing and grammar knowledge because there are no explanations given to the wrong sentences I write. I don't know which part of the sentence is ungrammatical so I become confused"

Another participants remarked as follows,

> "The writing and grammar parts make the program boring and uninteresting to use. I am always marked wrong for a whole sentence even though I know that some parts of my sentence is grammatical. I don't get an explanation of which exact part is ungrammatical and how to correct it."

In relation to the reading part, a participant said,

> "Though the reading texts in the program is useful, it is challenging for me because the words in the passages are sometimes beyond my current level of knowledge. And I sometimes do not understand the context of the passage."

Table 1
Results for items on the usefulness of *Tell Me More*
(Mean, Standard deviation, Frequency & Percentage)

	Perceived usefulness	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree	X	S.D
1.	TMM helps me improve my listening skill.	6(1.8%)	30(8.8%)	102(30%)	183(53.8%)	19(5.6%)	3.53	.803
2.	TMM helps me improve my speaking and pronunciation skill.	8(2.4%)	55(16.2%)	117(34.4%)	144(42.4%)	16(4.7%)	3.31	.880
3.	TMM helps me improve my reading skill.	7(2.1%)	36(10.6%)	87(25.6)	193(56.8%)	17(5%)	3.52	.829
4.	TMM helps me improve my writing skill.	8(2.4%)	63(18.5%)	129(37.9%)	130(38.2%)	10(2.9%)	3.21	.859
5.	TMM helps me improve my grammar knowledge.	8(2.4%)	48(14.1%)	119(35%)	150(44.1%)	15(4.4%)	3.34	.859
6.	The activities in TMM are useful for vocabulary learning.	7(2.1%)	29(8.5%)	80(23.5%)	189(55.6%)	33(9.7%)	3.70	1.769
7.	I have improved my overall English language proficiency.	7(2.1%)	32(9.4%)	122(35.9%)	164(48.2%)	14(4.1%)	3.42	.822

Ease of use

Four items in Table 2 measured learners' perception of the ease of use of the TMM program. In general, majority of the participants agreed that it was easy to use. Specifically, 151(44.4%) and 25(7.4%) agreed and strongly agreed that the program is easy to use because it could be used to learn English at any time. While 100(29.4%) remained undecided, 47(13.8%) and 17(5%) disagreed and strongly disagreed. The mean and standard

deviation for this item was X=3.35 and S.D=.977

144 (42.4%) and 15(4.4%) agreed and strongly agreed that the activities in the program are easy to do. However, 129(37.9%) were not sure while 46(13.5%) and 6 (1.8%) disagreed and strongly disagreed.

This item had a mean and standard deviation of X= 3.34 and S.D= .832 respectively.

185(54.1%) and 26(7.6%) also agreed and strongly agreed that the navigation in the program was easy to understand and follow. 38(11.2%) and 7 (2.1%) disagreed and strongly disagreed that the direction in the program was easy to follow while 85(25%) were not sure. The mean and standard deviation for this item was X=3.54 and S.D=.866

Furthermore, 141(41.5%) and 13(3.8%) agreed and strongly agreed that the program gave them other ways to answer questions. 138(40.6%) were not sure while 42(12.4%) and 6(1.8%) disagreed and strongly disagreed. The mean and standard deviation for this item was X=3.33 and S.D=.808

In relation to the ease of use, one participant said

> "The program is good and easy for learning English especially for beginners because it contains tips and tricks which helped me improve my English language skill especially my pronunciation."

Another participant commented that

> "What makes the program easy to use is that I can skip to any activity of my choice since I am not obliged to follow the activities systematically. I sometimes select an activity I like if I find the previous one uninteresting or difficult or too easy to do."

Table 2.
Results for items on ease of use of *Tell Me More*
(Mean, Standard deviation, Frequency & Percentage)

	TMM is easy to use Because	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	X	S.D
8.	It is easy for me to learn English with TMM anytime.	17(5%)	47(13.8%)	100(29.4%)	151(44.4%)	25(7.4%)	3.35	.977
9.	The learning activities in TMM are easy to do.	6(1.8%)	46(13.5%)	129(37.9%)	144(42.4%)	15(4.4%)	3.34	.832
10.	The directions in TMM are easy to understand and follow.	7(2.1%)	38(11.2%)	85(25%)	184(54.1%)	26(7.6%)	3.54	.866
11.	There are many ways to answer the questions.	6(1.8%)	42(12.4%)	138(40.6%)	141(41.5%)	13(3.8%)	3.33	.808

Another participant made an interesting comment about the program's ease of use:

> "Yes, the direction did not help me much because I didn't understand it and I did try and error. I could easily follow the directions because I had done the activities in the program several time and I knew the next step I had to take."

Discussions

As far as the usefulness of the program is concerned (Table.1), the learners' perceived that it improved their vocabulary knowledge ($\bar{X}$=3.70), reading ($\bar{X}$=3.52) and listening skills ($\bar{X}$=3.53). This showed learners positive perceptions about these aspects of the program. This may be probably because there are enough vocabulary, reading and listening activities in the program. They however perceived that had moderate improvements in grammar knowledge ($\bar{X}$=3.34), writing ($\bar{X}$=3.21), speaking and pronunciation skills ($\bar{X}$=3.31). The program's ability to improve learners' vocabulary knowledge, reading and listening skills signifies that it may not be useful for developing the communication and interactive abilities of learners. It may however be effective for developing learners' pre-communicative skills as evidenced by their perception.

Though the findings provides evidence that the program is useful for learning pre-communication lesson, the learners still expressed discontent with the writing and grammar aspect. Their report that the program marks every part of the sentence they write as wrong coupled with few grammatical explanation to explain why, shows that the program still needs to be improved to stimulate learners for better write-ups through the provision of adequate grammatical explanation. This would eventually help learners in outlining and organizing their write-ups. This finding sharply contrast Perez (2014) research which reported that learners perceived highly of the writing part in the program because it provided them feedback, reviewed their grammar and improved their organizational skills.

Despite being one of the attractive features of the program, the speaking and pronunciation function (speech recognition) did not generate much enthusiasm among the learners (Table.1). The responds from the data revealed that the learners appreciated that the program gave them the opportunity to model their pronunciation according to the native speaker. This helped them mimic or imitate words and phrases they may not get the opportunity to use in their daily life. They also found it useful since they could record their voice and play it back. This enhanced learners' interest and motivation. However, they reported that the speech recognition function picks up any sound and records it as correct. There was no proper feedback except for the sound waves that indicated the level of accuracy of their pronunciation. This finding confirms the study by Espinoza (2013) and further contradicts the study by Yunus et al, (2010) and Perez (2014). The users in both Yunus et al, (2010) and Perez (2014) study showed positive perceptions and high satisfaction with the speech recognition function because it provided users the opportunity to imitate the phonemes without a text.

Additionally, the moderate mean scores recorded for items on speaking and pronunciation ($\bar{X}$=3.31), grammar ($\bar{X}$=3.34) and writing ($\bar{X}$=3.21) attest that the program is not fully equipped to train users for spontaneous and authentic use of the English language for real life communication. These findings further contradicts the research by Yunus et al, (2010) and Perez (2014) but confirms the findings of the study by Espinoza (2013). However, some external variables such as learners' motivation and attitude have been found to have an effect on their perceptions of and practices with tutorial CALL programs (Ushioda, 2005).

Like other researches on other tutorial CALL products, the results of this study indicate that users have different perceptions of Tell Me More. These can influence users' language learning practices with the program. Considering the fact that the current study was conducted in Thailand, and the other studies by Yunus et al. (2010), Perez (2014) and Espinoza (2013) were conducted in Malaysia, Philippines and Spain respectively, it is clear why there are

similarities and differences in the findings. Additionally, learners in these settings may differ

in learning styles and preferences. These could also account for the different perceptions of the program according to its usefulness and easy to use.

Furthermore, the moderate score for overall improvement in the proficiency ($\bar{X}$=3.42) of the learners may be because the learners may not have used the program actively and independently to discover learning that is meaningful to them. Another factor that may be responsible for this is that the learners may have preferred the traditional or blended mode of learning even though the TMM program provided learners with additional opportunity for English language use to improve their competence. The feedback and explanations learners got from most of the activities in the program may further account for why learners found it to be useful for vocabulary, reading and listening.

In relation to its ease of use (Table 2.), the findings from both the survey and focused group interview showed that the TMM program to a larger extent was easy to use to study English anytime without difficulty ($\bar{X}$=3.35). The learners also agreed that the simple and clear language used in the program made it easy for them to understand the lessons in it ($\bar{X}$=3.34). Responses from the interview revealed that the orderly presentation coupled with the activities that were at the right level of their ability made it easy for them to learn English with the program. They also agreed that the navigation in the program was easy to follow ($\bar{X}$=3.54) and most importantly there was not a single way to answer a question in the program ($\bar{X}$=3.33). They could refer to the answer key anytime for help when they face any challenge. Since EFL learners may sometimes feel shy and unmotivated to learn because they think English is difficult to study (Krashen, 2003), it may be concluded that the learners felt comfortable to use the program since the relationship between the computer-learning environment and the learners is non-threatening. Due to this student may feel at ease to learn by accepting and correcting any errors and mistakes they make in the learning process (Wan Irham & Shafinah, 2006).

Finally, though learners faced challenges especially with the navigation, they were pleased with the program since it gave them the opportunity to work at their own pace through its continuous use. This confirms the findings in the study by Yunus et al. (2010) and Perez (2014).

Conclusion

In general, the current study brings to light that the learners had moderate perceptions of the TMM program in relation to its usefulness and ease of use. These were the main factors that affected learners' use of the program. The program improved learners' pre-communication or linguistic competence more than their communication skills. Though some of the features of the program enhanced learners' interest and motivation, they still expressed their frustration with the inadequate grammar, writing and speech recognition features of the program. In sum, the Tell Me More program does not satisfy all the needs and preferences of users. Using it in a blended learning environment or providing users with additional learning materials may help compensate for aspects of the program that are inadequate.

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PAPER 2

Self-study with Tell Me More: What EFL learners do.

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ABSTRACT

Purpose- This paper investigated what and how 340 EFL undergraduate students did while used the Tell Me More (TMM) online learning program for self-study. The study was based on two questions: 1) what were learners' practices while they used the Tell Me More program for self-study? 2) How did learners' practices enhance or undermine the purpose of using the Tell Me More program?

Methodology- Quantitative technique with the subscales of *Students Approaches to Learning Survey* and qualitative data in the form of a semi-structured focused group interview were used to investigate practices, effort, persistence and other practices that either enhanced or undermined the purpose of their self-study with Tell Me More.

Findings- The findings indicated that the learners multitasked to compensate for the lack of support from instructors and sometimes left the program on to count the time. The findings on the time of use suggested that self-study practices does not depend only on learners' attitude or features of the learning environment but also goals set by instructors. Additionally, even though the findings showed that learners made considerable effort in their use of the TMM program, they reported some inconsistency in their self-learning practices.

Significance- The findings shed new light on how learners used the online language-learning program Tell Me More for self-study. It is hoped that this study will guide developers of curriculum for online self-study and educators on learning goals and assessment types to be incorporated in online self-study programs.

Keywords: Tell Me More, Online Learning, Learner Autonomy, Learners' practices, and computer assisted language learning.

INTRODUCTION

Tell Me More (TMM) is a self-study computer program that offers comprehensive support for language learning. This asynchronous learning program gives learners the opportunity to learn language anytime and anywhere. It plays a vital role in a self-study environment by adopting the role of a tutor to give meaning, feedback, direct the learning process and evaluating learning. It is used in both English as a second or foreign language contexts to enhance users English language skills and knowledge.

Due to the changing nature of language teaching and learning and the wide acceptance of computers and information technologies, institutions have resorted to the use of educational technologies such as Tell Me More (Pascarella & Terenzini, 2005). The increased flexibility, convenient access wherever and whenever, the expansion of support, promotion of active learning through in-time learning resources, a teaching pedagogy and learners' ability to control their own learning are some of the reasons for the popularity of educational programs like Tell Me More (Moore, 2005; Levy, 1997; Godwin-Jones, 2010; Blake, 2011).

Researchers have posited that it is important for learners to learn independently because it helps in the effective development of learners' receptive and productive skills (Benson, 2011; Pachler & Field 2001; Schwienhorst, 2007). Research have also shown that in foreign language setting, independent online learning increases active participation and varied forms of interaction that are important to ensure successful learning outcomes (Lynch, 2001; Dabbagh, 2002). Even though studies have shown that online self-study result in successful learning outcomes, other have reported that it does not yield the expected outcome (Weston and Bain, 2010). Studies have reported that in an interactive online learning environment, learning outcomes are determined by how learners interact, collaborate and construct knowledge during self-study. Additionally, expectations from educators and learners themselves may influence how learners independently regulate their study online (Venkatesh, Croteau & Rabah (2014). These factors may either enhance or undermine the purpose of using online-mediated language learning programs.

However, studies on self-study using computer learning programs have not looked at what learners do when they study independently. Research on Tell Me More have either focused on learners' perceptions or attitudes and the effectiveness towards learning English through technology, none has focused on what happens when the program is used for selt-study (Yunus et al., 2010; Espinoza, 2013; Perez, 2014).

Hence, investigating learners' practices with Tell Me More will give a different and holistic insight into learners' self-directed online practices. Probing learners' self-study practices will enlighten instructors on where learners fall short and practices that need to be strengthen to ensure effective online language learning for successful learning outcomes. For instructional designers, an understanding of what, why and how learners do will provide a useful guide for the development of appropriate learning goals and assessment methods.

This study used a mixed approach in the form of quantitative and qualitative means to find out what learners did, why they did that and how they used the online learning program Tell Me More (TMM) for self-study. This mixed approach allowed the researcher to have a parallel analysis of the data collected to confirm the findings. The survey elicit responses from participants through an 8 item closed ended questionnaire. The qualitative method in the form of a semi-structured focused group interview complemented the limited amount of information elicited from the questionnaire for richer and more precise inferences. The research questions for the study were as follows

RESEARCH QUESTIONS

1. What were learners' practices while using the Tell Me More program?
2. How did learners' practices enhance or undermine the purpose of using the Tell Me More program?

THEORETICAL BACKGROUND

Self-directed learning

The construct self-directed learning has been described as actions directed at acquiring information or skills that involve agency, purpose, goals, and instrumental self-perceptions on the part of a student (Pintrich, 2005). Zimmerman (2005), also opined that self-directed learning is the extent to which learners are able to self-regulate themselves to actively participate in learning meta-cognitively, behaviorally and motivationally. Ainley & Patrick (2006), further posited that self-study results from students' self-regulated thoughts, feelings and behaviors directed towards the acquisition of one's personal learning objectives.

From the definitions, self-directed learning could be described as both an attitude and the desire for independent learning. What then triggers one's desires and attitudes are internally generated after countless negotiations with one's personal psychology and environment after an assessment of the benefits and constraints of the task had been done (Dickinson, 1993).

Learners are inspired from their intrinsic cognition and perceive the learning environment with which they work as a source of information rather a puppet. Apart from perceiving the learning environment as informative rather than evaluative, the learning goals is seen as one factor that supports and facilitates learners to self-discover, plan and persuade learners to be responsible by encouraging the feeling of personal cause and self-confidence.

This notion underlies the introduction and the use of CALL technologies and the World Wide Web as a language-learning tool. This field of learning popularly conceptualize as CALL furthers the idea of the learner as an active participant in learning (Brown, 1991) that is '… learners learning language in any context with, through, and around computer technologies …' (Egbert, 2005: 4).

Self-study allows students to reflect on the learning materials and responses, and it allows them to work at their own pace, regardless of race, gender, disability, or appearance (Richardson & Swan, 2003). It is evident that learning independently online allows students to demonstrate absolute control their learning process plan, monitor and evaluate learning progress.

However, in a self-study online learning environment, learners' self-directed learning practices and learners' commitment to a task during learning time is difficult to observe and measure. Nonetheless, these could be known through questionnaires and interview by asking students to self-report their learning practices (Appleton et al., 2006; Fredricks et al., 2004). Self-report involves students reporting on what they did and how they did it when they studied independently. These self-study practices included students' interaction patterns, effort, persistence and any other practices that either enhanced or undermined the purpose of learning online.

RELATED STUDIES

There is no existing study on learners' practices of the stand-alone CALL program Tell Me More. There is however, related research that indicates that effective learning occurs when learners use such asynchronous online learning tools. All these research showed that learners who used the self-study programs independently resorted to specific practices that compensated for the lack of personal interaction and ensured better learning outcomes (Ulitsky's, 2000; Murray, 1999)

Research on TMM on the other hand have focused on either users' perception of its ease of use, usefulness and problems. Others have also focused on its effectiveness on improving specific language skill and other languages. For example, Espinosa, (2013) investigated the perspectives of 75 university teachers who used Tell Me More for half a year. The findings showed that the teachers were not highly enthused by the program. They were moderately satisfied with Tell Me More as regards how interesting, usefulness and effective the program was in training them to engage in unplanned conversations and other linguistic uses. However, the findings showed moderate improvement in some communication and linguistic skills such as oral and written comprehension, vocabulary, grammar or pronunciation. Moreover, the learners expressed discontent with some functions of the program, such as the speech recognition that is embedded in the program.

Additionally, the survey by Yunus, Hasim, Embi and Lubis (2010), on eighty-five University students and four lecturers in a Malaysian University on their perceptions

of Tell Me More revealed that the program was useful for learning English. The participants did not only improve their proficiency in English but also reported that Tell Me More had adequate content to improve communication, grammatical and vocabulary knowledge. They also expressed satisfaction the originality of the materials and activities. The lecturers also indicated that the courseware affirmed the usefulness, suitability and ease of use Tell Me More as a supporting tool for language learning.

Nielson (2011), moreover investigated learners who used Rosetta Stone and Tell Me More to improve their proficiency in Spanish, Arabic and Chinese. The findings revealed that in spite of the ease of access, the learners did not comply with the guidelines of use. This was partly due to recurring technical challenges and inadequate support for their self-study with the program. The learners gradually lost interest in using the programs.

Furthermore, Perez (2014), study on users of Tell Me More in a Philippine university showed that in terms of effectiveness in enhancing their communication skills, there was no significant difference between the medical and para-medical students. Users further disagreed that they encountered difficulties while using the language resource.

Though important, researchers have focused on other dimensions of research to the detriment of investigating learners' what happens when learners use the program for self-study. These studies have shown that Tell Me More as a self-instruction tool has strengths and weaknesses and supports the notion that learners may devise their own ways of using the program. It is therefore necessary to investigate what happens in order to facilitate learning interventions for effective autonomous online learning.

THE STUDY

The Tell Me More computer-learning program was used as a stand-alone self-study computer-learning program in a university in the south of Thailand. The participants of the study used the program in the 2015 academic year. They took a placement test incorporated in the TMM program to determine their level of proficiency to be assigned specific contact hours to use the program. There were four proficiency

levels. The beginners used the program for 50 hours, 40 hours for the intermediate level, 30 hours and 20 hours for the intermediate+ level and advanced levels respectively. They took a progress and an achievement test in the middle and at the end of the term respectively to measure their progress and overall achievement. The' practices of learners were surveyed at the end of the academic year 2015 using the Effort and Persistence in Learning (EPL) subscale of Students Approaches to Learning Survey (Artelt, Baumert, Julius-McElvany, & Peschar, 2003).

METHODOLOGY

Participants

Based on Krejcie & Morgan, (1970), 350 out of 2,137 university EFL students were selected for the study in a university in the south of Thailand. Among the 350 students surveyed, 26% (91) students were males whiles 74% (259) were females. 55%(193) were from the faculty of Natural Resources while 23%(81), 5%(18), 7%(26) and 10%(35) were from the faculties of Economics, Engineering, Science and Thai Traditional medicine respectively. They successfully completed using the TMM program for the required number of study hours in the 2015 academic year. 10 participants who were from different proficiency levels and faculties were randomly and conveniently selected based on their responses from the questionnaire through phone calls and in-class announcements for a semi-structured focused group interview.

INSTRUMENTS

Questionnaire

The instruments for the study was a four point Likert scale questionnaire and a guided semi-structured focused group interview. The items in the questionnaire were based on Effort and Persistence in Learning (EPL) subscale of Students Approaches to Learning Survey (Artelt et al, 2003). Artelt and her colleagues developed the EPL to examine how learners approached learning based on their motivation, self-related beliefs and learning strategies. It originally consisted of a 4 item scale. However, the

EPL was modified to ask students about what they did or how they used the Tell Me More program in a more beneficial way. This comprised of their effort, preferences and co-operation with guidelines for using the program. This was done to make the items have a direct relation with the regulation of their own learning. The researcher ended up with 8 items which were appropriate for the research context and purpose. Each item was measured using a Likert scale with four possible responses ranging from 1= "Almost never" 2= "Sometimes" 3= "Often" 4= "Almost always". The questionnaire was originally written in English. It was translated into Thai by the help of a translator. Three experts in educational technology reviewed the content validity and compatibility of both the English and Thai versions of the questionnaire. The Thai version was piloted among 50 students who used the TMM program in the summer of the academic year 2015. The items recorded a Cronbach alpha coefficient value of $\alpha = .63$ which is an adequate value for internal reliability of a scale (DeVellis, 2003).

Focused group interview

A semi structured focused group interview based on student approaches to learning and their efforts and persistence (Artelt, Baumert, Julius-McElvany, & Peschar, 2003). An interview was created to collect data to confirm the findings of the questionnaire. It was structured to have an in-depth examination into specific practices and approaches of learners with the TMM program. Since the questionnaires elicited data without any explanations, this instrument augmented the findings by providing a richer and a more precise date for inferences to be made.

Data collection

Questionnaire

The questionnaires were distributed at the end of the first semester of the 2016 Academic Year. In order to get high response rate, two techniques were used for data collection. Firstly, since it quiet challenging to identify subjects for the study, the researcher resorted to in-class announcement. The researcher sought permission from lecturers from the selected faculties and those in charge of various English programs in which some subjects studied for the distribution and collection of questionnaires to be done at different class hours. The second method of distribution was through

snowball technique. Here, the researcher found some subjects for the study from the selected faculties and gave them copies of the questionnaire for onward distribution to students who used the program in the 2015 academic year. Out of 450 questionnaires distributed, there was a high return rate of 350 questionnaires. However, 10 of them were either incomplete or badly filled. The entire data collection process took two weeks.

Focus group interview

The participants for the focused group interview were invited by phone call and an in-class announcement. For the phone calls, twenty (20) participants were randomly selected based on the responses in the questionnaire while an in-class announcement was made at the faculties that took part in the survey. 10 students showed up for the interview at the scheduled time. A bilingual expert in Thai and English languages who already had knowledge about the research conducted the focused group interview. The expert was however briefed on specific questions to ask, how to keep the discussion going by asking follow up questions and how to make the participants feel comfortable throughout the process. The participants were assured of the confidentiality of their response to assure them that their response will not be revealed under any circumstances. The interview was videotaped and it lasted between 30 to 45 minutes.

Data analysis

The data from the questionnaire was statistically analyzed to find the frequency, percentages, means and standard deviations using an SPSS program. The means scores were interpreted according to Phongwichai, (2008) as follows 1.00-1.75 (Very low), 1.76-2.51 (Low), 2.52-3.27 (High) and 3.28-4.00 (Very High).

For the focused group interview, the responses were transcribed and translated into English. For the transcription, the translator listened to and transcribed the responses twice from the recorded video tape. The second transcription was done to ensure its consistency with the first transcript. Both transcripts were compared to ensure its reliability and credibility. It was then translated into English and subjected to content

analysis. The analyses were later categorized into themes to complement the results from the survey.

Both of the findings from the questionnaire and interview were concurrently analyzed and further subjected to thematic categorization. This technique complemented the limited amount of information that was elicited from the questionnaire for richer and more precise inferences.

RESULTS

As shown in Figure 1. The first item asked learners to rate their instruction reading practices. The results indicated that 39% and 37% representing 265 of the students "sometimes" and "often" read the instructions for every activity they did. 20% (68) students reported that they "almost always" read the instructions while 4% (14) students said they "almost never" read the instructions before they do the activities. The high mean score ($\bar{x}$ = 2.73) recorded for this item is an indication of learners' positive instructions reading attitude (Table 1).

	Statements	Mean	S.D
1.	I read the directions for every activity before I start to practice.	2.73	.825
2.	I keep trying an activity until I get the correct answer.	2.72	.803
3.	I skip to new activities when I face difficulties.	2.65	.885
4.	I look at the answers in the answer key when I answer a question incorrectly.	2.54	.863
5.	I go to the answer key immediately to do the activities.	1.87	.812
6.	I leave the program on to count the time.	2.45	.879
7.	I ask someone to do the activities for me.	1.47	.777
8.	I find help from other materials (google translate, dictionary, google).	2.24	.863

Table 1. *Learners practices, approaches and efforts and persistence*

The findings also showed that majority of the students, 39% and 38% representing 265 students reported that they "sometimes" and "often" kept trying an activity until they got the correct answers. 19% (63) of the students reported to have "almost

always" tried until they got the right answer while 4% (12) students indicated that they showed no effort. This item had the second highest mean score of ($\bar{X}$ = 2.72). The high mean score does not only show the efforts learners' made but also their persistence during their self-study with Tell Me More.

With regard to what learners did when they faced a challenge in answering a question, the findings indicated that 40% (135) students sometimes skipped an activity whenever they found it difficult while 33% (111) students often skipped an activity when they cannot do it. 20% (68) "almost always" skipped an activity while 8% (26) "almost never" skipped an activity. The high mean score ($\bar{X}$ = 2.65) of this item suggest an inconsistency in learners' report of trying until they got the right answer to a task (item1).

The questionnaire further asked participants to rate what they did immediately they got an answer wrong. The findings indicated that 31% (106) and 16% (50) of students often and almost always consulted the answer immediately they got an answer in an activity wrong. 45% (152) sometimes did that while 8% (27) almost never immediately looked at the correct answer whenever they got a question wrong. The mean score for this item was at a high level of $\bar{X}$ = 2.54. This also shows the inconsistencies in what the learners' report of trying until they got the correct answers (Item 1).

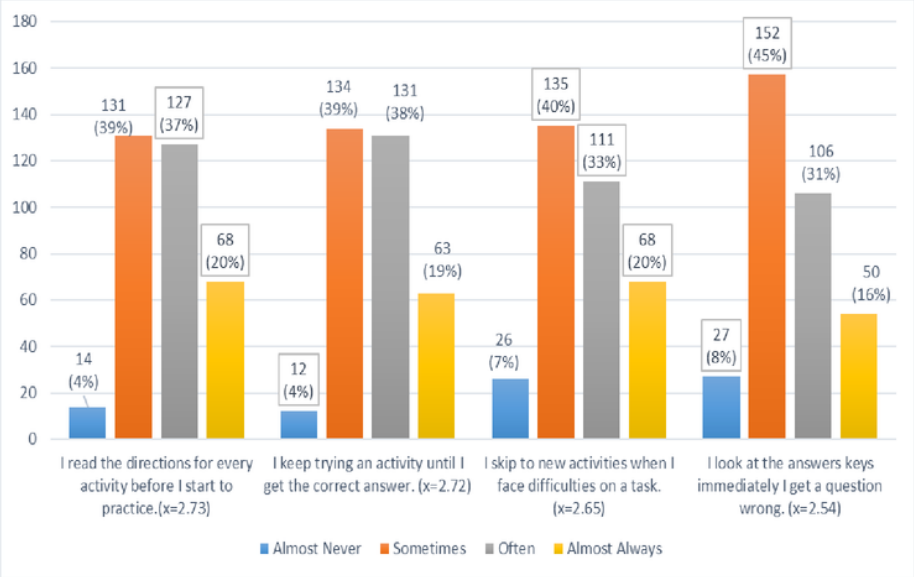

Figure 1. Frequencies, Percentages and means of Learners practices, approaches and efforts and persistence.

As shown in Figure 2 below, it was found out that 36% (122) "almost never" went straight to the answer key to do the activities. 45% (153) of the respondents also indicated that they sometimes went to the answer key first before doing the activities. 15% (51) often went to the answer keys for solutions while 4% (14) "almost always" look at the answers before doing the task. The mean for this item was $\bar{X}$ = 1.87. The low mean score for this item suggest that the learners made some efforts in doing the tasks in the program. It therefore points to the efforts learners made while they used the program and to some extent explain why students reported that they kept trying until they got a question right (item 2).

As regards the time spent on the program, it was revealed that 13% (42) almost never left the program on to count the time while 44% (151) sometimes left the program on to count the time, 29.4%(100) often left it on to count the time. 14% (47) reported to have "almost always" left the program on to count the time. This item had a high mean of $\bar{X}$=2.45. The low mean score for this item suggest that the learners may not have left the program on to count the time.

The findings further indicated that 65% (222) almost never made others do the activities or task in the program for them. While 22% (74) showed that students sometimes made others do the work in the program for them but it was minimal, there was a 10% (33) indication that the students often did that. 2% (8) reported to have always made others do the work for them. This item recorded a very low mean score of $\bar{X}$= 1.47. Though the mean score of this item was very low, the percentages mean that majority of the students showed a great sense of responsibility by doing the task in the program on their own.

The results further revealed that 48% (163) and 27% (91) sometimes and often found help from other materials while using the program. 7% (23) almost always resorted to other materials for help while 18% (60) never sought help from other materials such a google translate or dictionary or the grammar book. The mean score for this item was low at x= 2.24. Although this item has a low mean score, high percentage of learners sometimes and often resorted to other forms of materials in addition to the content of the TMM program to enhance their self-study. This item further confirms learners' actions of trying until they got the answer correct (item 2). Learners may have kept trying by resorting to other materials.

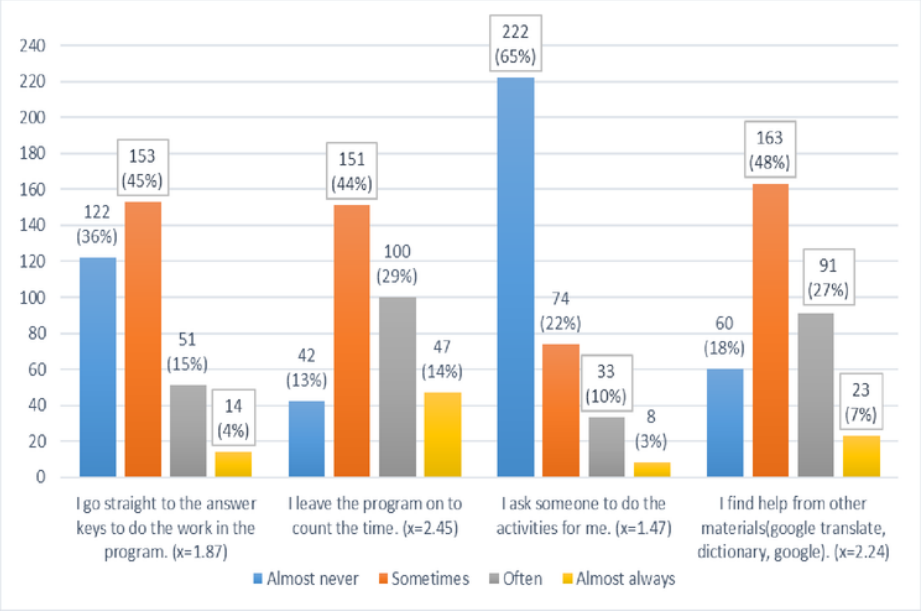

Figure 2. Frequencies, Percentages and means of Learners practices, approaches and efforts and persistence

DISCUSSION

1. What are learners' practices while using the Tell Me More program?

Multitasking

Since self-study does not imply learning in isolation, the learners reported to have multitasked by sometimes and often consulting other sources such as google translator, online dictionaries and other supplementary materials for better understanding (48% & 27%) figure 2. This finding confirmed Jarvis, (2013) study that EFL learners make use of other computer-based resources to aid their conscious learning of English language. The learners may have also multitasked because they may have found other sources of information as relevant to their unconscious acquisition of language. This shows the freedom of choice or flexibility the online learning program gave the learners. The internet provided learners many ways and options of making self-study through different media possible, easy and effective. Hence, the TMM program eased and enabled learning practices beyond its immediate

online learning environment. This is evident in one participant's response. He says, "*The way the program is set up encourages me to seek help from other sources. Sometimes there are no explanations further to where and why I got an answer wrong. This raises motivation to search further for help to know where I am completely wrong."*

Leaving the program on to count the time

Additionally, the learners' sometimes and often left the program on to count the time (44% & 29%) figure 2. One reason that may have accounted for this practice as revealed in the focused group interview was that assessment of the course for which the Tell Me More program was a part of was based on the number of hours spent on the program. Hence, students may have focused on fulfilling the time requirement as opposed to learning the content in the program. This finding is in line with Matuga (2009) study that learners would attend an online learning course if it will help them get good grades. Learners saw leaving the program on to count the time as an easy approach to gain scores and fulfill the program's requirement. Moreover, what may also hold true is that the learners may have finished doing the assignments in the program before the required time. Hence, they left the program on to fulfill the time requirement. A respondent gave the following comment during the focused group interview

"I leave the program on to count the time because most of the time I finish doing the activities in the program before the required number of hours. Therefore, the only way to get the grade is to leave the program on since the hour is still needed."

Another respondent remarked: *"I do not focus on the hours of use. I focus on the content but if I continue to do that, I will end up not fulfilling the minimum hours. Therefore, I leave it on however I think there is no need to focus on the hours but the questions that are answered correctly."*

Comments from two respondents confirmed speculations that the students left the program on to count the time without doing the activities. They said:

"Since it is only the time that is needed to get the score for using the program, I leave it open for the time to count so that I will get the score at the end of the semester. It is an easy way out."

"I leave the hours to count because it is only the hours that is needed for the grades. When I do this I can study other subject and will not waste my time on the program"

The findings on the time further signifies that learning goals had the capacity to influence students' practices. Therefore, to demonstrate a workable time management strategy to avoid leaving the program on to count the time, assessment of learning progress in autonomous online learning should not be solely based on time (Roper, 2007). There should be innovative ways to assess learning progress that also focuses on content.

Inconsistent self-study practices

The learners' showed responsibility by first reading the instructions of the learning activities before they started using the program. They also showed eagerness and motivation to learn by constantly trying an activity until they got the answers correct. The learners also did not ask other people to do the activities for them (65%) in figure 2. This shows their readiness, acceptance and the sense of responsibility for autonomous learning. One respondent during the interview affirmed this

"I cannot rely on anybody to do the activities in the program for me because everybody is using the program and responsible for the outcome at the end of the semester. I had to put in effort to answer the questions in the program correctly to make me feel good."

However, some learners often and almost always skipped when they faced tasks that were challenging or beyond their ability (33% & 20%) in figure 1. In addition, their practices of sometimes and often looking at the answers before doing the activities and immediately after trying once obviously undermined the efficacy of the program (45% & 15%) in figure 2. One participant said during the interview:

"*I do not know how to find help from other internet sources; I just skip when the activity it is higher than my level of ability or when I cannot use the activity in my daily life. Moreover, I look at the answers in the answer key.*"

These unstable learning practices signify that students may not be able to control themselves in their self-study with programs that contain in-built answers. These behaviors may not help instructors know the real impact of the program on students English language ability. These findings are support Waemusa, Srichai & Wongphasukchote (2008) study that learners may demonstrate unstable learning practices in their online self-study learning process. However, this aspect of self-study is difficult to control because of the lack of external monitoring. It further confirms Sukseemuang (2009) findings and recommendation that though learners may favor self-directed learning, they may however need some form of control to engage in the right learning practices.

2. How did learners' practices enhance or undermine the purpose of using the Tell Me More program?

Learners' effort and persistence

Through the self-report, it was noted that majority of the students exhibited considerable effort in their instruction reading practices (item 1, figure 1.). This showed that the users read and understood the instructions before they started doing the task in the program. They also showed commendable efforts and persistence to get the correct answer whenever they answered a task wrongly (item 2, figure 1.). This showed students desire to use the program to improve their level of English. Moreover, they almost never asked others to do the activities for them (item 3, figure 2.). When asked about the efforts they made while they used the program, one respondent said,

"*When I use the program, I have to think hard before I can complete the activities. Though it makes it less fun, it helps me improve my English. I can see about 70% improvement in my English language skills and it is because I keep trying.*"

These could be seen as behaviors that does not only show learners interest in a task but also signify that learners are benefitting from the task. However, students' self-report of skipping to new activities whenever they faced some challenges and looking at the answers before doing the task may counteract their effort. Hence, learners are likely to skip other activities when they find the current activity they are on difficult or irrelevant for their level. On the other hand, they may persist if the find the activities they are engaged in meaningful or relevant. Skipping to new activities when they face challenges suggests that learners may need support or assistance in their self-study. It also denotes that learners may not be interested in using the program or the program was not relevant enough to sustain their interest for a long time or even lack self-control in their autonomous study. Learners' practices of looking at the answers before doing the task may undermine the effectiveness of the program (item 1, figure 2.). It may not help instructors know the actual effect of the program on students' performance. This is evident in a comment made by one of the respondents during the interview

"I have no time to find help from other internet sources; I skip to a new activity when I find the current on challenging for me. I sometimes also go to the answer key for solutions"

Even though students showed effort and persisted to benefit from the program to improve their level of English, they still found ways to cheat by looking at the answer key before doing the activities in the program. They sometimes and often left the program to count the time without learning the content in the program to show learning progress. These practices undermined the effectiveness of the program. However, the principles of self-directed learning such as learner involvement, information searching skills, freedom of choice and selection or skipping of task that were challenging, meaningful or relevant or otherwise clearly guided their independent study (Little,2006).

CONCLUSION

The practices during their self-study raised concerns about the issue of time of use, online learning skills and assessment. Though studies have claimed that time commitment may improve learning outcome (Orr et al., 2009; Shea et al., 2005), others have claimed that time commitment may demotivate learners (Bacow et al., 2012 DeGagne & Walters, 2010; Green et al., 2009; Haber & Mills, 2008; Mason et al., 2010). In this study, the finding was mixed. The implication is that whereas some students will genuinely use the program to improve their proficiency, others with strong technological skills will manipulate the program to their advantage by exploiting technological loopholes in order to satisfy the requirement of the program. For a level playing ground and the effective utilization of the program, an additional means of assessment should be added to the time commitment.

PEDAGOGICAL IMPLICATIONS

Learning goals

Giving specific learning goals such as getting a specific score in an achievement test to learners will help learners know the effect of the program on their English language skills. Moreover, it is recommended that time should not be the sole goal to measure learning progress in online self-study setting. Quantifiable ways such as incorporating contents of online learning programs in written tests could be used to supplement assessment to measure learning progress.

Multitasking and online learning skills

Due to the multitasking practices of learners, it is suggested that learners could be an orientated on what to do when they face a challenging task. They could be taught some appropriate self-study skills such as seeking assistance from appropriate online sources to help smoothen the learning process. This may help minimize the practice of seeking answers before they do the activities and after trying once. It could also help learners monitor and evaluate themselves in their learning process to become successful online learners.

Learner training and support

Though learners multitasked and explored other learning materials on their own, it is still necessary to train learners comprehensively at the beginning of their self-study with the program to familiarize them with the new method of learning. When this is done, learners will have a clear sense of direction on how to set goals, select strategies and control their learning process.

LIMITATIONS AND FURTHER STUDIES

There were some limitations in this study in terms of the methodology. The study utilized only the survey responses of learners. An additional research method such as an interviews and observation would have made the findings more comprehensive. The study also focused on learners' practices without considering the perceptions that influence these practices and how these practices correlates with students' performance. It is suggested that further studies could focus on how learners' perceptions influence their practices and how these practice affect learners' performance.

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PAPER 3

EFL LEARNERS' SATISFACTION WITH THE ONLINE LEARNING PROGRAM, TELL ME MORE

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ABSTRACT

This study investigated EFL learners' satisfaction with the asynchronous online learning program Tell Me More (TMM). 340 EFL learners satisfaction with the TMM program was surveyed. In addition, a semi-structured focused group interview was conducted with 10 of the participants to gain in-depth insight into their satisfaction. The findings showed that the learners' were highly satisfied with the vocabulary, reading and listening aspects of the program. It further indicated learners' satisfaction to use TMM for self-study, meaningful content and its language learning potential. Moving forward, in selecting tutorial CALL programs, stakeholders could consider programs with contents that can be adapted to cater for learners' needs and preferences. Additionally, TMM could be improved to include aspects that will help learners develop spontaneous communication skills that will appeal most to learners' interest. Furthermore, CALL programmers are enlightened on aspects in online learning programs that does not only satisfy EFL learners the most but also aspects that needs to be improved to ensure maximum satisfaction. Further research could consider how learners' perceptions influence their satisfaction and how it translates to overall learners' achievement.

Keywords: Learners' satisfaction, Tell Me More, Asynchronous online learning program, EFL learners.

INTRODUCTION

The description of students as "digital natives" (Prensky, 2001) in this century has led to the use of various technologies in innovative ways to give students opportunities to improve their English proficiency for real life communication (Warschuaer, 2004). Higher institutions have purchased specific online language learning resources driven by their perception of the importance of the activities in the resource and the weaknesses of students. They also professionally equip instructors or educators to ensure its proper implementation (Willis, 2006). Warschuaer (2004), further asserts that administrators buy these high packaged soft wares to provide contents that are near native and realistic as possible, have diverse learning activities, provide a language learning curriculum, assess the needs of learners, equip learners with practical skills and pace out learning.

Learners on the other hand have been frequently overwhelmed with learning through different technologies. Due to this, they adapt their learning styles, interests and preferences to utilize new forms of technology to get instant, continuous and effective interaction. However, learners have sometimes shown reluctance, low level of motivation and dissatisfaction when they learn with

technology. Some even feel disappointed and give up after their initial use of computer learning pro-grams. Research on computer assisted language learning indicates that learners' satisfaction is one of the major determinants for the successful implementation of autonomous online learning (Domer, 1983; Delon & Mclean, 1992).

Many studies have utilized several ways to investigate learners' satisfaction with computer-assisted language learning technologies. For example Arbaugh & Duray, (2002) and Chen & Bagakas, (2003) posited that several factors could account for learners' satisfaction. They catego-rized these into six factors. These include technology, student, course, system design, teacher and environmental factors. Huang & Wang, (2012) also stated that learners tend to be satisfied when their expectations of the learning environment, design of a course, teaching practices and learner achievement are met. Even though the dimensions of these researchers are practical, other factors that account for learners' satisfaction need consideration. Factors such as language learning potential, learner fit, meaning focus, authenticity, positive impact and practicality of assessing language course wares also account for learners' satisfaction (Chapelle, Jamieson & Preiss, 2005). Ignoring these factors may make the implementation and use of technology in language learning challenging and to some extent almost impossible.

Hence, from a different descriptive and analytical dimension, this study investigates other critical factors that account for learners' satisfaction with language learning programs. This dimension will further give a different viewpoint on what goes into the successful implementation and use of computer programs for language learning. For language learning instructors, the findings will help overcome challenges to ensure the effective utilization of computer learning programs to cater for the needs and preferences of learners. For computer program developers, the study will deepen their knowledge of factors influencing learners' satisfaction with the program and aspects of that need improvement. Overall, an analysis of learners' satisfaction with online learning programs will lead to improvement in online learning practices and learning outcomes. The study could serve as the basis for further research in the field of computer assisted language learning.

Against this background, the subsequent sections describe Tell Me More, followed by literature reviews on asynchronous online learning programs, Tell Me More, learner satisfaction and factors influencing learners' satisfaction with online learning. The mixed methodological approach in the forms of a survey and focused group interview that were utilized in this study will be described and the findings will be finally presented and discussed.

WHAT IS TELL ME MORE (TMM)?

Tell Me More is one of the advanced self-learning tools that may have a comprehensive solution for lan-guage learning. Tell Me More seeks to tutor learners by exposing them to over 850 hours of learning con-tent, exercises and different varieties of tasks ranging from vocabulary, grammar, writing, pronunciation, listening and speaking. The content of the online learning platform is structured around authentic events such as at the airport, weather forecast, a linguistic function and a guided listening and speaking dialogue based on scenarios of communication. It also have standard activities of interaction, pronunciation, vo-cabulary and grammar (crossword puzzles, dictation). In sum, TMM asynchronous online language-learning program offers learners the chance

to self-pace and actively participate in their own learning, giving them the opportunity to personally reflect on their self-learning progress and outcomes.

LITERATURE REVIEW

ASYNCHRONOUS ONLINE LEARNING PROGRAMS

Instructional design of online learning courses has seen a shift to the interactionist approach which em-phasizes interaction, meaning negotiation and broad exposure to content (Gass & Markey,2007). This has been the basis for developing synchronous and asynchronous online learning programs. Asynchronous online leaning happens when students take instructions from and complete tasks in learning programs that are not delivered in real time or by a person. Studies have reported benefits derived from synchro-nous online learning (Er et al., 2009; Harris et al., 2009). Few studies have reported the benefits of learning through asynchronous online language learning program.

For example, Murray (1999) in his study with French learners who used the virtual immersion software package, "Á la rencontre de Philippe" revealed that the program afforded learners the chance to imitate the story line incorporated in the program. This helped the learners answer questions, give comments and follow directions from the story. The learners expressed their satisfaction with the program when they indicated that they could adapt outside materials to support learning with the program. In Ulitsky's (2000) investigation into Annenberg video series "Destinos" and "French in Action" with interactive exercises and quizzes based on the videos' contents from the software packages, the 26 participants revealed that they could use diverse range of learning strategies to complement their online learning.

LEARNER SATISFACTION

Learner satisfaction refers to attitudes, perceptions and expectation of learners toward a specific mode of learning (Tough, 1982). The term has also been defined as the relationship between learners' expectation and actual gains (Domer, 1983). Researchers have stated that learners tend to be satisfied when their ex-pectations of the learning environment, design of a course, teaching practices and learner achievement are met (Huang & Wang,2012). After an extensive review, the literature showed factor might be unending (Tough, 1982, Domer, 1983, Huang & Wang, 2012). Hence, in this study learners' satisfaction was defined according to Chapelle (2001) principles for evaluating computer-assisted language learning (CALL) programs. Chapelle (2001) posited that factors such as language learning potential, learner fit, meaning focus, authenticity, positive impact and practicality are useful for assessing language courseware. In the same vein, these principles could be used to analyze learners' satisfaction with a computer-learning program. Hence, in this study learner satisfaction was defined based on the principles developed by Chapelle (2001) and revised in Chapelle, Jamieson & Preiss (2005). The evaluative principles denotes that learners' satisfaction may be influenced by the fulfillment CALL evaluation principles mentioned above and explained below.

CHAPELLE'S CRITERIA FOR COMPUTER ASSISTED LANGUAGE LEARNING (CALL) EVALUATION

1. Language learning potential: This refers to the capacity for CALL applications to provide learners with beneficial instructions on grammar and vocabulary skills (focus on form).

2. Learner fit: This means how usable is the resource to suit the learning styles and needs of learners with diverse range of abilities. This includes how learners can plan, and monitor their learning to check understanding and progress.

3. Meaning focus: This refers to the extent to which learners' attention are drawn to meaning which can have an impact in learners' interest, motivation and achievement.

4. Authenticity: This means the relationship between language and learning activities in the resource to promote effective involvement in social practice. It also includes its capacity to build on learner's prior knowledge and promote active and self-regulated learning.

5. Positive impact: This is the extent to which the activities in a computer learning application positively affects learners speaking, listening, reading and writing skills.

6. Practicality: This refers to the adequacy of the activities in the resource is to support language learning.

RELATED STUDIES ON TELL ME MORE

As regards Tell Me More, though there are a number of studies, none has explicitly investigated learners' satisfaction. The study by Yunus, Hasim, Embi and Lubis (2010), on the utilization of Tell Me More by 85 University students and 4 lecturers in Malaysian University, revealed that in general both the lecturers and students participants found it beneficial for learning English. The participant were pleased with how the program improve their level of proficiency. They also expressed how useful the program was in terms of the adequate content of the program to improve communication, grammatical and lexical skills. Additionally, the users reported that the authentic materials and activities smoothened their learning. The lecturers on the other hand indicated that the courseware was a useful for blended learning and it agreed with the students on its suitability, ease of use and useful-ness.

Additionally, an investigation by Nielson (2011) into the use of Rosetta Stone and Tell Me More by adult learners to improve their proficiency in Spanish, Arabic and Chinese showed that both pro-grams were easy to access to be used to improve diverse range of skills. However, because of the recurring technological problems and inadequate support for their self-study with the program, the learners lost interest in using the program. This resulted in instructors having little insight into the effectiveness of the programs.

Moreover, Espinosa (2013) research into the perceptions of 75 teachers who used Tell Me More for six months indicated that the teachers had a moderate to low satisfaction with the usefulness, interest and effectiveness to improve their communication skills. However, the users experienced an average improvement with some communication and linguistic skills like oral and written comprehension, vocabulary, grammar or pronunciation. In addition, the users were dissatisfied and criticized the voice detection function in the program.

Furthermore, Perez (2014) investigation into Philippine university users who were paramedical and medical students revealed that the Tell Me More effectively enhanced the students' communication skills. In addition, there were no significant difference in students' perceptions concerning the effectiveness of Tell Me More. Interestingly, the student reported to have encountered no difficulties with the program.

Kuama & Intharaksa (2016) examination of students perceptions of problems, learning strategies, and the designs and content of English learning tasks in an online course that had TMM as the online course component revealed learners discontent with the program not only because of the problems they encountered but also they were not self-motivated to use the program. However, the learners perceived that learning tasks in the online course and the Tell Me More program were suit-able for their language proficiency.

The studies discussed above covers nearly every aspect of research on the asynchronous learning program Tell Me More, however, they did not critically examine the aspect of learners' satisfaction with the program in isolation. Additionally, most of the factors that accounts for learners' satisfaction could not be adequately inferred from the studies reviewed above. Moreover, the studies did not subject analysis of TMM based on a specific framework that investigates learners' satisfaction. This study therefore analyses learners' satisfaction based on Chapelle, Jamieson & Preiss (2005) principles for the evaluation CALL programs.

Therefore, based on the criteria developed and explained above by Chapelle, Jamieson & Preiss, (2005), this study aimed at investigating learners' satisfaction with the Tell Me More program through both quantitative and qualitative methodologies. The research questions for the study were as follows

1. **What were learners' satisfaction with Tell Me More?**
2. **To what extent were learners satisfied with Tell Me More as a self-study program?**
3. **What factors accounted most for learners' satisfaction with TMM?**

METHODOLOGY

SETTING

The setting for this research was a university in the south of Thailand. All students were required to use the Tell Me More program as a part of an English language course for the 2015 academic year. The students had to take a placement test incorporated in the program to know their proficiency level. To determine their progress and level of achievement, they did a progress and achievement tests in the middle and at the end of the semester respectively. The used the TMM program for specific hours based on their levels of proficiency in the placement test. The beginners were required to utilize the program for 50 hours. The intermediate group spent between 30 to 40 hours, while the advanced group spent 20 hours.

POPULATION AND SAMPLE

The population for this study were 2,137 Thai university students. These students completed the full TMM course in the 2015 Academic Year. The course had placement, progress and achievement tests as its components. Using the

technique by Krejcie & Morgan, (1970) 350 samples were selected for the study. 26% of the students were males whiles 74% were females. The students were from the following faculties: Natural resources (55%); Economics (23%); Engineering (5%); Science (7%) and Thai Traditional medicine (10%).

INSTRUMENTS AND DATA COLLECTION

This study used mixed research methodologies. Questionnaire and a semi-structured focused group inter-view were used as the data collection instruments. According to Creswell, Clark, Gutmann & Hanson (2003), mixed method strategy allows researchers to simultaneously collect data, concurrently analyze the data to confirm findings in relation to the impressions and opinions of respondents of a study.

QUESTIONNAIRE

The questionnaire consisted of three parts. The first part elicited respondents' gender, faculty and phone number or email. The second part asked respondents for their perceptions of aspects in the program they considered useful. The purpose of this was to find out specific aspects of the program learners felt satisfied. Additionally, this was done to complement and make concrete the findings from the third part of the questionnaire. The third part had items that measured learners' satisfaction with TMM based on Chapelle, Jamieson & Preiss (2005) principles for the evaluation CALL programs.

The scales for the questionnaire ranged from (1) strongly disagree to (5) strongly agree. A bilingual translator translated the questionnaire, originally written in English, into Thai. Three panel of experts in educational technology further scrutinized both versions of the instruments. Appropriate changes were effected in both the English and Thai versions of the questionnaire to make them compactible.

The questionnaire was piloted among 50 students who used the Tell Me More program during the summer of the Academic Year 2015. The items in the questionnaires were analyzed for its reliability using Cronbach alpha with an SPSS program. As a result, the reliability of the questionnaire was .73, which was considered an adequate value for internal reliability of a scale (DeVellis, 2003).

The final questionnaires consisted of 14 items. It was distributed at the end of the first semester in 2016 Academic Year. For a high return rate, the researcher used two methods for data collection. The first method was during class sessions. The researcher sought permission from lecturers from the selected faculties for the distribution and collection of questionnaires to be done at different class hours. Others were distributed through snowball technique. Here, the researcher found some subjects for the study, gave them copies of the questionnaire for onward distribution to students who used the program in the 2015 academic year. The respondents' students' ID's were checked to confirm whether they used the program during the said academic year. It took two weeks for the entire data collection process. All the 350 questionnaires were returned. However, 10 questionnaires were either badly filled or incompletely and were excluded from the final analysis.

FOCUS GROUP INTERVIEW

A semi-structured focused group interview was conducted in order to simultaneously analyze the data, confirm the findings in relation to the

impressions and opinions of respondents of this study. The semi structure focused group interview was structured to have an in-depth investigation into specific aspects of the program that determined learners' satisfaction or discontent with the TMM program.

It was guided by learners' perception of the usefulness of TMM and the principles of Chapelle, Jamieson & Preiss (2005): Language learning potential, Learner fit, Meaning focus, Authenticity, Positive impact and Practicality. The interview guide consisted of 8 open ended items with sub questions under some items. Participants for the semi-structured focused group inter-view were invited by phone calls and an in-class announcement at the selected faculties that took part in the survey. For the phone calls, the participants were randomly selected based on the responses in the questionnaire. 10 students showed up for the interview. The interview was conducted in Thai by the help of a proficient bilingual moderator. The moderator, who was already knowledgeable about the research, was further trained on specific questions to ask, how to keep the discussion going by asking follow up questions and how to make the participants feel comfortable throughout the process. The moderator introduced himself to the participants.

He asked permission for the interview to be video recorded for transcription and translation purposes. The participants were assured of the confidentiality of their response. This made them certain that their response will not be revealed under any circumstances. The moderator proceeded to interview participant by following a guide. The moderator appreciated the corporation of participants at the end of the interview. It lasted between 30 to 45 minutes.

DATA ANALYSIS

Items in the questionnaire were statistically analysis with an SPSS program to find the percentages, means and standard deviations. For the focused group interview, the responses were transcribed and translated into English. For the transcription, the translator listened to the responses twice from the recorded video tape. The second transcription was done to ensure consistency. Both transcripts were compared to ensure its reliability and credibility. It was translated into English and subjected to content analysis.

The common themes from the content analyses were categorized. The themes then triangulated with responses from the survey to identify common patterns emanated from both analysis. Both of the findings were further concurrently analyzed and subjected to thematic categorization based on Chapelle, Jamieson & Preiss, (2005) principles for the evaluation of CALL programs. This parallel analysis of the data aimed at deepening understanding on the factors that influenced learners' satisfaction with the Tell Me More program. Additionally, it complemented the limited amount of information that was elicited from the questionnaire for richer and more precise inferences.

FINDINGS

The findings below give both the quantitative and qualitative analysis of learners' satisfaction. The tables report the means and standard deviation while the figures report the percentages. The results are organized below:

In the Figure 1. 54% and 6% of the participants agreed and strongly agreed that the program was useful for practicing and improving their listening skills. 30% of the participants were however not sure whether the program was useful for listening while 9% of the participants disagreed while 2% strongly disagreed

with the program's usefulness for listening. This item had the second highest mean ($\bar{x}$=3.53, Table 1.) because of inadequate opportunities learners get to interact in English in their society. Learners only had the opportunity to use English in some few English courses. Hence, listening to the activities in the program increased the avenues for coming into contact with English.

As regards its usefulness for practicing speaking and pronunciation, a similar proportion of 42% and 5% of the participants agreed and strongly agreed that the program was useful for that purpose. 34% were not sure whether the program effectively served that purpose. On the other hand, 16% and 2% disagreed and strongly disagreed that the program was not useful for practicing either speaking or pronunciation. Though this item had the second lowest moderate mean ($\bar{x}$=3.31, Table 1.), it excited learners because it gave learners the chance to at least mimic words and phrases which they may by shy or not confident enough to say under normal circumstances. However, learners could not engage in a conversation with the program except to mimic the words and phrases.

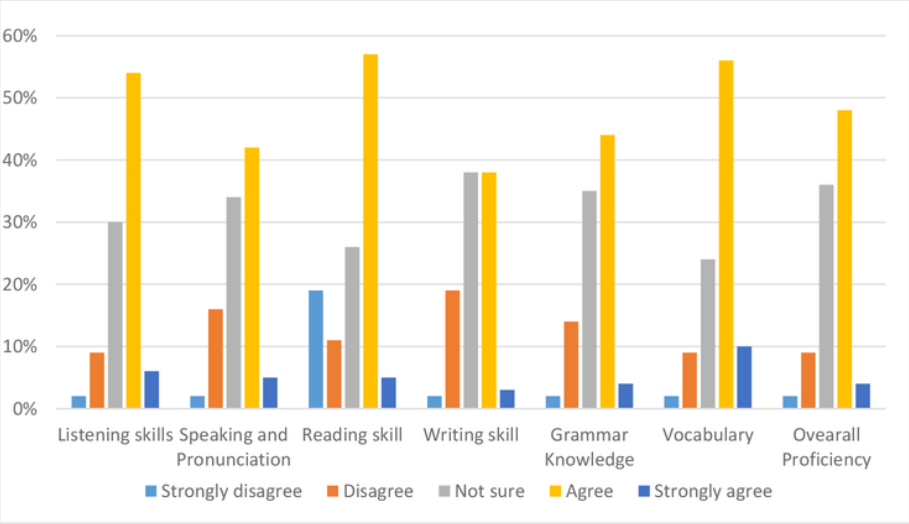

Figure 1. Percentages of the perceived usefulness of TMM

In the case of reading, whereas 57% and 5% agreed and strongly agreed to TMM's usefulness for reading, 26% were not sure while 11% and 2% disagreed and strongly disagreed with its usefulness for reading. The mean for this item was the third highest ($\bar{x}$=3.52, Table 1.) This finding shows how learners could identify word, phrases and finally string them into sentences and read them out for self-satisfaction. This in some way boasted learners' confidence to read out sentences on their own without any assistance from an instructor.

The item on writing recorded the lowest mean ($\bar{x}$=3.21, Table 1.). The percentages showed that whereas 38% and 3% agreed and strongly agreed to its usefulness for writing, 38% were not sure. 19% and 2% disagreed with the program's usefulness for writing. This confirmed learners' dissatisfaction with the

writing aspect. One factor that could account for this is learners' inability to apply the grammatical knowledge to form appropriate sentences.

As regards grammar knowledge, 44% and 4% of the participants agreed and strongly agreed with the program's usefulness for enhancing their grammar knowledge. However, 35% were not sure about that while 14% and 2% disagreed and strongly disagreed. The mean for this item was $\bar{x}$=3.34(Table 1). Though this finding may suggests learners' preference for grammar aspect, the high rate of uncertainty may mean that learners could not appropriately apply the grammar knowledge to other skills they learned with the program. Hence, the writing part had the lowest because learners may not have found the relationship between those two skills in the program.

56% and 10% of the participants indicated that the program was very useful for vocabulary learning but 24% were not sure, leaving only a 9% and 2% to disagreed and strongly disagreed with the program's usefulness for improving vocabulary learning. The mean for this item which was the highest ($\bar{x}$=3.70, Table 1.) shows that the program has enough content for vocabulary learning. The activities for vocabulary learning are structured around activities such as crosswords, dictations and gap filling. Hence, learners may have found it as an interesting way to improve their vocabulary knowledge.

	I am satisfied with TMM because	$\bar{X}$	SD
1.	TMM helps me improve my listening skill.	3.53	.803
2.	TMM helps me improve my speaking and pronunciation skill.	3.31	.880
3.	TMM helps me improve my reading skill.	3.52	.829
4.	TMM helps me improve my writing skill	3.21	.859
5.	TMM helps me improve my grammar knowledge.	3.34	.859
6.	The activities in TMM are useful for vocabulary learning.	3.70	1.769
7.	I have improved my overall English language proficiency	3.42	.822

Table: 1
Items investigating learners' satisfaction with specific aspects of TMM (Means and standard deviations)

Overall 48% and 4% agreed and strongly agreed that the program was useful for improving learners overall language proficiency. While 36% were not sure, 9% and 2% disagreed and strongly disagreed that with the usefulness of the program to improve overall English language proficiency. The mean and standard deviation for this item was $\bar{x}$=3.42 (Table 1.).

In Figure 2. 54% and 9% agreed and strongly agreed respectively that the language learning activities in the program was beneficial. While 8% and 2% disagreed and strongly disagreed, 27% were not sure whether the program was beneficial. Even though this item recorded one of the highest mean ($\bar{x}$=3.58, Table 2.), it was slightly above moderate. This finding suggests that the learners were moderately satisfied with the Tell Me More program. This confirms the moderate perception learners had of grammar and writing parts Table 1). It also means that the content for learning reading, grammar and writing may not have challenged them beyond their current level of knowledge. An interviewee said this during the focused group interview:

The grammar, writing and the vocabulary activities are helpful but getting more activities in the program where i can use this to improve my speaking skills will be much better.

As regards learning style, 47% and 3% agreed and strongly agreed that the program fits their learning style. While a sizable number of participants 32% were not sure, 14% and 4% disagreed and strongly disagreed that the program suited their learning style. While less the half of the respondents feel the program fits their learning style, 32% were not sure. While some less than 50% (for those who agree and strongly agree) may prefer full online learning environment, others may prefer the blended mode or even the traditional way of learning. This divide between the response on learning styles and preferences may suggest that learners may not be fully used to learning in a full online environment. The moderate mean score ($\bar{x}$=3.32, Table 2.) which was one of the lowest confirms this. One participant revealed this:

I enjoyed using the program because I like to learn online so that I can chose the lessons I want to study on my own. It is really flexible to use.

Another respondent said:

If I have my own way, I will like to learn with a teacher in class. It is natural and flexible. I can ask the teacher questions when I do not understand anything. Learning with a computer is not my style.

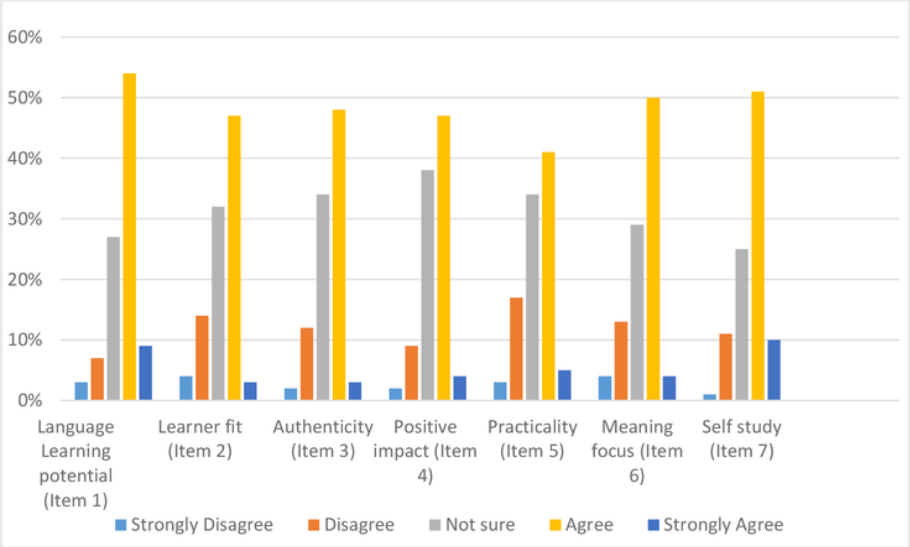

Figure 2.Percentages of learners' satisfaction with Tell Me More classified according to Chapelle, Jamieson & Preiss, (2005).

A little over half of the respondents, 48% and 4% agreed and strongly agreed that the activities in the program was relevant to their daily life activities. 12% and 2% expressed dissatisfaction by disagreeing and strongly disagreeing that the topics and situations in the program were helpful. 34% were not sure. Like learners' satisfaction with the TMM fit for their learning styles, there is also divide in the response on the relevance of the program to their daily life. For 52% to agree and strongly agree and for 34% and 14% remain either undecided or disagree and strongly disagree with the content of the program mean that TMM may not be fully equipped to cater for the diverse interest of learners. The mean score was moderate ($\bar{x}$=3.39, Table 2.). The comment of an interviewee confirms this:

Though the topics and situations can be used in my daily life, though some of them are repetitive and it makes it boring to use. There should be varieties of relevant tasks in the program to make it more useful.

Moreover, 47% and 4% were satisfied with the program because the English suited their proficiency level. 9% and 2% disagreed and strongly disagreed that the level of English suited their level of proficiency while 38% were not sure. Learners' ability to select their level of proficiency in the program could account for why half of the respondents felt moderately satisfied with the program. On the other hand, the activities may have been neither difficult nor easy for the learners for learners of different proficiency levels. That could account for why 38% remained unsure whether the program was at their appropriate level of proficiency. This mean score for this item was moderate ($\bar{x}$=3.39, Table 2.). A participant made the statements below during the interview:

For me, the program is below my proficiency level even at the advanced level. So, I think the program is not suitable for students of higher proficiency level like me.

Even though 41% and 5% agreed and strongly agreed that TMM had enough content to learn English, 34% remained undecided. 17% and 4% of the participants showed dissatisfaction by disagreeing and strongly disagreeing. The mean score for this item was also moderate ($\bar{x}$=3.27, Table 2.). Like item 7, the moderate mean score and percentage shows that the learners may not only moderately satisfied with the linguistic (writing and grammar) but also the communicative aspects (speaking, pronunciation, listening). This may have accounted for the moderate satisfaction. The excerpts from the interview below affirms this statistical finding:

I like the TMM program but the listening and speaking activities though interesting is not enough. It can be improved so that I can relate to it better. For the vocabulary, I get enough practice but for the reading I sometimes find it difficult to understand the text."

Another participant remarked:

Every sentence I write is wrong, but I sometimes know that my sentence is not completely wrong, only some parts but the program does not tell me which part and the grammar explanation for that is also general.

Furthermore, 50% and 4% agreed and strongly agreed that the program had interesting lessons. While 29% were not sure about interesting nature of the topics and situations were, 13% and 4% disagreed and strongly disagreed. This item also recorded a moderate mean of ($\bar{x}$=3.36, Table 2.). This means that while some aspects of the program may excite learners, other aspects may be boring and irrelevant for the learners. Additionally, learner-content interaction that makes the activities interesting and practical may be limited. A respondent said:

I like the speech recognition, it helps me imitate words and phrases comparable to the native speaker but it would be better if I can engage in a conversation with the program.

Another participant stated:

I think some activities in the program like the crossword are too easy, repetitive and sometime boring. The writing is sometimes complicated. Every sentence I write is wrong.

Finally, 50% and 10% of the participants agreed and strongly agreed that they could learn independently with the program. 25% remained undecided while 12% and 3% disagreed and strongly disagreed with the capacity of the program to become autonomous users. This item recorded the highest satisfaction ($\bar{x}$=3.58, Table 2.) though it was moderate. The highest but moderate satisfaction may due to learners' ability to access and us the program anytime and place of their convenience without the interference of instructors. Despite the freedom of access for self-study, some respondents were unsure about the potential of the program in that regard. This may be due to technical problems with the internet connection and browser. The program could only be access with internet explorer. One participant also retorted:

The Tell Me More program gives me another interesting way of learning English. I can choose and plan what ways to use to understand the activities since I cannot always follow the lessons in class. Sometimes, when I want to practice my English by revising what I have been taught in class I use the program.

Another interviewee said:

I like to use the program to study English on my own but sometime the poor internet connection and limited browser option make it frustrating to use.

Table: 2
Means and standard deviation of items investigating learners' satisfaction with TMM based on Chapelle, Jamieson & Preiss, (2005).

	Items	$\bar{X}$	SD
8.	The language learning activities in TMM are beneficial.	3.58	.867
9.	TMM gives activities that fit my learning style.	3.32	.886
10.	The topics and situations in TMM are helpful in my daily life.	3.39	.843
11.	The English used in TMM is suitable for my level of proficiency.	3.39	.818
12.	TMM program gives enough content to help me learn English.	3.27	.914
13.	The topics and situations in TMM are interesting.	3.36	.923
14.	I can use TMM to learn English on my own.	3.58	1.331

DISCUSSIONS

The discussion section has been categorized according to research questions. First, it discusses learners' satisfaction with TMM as a self-study tool. The discussion of the factors that contributed to learners' satisfaction, which have been organized according to Chapelle, Jamieson & Preiss, (2005) principles follow suit.

WHAT ARE LEARNERS' SATISFACTION WITH TMM AND TO WHAT EXTENT ARE THEY SATISFIED WITH TMM AS A SELF-STUDY TOOL?

Specific aspects of the program that satisfied learners the most were vocabulary, listening and reading parts respectively. Even though they were at a moderate level, they ranked the highest among the items (Table 1.). The enormous amount of vocabulary in the program structured around crosswords, dictation and gap filling which the learners revealed during the focused group interview could explain learners' satisfaction with the vocabulary activities. The extra avenue the listening activities created for the learners who had limited opportunities to improve their listening skills could account for why this item was ranked the second highest. Vocabulary plays an important role in learning how to read. As learners begin to read, they link the vocabulary they have learned to the text they read, this eventually influence their listening and speaking skill (Kamil, 2004; Beck & McKeown, 2007). Based on this, it comes as no surprise that reading part came third in succession. However, inadequate instant feedback, limited interactions and little connection among the speaking, pronunciation, grammar

and writing aspects may have also accounted for a moderate but low satisfaction with these aspects of the program (Table 1.).

The extent of learners satisfaction with TMM as a self-study tool though had the highest mean score, it was at a moderate level (Table 2, Item 14, x=3.58). This means that despite the flexibility of access and ability to self-pace learning learners' satisfaction was not at a high level. As revealed in the interview, this suggests that learners were constrained by space and location in terms of poor or unavailability of internet and limited browser option to access the program. This finding confirms the study on Rosetta Stone and Tell Me More by Nielson (2011) where technological problems and inadequate support led to the loss of interest in using the programs. Additionally, the responses from the interview suggested that the learners may have needed help that could not be instantly accessed. Hence, the learners may prefer a blended form of online learning to a full online course or face-to-face classroom lessons. The finding revealed in this study is similar to those conducted in previous studies in the field of online learning (Arbaugh & Duray, 2002; Sukseemuang, 2009).

Despite the moderate satisfaction, the learners valued the opportunity to self-pace their learning to balance the learning of the skill they desire to improve. They also appreciated knowing their progress while using the program. In sum, the results suggest that to some extent TMM enhances autonomous learning by giving leaners the opportunity to choose what to learn, access the program at any time and place of their convenience and assess their progress at the completion of a task.

WHAT FACTORS ACCOUNTED MOST FOR LEARNERS' SATISFACTION WITH TMM?

LANGUAGE LEARNING POTENTIAL

The learners expressed moderate satisfaction with the potential of the program to enhance their language ability. The interview further confirmed the participants' moderate to high satisfaction with the following linguistic aspects: vocabulary, grammar and writing respectively (Table 1.). This finding confirms Thai learners' inclination to linguistics contents of a lesson rather that communicative aspects that allow learners to express their thoughts and feelings (Chumchaiyo, 2002 as cited in Phaisuwan, 2006). This finding is more in line with Espinoza (2013) study on TMM but partially echoes Yunus et al., (2010) research on the evaluation of Tell Me More among Malaysian users. Whereas learners in this study felt moderately satisfied with the pro-gram's potential for reading, vocabulary, grammar and writing, the participants in Yunus et al., (2010) though highly satisfied, found these aspects of the program less interactive.

LEARNER FIT

As regards learners' satisfaction with the program's suitability for their learning styles, preferences and needs based on their levels of proficiency, the responses from the survey and focused group interviews revealed a mixed reaction. This

could mean that the content in the program may not be adequately mixed to appeal to the needs of learners. Additionally, some learners may not prefer this mode of learning styles. While some respondents may prefer the full online learning mode, others may opt for the blended or traditional mode of learning English. This finding confirms the conclusion drawn in the study by Calla-way (2012) and Espinoza (2013) that finding "the right mix" of an online course design by considering learners needs, preferences and styles will increase learners' satisfaction. Additionally, though not the direct focus of the study, this finding supports Bollinger and Erichsen (2013) study on a hybrid and a fully online course as compared with a traditional course delivery. The findings revealed that learning styles and preferences serves as the basis for an effective online instructional design and learner satisfaction. They further reported that the English used in TMM is suitable for their level of proficiency even at the advanced level (item 11). This could be because the activities in the program has been categorized according to proficiency levels.

MEANING FOCUS

In relation to meaning focus, the findings revealed that the students derived meaning, got interested and motivated from activities that were structured around vocabulary, reading, speaking and listening. This was so because some were interactive and related to their daily life. Learners could retain these activities because they can relate to it. However, the students reported that they could not re-late to certain activities in the program such as the grammar, writing and pronunciation. This finding is in line with Yunus et al., (2010) study on the utilization of Tell Me More in which the participant reported to have fully benefitted from the listening, speaking and reading activities. It however not consistent the findings on the grammar aspect in Yunus et al., (2010) study where 98% of the participant understood the grammar explanations in the program. This finding further echoes what Estelami (2012) found in the evaluation of a hybrid and a fully online course where students felt satisfied with the course content because of its relevance. In this study, the result indicated that students could find meaning with only some aspects of the program not the full course content. This further reinforces Wagner, Garippo, & Lovaas, (2011) conclusion for the need for the course content to be related or adaptable to every setting to provide meaning to users.

AUTHENTICITY

Moreover, the findings from both the survey and interview showed that the students were moderately satisfied with the authenticity of the program. This suggest that relationship between the language and communicative activities in the resource to promote effective involvement in social practice may be just enough. A significant factor that may have caused the moderate reaction for participants in this study is that the learners had little to no opportunity to use the content of the program in their EFL context. Hence, learners' inability to get the opportunity to put what they have learned from the program into use may have caused to think that the content was not fully relevant in their context. It could however be concluded that difference in research setting accounts for the different reactions as regards the authenticity of the program. The findings echoes the study by Sun et al. (2008) and Sun (2014) who posited that the quality in terms of the authenticity of the content of an online program does not only motivate and appeal to learners' interest regardless of the learning environment but it also has a relationship with learners' satisfaction.

POSITIVE IMPACT

The program had a positive impact on learners' pronunciation because they could model it after a native speaker. The speech function gave them an opportunity to imitate phrases and see their level of progress through the sound waves. The ability to mimic the utterances of the program further in-creased learners' satisfaction. This aspect of the program increased learners' interest and motivation. The finding is in line with Yunus et al., (2010) and Perez, (2014) study where participants did not only learn new words but listened and corrected their pronunciation. Nonetheless, learners reported interference with unrelated sounds that were sometimes recognized as correct the pronunciation function. The learners further reported in the interview that the grammar and writing parts were inadequate and speaking and listening aspects were partially useful in their daily lives. This must have caused the moderate impact on their skills. However, they appreciated the opportunity of listening to the accent of a native speaker. In sum, the result revealed that TMM was positively enhanced English language learning however, some features need to be improved to effectively support language learning.

PRACTICALITY

The findings from both the survey and interview showed that the program could moderately improve learners' linguistic and communicative competence. This finding supports Kleinman, (2005) recommendation that for students to feel satisfied with an online learning program there should be adequate content to ensure active through the provision of enough linguistic and communicative activities to ensure holistic learning, engagement and interactive support for users in any learning com-munity. However, students did not get enough of that in the program as reported in this study. The findings further show that learners may need help whenever they use the program. This finding is however not consistent with Yunus et al., (2010) study where the students reported that they needed no help because every activity offered a lot of content, exercises and feedback that were helpful for language learning.

CONCLUSION

Even though moderate, the factors that accounted most for learners' satisfaction with TMM was the language learning potential and the ability to use TMM for self-tutoring. This shows that the program may be more suited for learning pre-communicative such as reading, grammar, writing and pronunciation rather than spontaneous communication skill. However, learners mixed reactions with the program's moderate appeal to their learning style, needs and preferences mean that the program needs to be improved to cater for diverse range of learning styles and needs.

Additionally, learners' moderate but satisfactory report of enjoying the pronunciation, reading, vocabulary and listening aspects signifies that learners may have found these aspects more meaningful, practical and authentic than other aspects of the program. Overall, the analysis suggested that the learners were moderately satisfied with TMM.

In sum, this study has given an in-depth insight into factors that encourage or hinder learners' motivation to use asynchronous online learning program. It has

further enlightens institutions on other dimensions to consider when choosing online learning programs.

LIMITATIONS AND FURTHER STUDIES

This study is limited in terms of how learners' context, perceptions and interest influenced their satisfaction. Additionally, the 5-point Likert scale used in the survey accommodated neutral feeling and did not force respondents to make a specific stance on the response. This may have resulted in the moderate response for all the items. A 6-point Likert scale could be used in further studies to ensure a more objective response. Further studies could investigate the correlation between learners' perception and satisfaction and its effect on achievement.

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PAPER 4

EFL learners' perceptions of Tell Me More and its effect on practices and achievement

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Abstract

This study analyzed the effect of EFL learners' perceptions of the online language-learning program *Tell Me More* (TMM) on their practices and achievement while also recommending ways of use to ensure successful learning outcomes. Questionnaires on learners' perceptions, Efforts, Persistence (EPL) and approaches in learning provided the framework for surveying and conducting an in-depth semi-structured focused group interview for the study. The results indicated that the learners perceived TMM moderately useful and easy to use for learning English. The most striking finding was the lack of correlation between learners' perception and practices. This was due to the learning goals set by instructors. Additionally, while the analysis of the data indicated an improvement in the performance of learners in the beginner and intermediate proficiency levels after the use of the TMM program, the intermediate + and advanced proficiency levels had no progress. The ANOVA analysis further revealed a significant difference between the proficiency levels. This accounted for the different effect TMM had on the performance of learners. The findings do not only expand the future knowledge base of computer assisted language learning but also guide universities on how to improve curriculum design for online self-study programs.

Keywords: *Tell Me More; perception; self-regulated practices; achievement; online learning program.*

Introduction

Learners have frequently been overwhelmed with changes in the use of specific technology for language learning. This has led to the constant adaptation of learning styles and preferences to utilize new forms of technology for instant and continuous interaction. Their views on how useful and easy it is to learn through these specific technologies, their roles and responsibilities in the entire learning process also affect their engagement pattern.

Though studies have reported impact of specific technologies, some have reported that the efforts of instructors are not receiving the success it promised (Weston and Bain, 2010). A number of reasons have been put forward for this. For example, Barr, (2016) opined that factors such as relevance and accessibility plays a crucial role students' engagement with technology. Venkatesh, Croteau and Rabah (2014) also concluded that self-regulated strategies, interactive online learning environment and activities are critical in shaping learners perceptions of educational technologies. Van Zanten, Somogyi, & Curro, (2012) further confirmed that what determines the use of educational programs is its fulfillment of learners' educational needs.

What runs common throughout these factors is learners' perception of the usefulness of technology for their needs and how their literary skills will help in the interaction with the

technology (Kennedy, Judd, et al., 2008; Kvavik, 2005). What is clear here is that complex factors interact to ensure educational technology produces the success it promised. The two most important factors here are learners' perceptions and practices. However, the complexity of the relationship between learners' perceptions of the technology, their practices and achievement is difficult to separate. Hence, the need for a further investigation is to understand the effect of these factors on learning outcomes. Below is an explanation of how these interests emerge and intersect.

Learners' perceptions and practices

Learners' perceptions serve as the basis for understanding, learning and knowing or for motivating a particular action or reaction (Greenberg & Baron, 2008). Learners' make decisions based on their impression of how they perceive each mode of learning. Learners perception of online learning would make learners' approach learning with an attitude would enhance or undermine their effort to use certain resources. Gettinger & Seibert (2002) as cited in Spanjer et al, 2008 posited that during learning time learners engage in practices that shows their investment, commitment and whether they are benefitting from the task or not. These practices are any action that involves rehearsing a behavior or engaging in an activity repeatedly, for improvement or mastery purpose. These actions are influenced by learners' perceptions. The link between learners' perceptions and practices are direct in that learners' practices is a reflection of their perceptions of how the technology fulfills their needs, interest, preferences and performance (Alotaibi, 2015). According to Ainley & Patrick 2006, the link between perception and practices results from learners' self-regulated thoughts, feelings and behaviors that are directed towards the acquisition of one's personal learning objectives. Overall, the intersection of these constructs determines whether leaners will make use appropriate or inappropriate practices while on a learning task. For instance, Ulitsky (2000) study on the educational technology French in action and video series Destinos bares credence to this. It revealed that learners' perceptions of their digital literacy and usefulness of the technologies drove them further to adopt practices such as using outside materials to support the program. Furthermore, Çoklar, (2012) posited that the convergence of learners perceptions and practices is pivotal to our understanding of the effective utilization of computer learning programs for successful learner outcomes. Hence, perception, practices and achievement share an attributive relation. This relationship refutes the notion that learning outcomes have a fixed cause such the difficulty of the task or learner ability. The similarities between the goals of learner practices and perception is also striking as each adopt a realistic goal setting, planning, persuading learners to be responsible and encouraging the feeling of personal cause and self-confidence (Knowles, 1975). Even though these factors have been studied, an additional investigation on the complex relationship among these constructs will give a holistic insight into factors that account for learners' achievement. It will further inform instructors on practical recommendation on what works or does not work with the out of classroom technology, Tell Me More (TMM).

Research Questions

1. What were learners' perceptions of the usefulness and ease of use of the Tell Me More program?
2. What were learners' practices when using the Tell Me More program?
3. Was there any relationship between learners' perceptions and practices with TMM?

4. What was the effect of Tell Me More on the language achievement of learner in different proficiency groups?

Description of Tell Me More.

Tell Me More (TMM) is an asynchronous online learning system and one of the advanced self-learning tools that may have a comprehensive solution for language learning. A perceived benefit of TMM is its ability to tutor learners by exposing them to learning content of different activities to practice reading, speaking, listening, reading, grammar and writing. Additionally, TMM can provide learners with activities of interaction through speaking and standard activities of vocabulary and grammar, which has been structured around authentic events. Most educational institutions use TMM to encourage access to English language outside the classroom.

According to Levy (1997), Tell Me More is an application that distinctly possess the potential role of giving meaning, controlling the process of learning, giving feedback and evaluating learning. Godwin-Jones (2010) further pointed out that the fast rate at which web language programming has developed has allowed online English language application developers such as Tell Me More to incorporate dimensions such as it interactive and audiovisual elements to make current versions sophisticated and meet the demands of the modern times. However, several studies and reviews on Tell Me More (Reeser, 2002; Lafford, 2004) revealed its complexities in relation to the graphics quality, the audio, video and photographic content, its speech recognition and visualization and the user-friendliness and usability of the environment.

Recent studies on specific educational technology, TMM (Yunus, Hasim, Embi & Lubis, 2010: Nielson, 2011; Espinosa, 2013; Perez, 2014; Kuama & Intharaksa,2016) has focused on users perceptions of usefulness to facilitate learning and the originality of the materials and activities. All the participants in the studies perceived the program useful and easy to use to improve communication, grammatical and lexical skills. However, how they used the technology and its effect on their performance is yet to be investigated.

The Study

Participants

The population for this study was 2,137 students in Prince of Songkla University who used the Tell Me More program in the Academic Year 2015. Using Krejcie & Morgan, (1970) 350 students were randomly selected from different faculties and proficiency levels for the main for survey. Ten (10) were further selected for a semi-structured focused group interview. The sample were chosen according to the following criteria: 1. completed the full Tell Me More course that had a placement, progress and achievement tests. 2. Used the program for the required number of hours based on their proficiency levels.

Instruments

Questionnaire

The first section elicited the demographics of the participant (Gender, Student number, faculty, phone number/email). The second section sought to find learners' perception of the usefulness and ease of use of TMM. They were adapted from Technology Acceptance Model

(TAM) (Davis, 1989). All the items in section 2 were modified to make them suitable for the research context. The five point Likert scale for this section ranged from strongly disagree (1) and strongly agree (5).T2 next section surveyed learners' practices with TMM. The items were adapted from the Effort and Persistence in Learning (EPL) with subscales of student approaches to learning survey (Artelt, Baumert, Julius-McElvany, & Peschar, 2003). This section had a four-item Likert scale that ranged from almost never (1) to almost always (4).

A committee of experts in language, instructional technology and education reviewed the Thai and English versions to ensure its content validity and reliability before it was piloted. Based on the review, some items both the English and Thai versions were modified to reduce the ambiguity. After the compatibility checks, approval was given for the questionnaire to be piloted.

The questionnaire was piloted among students who used the TMM program for 40 hours during the summer of the Academic Year 2015. The items had a Cronbach alpha co-efficient value of .895. This is considered an adequate value for internal reliability of a scale (DeVellis, 2003).

Semi-structured focused group interview

A semi structured focused group interview was conducted for an in-depth examination into that learners' perceptions and practices with specific aspects of the TMM program. Since the questionnaires elicited data without any explanations, this instrument augmented the findings by providing a richer and a more precise date for inferences to be made.

Data Collection

For the questionnaire, the researcher distributed 350 questionnaires to the targeted sample who fell within the population through the following processes 1. Snow balling: this method was used because the all of the potential participants were hard to find. The researcher identified some participants from different faculties and asked them to distribute the questionnaires to the other subjects (Heckathorn, 1997). 2. Classroom distribution at the selected faculties: the researcher used this strategy in order to get a high response. The researcher sought permission from teachers from selected faculties for the distribution and collection the questionnaire. The whole data collection process took more than two weeks.

Invitation for the semi-structured focused group interview was made by phone calls and in-class announcemenSt. For the phone calls, the selection was randomly made based from responses of the survey. The announcement was made at selected faculties that took part in the survey. The researcher sought permission from the lecturers in charge at the various faculties. Ten (10) students showed up for the interview.

The interview was conducted in Thai by the help of a proficient bilingual moderator. The moderator, who was already knowledgeable about the research, was further guided on how to conduct the interview. The interview was video recorded for transcription and translation purposes. It lasted between 30 to 45 minutes.

Analysis

340 questionnaires were returned and analyzed. The researcher ran a descriptive statistical analysis of the items of the questionnaire with a SPSS program and interpreted the findings. The statistical calculation of the interval for the four and five Likert scale was interpreted accordingly.

In order to substantiate our findings arrived at from the simultaneous data collection (survey and semi-structured focused group interview), the researcher and the bilingual expert transcribed and analyzed the content of the semi-structured focused group interview. This was done to find common themes and patterns in the responses. For the transcription, the translator listened to and transcribed the responses twice from the recorded video tape. The second transcription was done to ensure consistency with the first transcripts. Both transcripts were compared to make sure it was reliable and credible. It was then translated into English for its content to be analyzed. The common themes from the content analyses were categorized according to constructs.

The researcher proceeded to triangulate the findings with responses from the survey to identify common patterns emanated from both analysis. This parallel analysis of the data aimed at deepening understanding on learners' perceptions practices and its effect on their achievement with the Tell Me More program.

Findings

The findings of the study have been analyzed according to research questions. It includes a parallel analysis of results from the survey (mean) and the semi-structured focused group interview

What were learners' perception of the usefulness and ease of use of the Tell Me More program?

In the Table 1 the result indicated that the learners highly perceived TMM ($\overline{X}$=3.53) of the usefulness for practicing and improving their listening skills. This suggested that listening activities in the program gave learners avenues to improve their listening through planned activities. A participant stated the usefulness of the listening part as follows:

The Tell Me More program helped me improve my listening skills. The native speakers speak in all the activities so I can listen to the activities at the standard level.

They also moderately perceived ($\overline{X}$=3.31) that TMM's usefulness for practicing speaking and pronunciation. This means that the program gave learners the chance to mimic words and phrases that they may by shy or not confident enough to say under normal circumstances. They are as follows:

The Tell Me More program is good for practicing my speaking and pronunciation skills since I do not have other English language speakers to practice speaking English. However, I cannot engage in a conversation with it.

Additionally the learners' perception of TMM's usefulness for reading was high at $\overline{X}$=3.52. This finding shows how learners could identify word, phrases and finally string them into

sentences and read them to improve their reading. An interviewee remarked how useful and challenging this part of the program was:

The reading texts in the program are useful, it is interesting and challenging at the same time because the words in the passages are sometimes at my level or beyond my current level of knowledge. However, I sometimes do not understand the context of the passage.

However, the writing aspect had a below moderate mean score of $\bar{X}$=3.21. Like learners' perception with the writing aspect of TMM, grammar aspect had a similar moderate score of $\bar{X}$=3.34. What could account for this is learners' inability to apply the grammatical knowledge to form appropriate sentences. They perceived that the grammar explanation as either inadequate or not clear and straightforward enough. Below is the statement:

The program is useful for improving other English language skills but not writing and grammar knowledge because there are no explanations given to the wrong sentences I write. I do not know which part of the sentence is ungrammatical so I become confused.

Furthermore, the vocabulary aspect of the program had the highest mean score of $\bar{X}$=3.70. This indicated that the learners perceived the program more useful for vocabulary learning. The excerpt confirms this:

There are interesting ways I can use to improve my vocabulary in the program. I enjoy it anytime I use the crossword puzzle, which is a quick way for me to learn more vocabulary.

Overall, the items recorded an overall moderate mean of $\bar{X}$ =3.42. This shows that the learners perceived TMM moderately useful for improving their English language proficiency.

Table 1.
Perceived usefulness of Tell Me More (Mean, Standard deviation)

	PERCEPTION OF USEFULNESS	$\bar{X}$	S.D	
1.	TMM helps me improve my listening skill.	3.53	.803	High
2.	TMM helps me improve my speaking and pronunciation skill.	3.31	.880	Medium
3.	TMM helps me improve my reading skill.	3.52	.829	High
4.	TMM helps me improve my writing skill.	3.21	.859	Medium
5.	TMM helps me improve my grammar knowledge.	3.34	.859	Medium
6.	The activities in TMM are useful for vocabulary learning.	3.70	1.769	High
7.	I have improved my overall English language proficiency.	3.42	.822	Medium

Ease of use

The moderate mean and standard deviation for this item was $\bar{X}$ =3.35 means that TMM could be used anytime for language learning however, learners may encounter some internet connection problems. In relation to this, one participant said:

I like the Tell Me More program because it is suitable and enjoyable for online learning. The content is also easy to understand and I can use it anytime as I desire but not when the internet connection is down.

In relation to how easy it is to use TMM, the moderate mean and standard deviation of $\bar{X}$ = 3.34 indicate that the learners may have encountered problems ranging from internet connection, their English language ability and the learning environment of the program. A participant remarked:

The program is good and easy for learning English especially for me as a beginner because it contains tips and tricks that helped me improve my English language skill especially my pronunciation. However, if the internet connection is poor it makes moving to the next lesson difficult.

	PERCEPTION OF EASE OF USE	$\bar{X}$	S.D	
8.	It is easy for me to learn English with TMM anytime.	3.35	.977	Medium
9.	The learning activities in TMM are easy to do.	3.34	.832	Medium
10.	The directions in TMM are easy to understand and follow.	3.54	.866	High
11.	There are many ways to answer the questions.	3.33	.808	Medium

Table 2. Perceived ease of use of Tell Me More (Mean, Standard deviation)

The learners perceived that the navigation in the program was not difficult to follow. This may be because the learners were technologically proficiency to navigate through the program. The high mean $\bar{X}$ =3.54and standard deviation confirms this. An interviewee commented:

What makes the program easy to use is that I can skip to any activity of my choice since I am not obliged to follow the activities systematically. I sometimes select an activity I like if I find the current one uninteresting, difficult, or too easy to do.

The learners perceived that there were several ways to answer the questions in the program. The mean and standard deviation for this item was $\bar{X}$ =3.33. What could explain this divided perception is that learners may have looked at the answers keys for an easy way out. A participant said:

For me, apart from doing the activities on my own, I sometimes look at the answer keys. So aside my own effort, I get help from the program and that makes it easy for me to use the program.

What were learners' practices when using the Tell Me More program?

The findings indicated the learners read the instructions before they begun doing the activity. The high mean score of $\bar{x}$=2.73 confirms this. This indicates learners' positive instructions reading attitude habits. Additionally, the findings showed that the learners kept trying before I got the answer to a question right. The high mean score ($\bar{x}$=2.72) in his category shows the effort learners' often made when they faced tasks that were challenging or beyond their level of proficiency. The excerpt confirms this*:*

I had to put in effort to answer the questions in the program correctly to make me feel proud of myself.

However, the high mean score ($\bar{x}$=2.65) for the item I skip to other activities when I face challenges shows learners inconsistent practices. The learners often did that and it contradicts with learners' report that they kept trying until they got the right answer to a task. Below is an excerpt by a participant

When I use the program, I have to think hard before I can complete the activities. I keep trying though it is less fun, it helps me improve my English. I can see about 70% improvement in my English language skills.

The findings further revealed that the learners often consulted the answer key for answers when they get an answer in an activity wrong. The high mean score ($\bar{X}$=2.54) attest to this. This finding supports learners' inconsistency and suggest that learners may not have made enough effort in getting the answers right before proceeding to the next task. This may be due to the difficulty level of the task or learners English language ability. Two respondents said:

I have no time to waste on one question; I skip to a new activity when I find the current on challenging for me. I sometimes also go to the answer key for solutions.

Another respondent opined*,*

I keep trying until I get the correct. I find from other sources like the answer key to do the task.

Furthermore, the low mean score $\bar{X}$=1.87 showed that the learners sometimes went straight to the answer keys for solutions. This finding further shows learners inconsistent practices. A respondent said:

There is too much complication in the program so to make it easy and fast for me, I go straight to the any keys for solutions.

In relation to learners' practices of leaving the program on to count the time, the low mean score ($\bar{X}$=2.45) suggests that the learners sometimes left the program on to count the time probably because they were graded based on the number of hours spent on the program. Below are statements from the participants:

I leave the program on to count the time because most of the time I finish doing the activities in the program before the required number of hours. So, the only way to get the grade is to leave the program on since the hour is still needed.
Another participant remarked,

I do not focus on the hours of use. I focus on the content but if I continue to do that, I will end up not fulfilling the minimum hours. Therefore, I leave it on. I think there is no need to focus on the hours but the questions that are answered correctly.

As regards learners making others do the activities for them, the very low mean score ($\bar{X}$=1.47) suggest that majority of the students showed a great sense of responsibility by taking charge of the learning process. One participant said:

I cannot rely on anybody to do the activities in the program for you because everybody is using the program and is responsible for it at the end of the semester. I had to put in effort to answer the questions in the program correctly to make me feel good.

The results of the low mean score ($\bar{X}$ = 2.24) for the item I find help from other materials or sources means that learners resorted to other forms of materials in addition to the content of the TMM program. This item further confirms learners' actions of trying until they got the answer correct. Learners may have kept trying by resorting to other materials. Two student pointed out the following:

The way the program is set up encourages me to seek help from other sources. Sometimes there are no explanations further to where and why I got an answer wrong. This raises motivation to search further for help to know where I am completely wrong.

Another participant said,

I do not know how to find help from other internet sources; I just skip when the activity it is higher than my level of ability or when I cannot use the activity in my daily life. Moreover, I look at the answers in the answer key.

Table 3.
Learners practices with Tell Me More (Mean, Standard deviation, Frequency & Percentage)

Was there any relationships between learners' perceptions and practices with TMM?

The Pearson correlation analysis revealed a relationship between perceived ease of use and perceive usefulness of TMM. Perceived ease of use had a positively moderate correlation with perceived usefulness($r = .617$, $p < .01$). This means that the more learners perceived TMM useful, the more they perceived it easy to use. However, there was no correlation between perceived ease of use and learners practices ($r = .052$, $p < .01$). The analysis further revealed no correlations between perceived usefulness and practices with TMM ($r = .103$, $p > .05$).

Table 4
Correlation between learners' perception and practices

	Ease of use	Usefulness	Practices
Ease of use	1	.617**	.052*
Usefulness		1	.103*
Practices			1

**significant at the 0.01 level (1-tailed).
*significant at the 0.05 level (1-tailed).

What was the effect of Tell Me More on the language achievement of learner in different proficiency groups?

The researcher examined the data (2,137 students) for any improvement in the performance of the students from four proficiency levels (Beginner, intermediate, intermediate+ and

	PRACTICES	X	S.D	
12.	I read the directions for every activity before I start to practice.	2.73	.825	High
13.	I keep trying an activity until I get the correct answer.	2.72	.803	High
14.	I skip to new activities when I face difficulties.	2.65	.885	High
15.	I look at the answers in the answer key when I answer a question incorrectly.	2.54	.863	High
16.	I go to the answer key immediately to do the activities.	1.87	.812	Low
17.	I leave the program on to count the time.	2.45	.879	Medium
18.	I ask someone to do the activities for me.	1.47	.777	Very low
19.	I find help from other materials (google translate, dictionary, google).	2.24	.863	Low

advanced) in the placement, progress and achievement tests. While both the placement and progress tests were scored 10 points each and was at a similar level of difficulty, the achievement test was scored out of 800 points and was at a higher level of difficulty. All the tests were incorporated in the program.

Since the placement, progress and achievement tests were scored differently, a Z score analysis was done to standardize and compare the scores of the different sets of data of the various proficiency levels. Table 5 reports the comparison of the mean and Z score analysis for the Placement and Achievement tests scores for each proficiency level in were as follows.

For the beginners the mean and Z score was placement test ($\bar{x}$= 2.39, z= -0.96), progress test ($\bar{x}$= 3, z= -0.72) and achievement test ($\bar{x}$= 285.89, z= - 0.59). The mean and Z score for the intermediate level in all the three tests were as follows placement test ($\bar{x}$= 3.86, z= -0.20), progress test ($\bar{x}$= 3.89, z= -0.29) and achievement test ($\bar{x}$=306.66, z= -0.38). For the intermediate + level, the mean and Z score for the placement test ($\bar{x}$= 6.22, z = 1.01), progress test ($\bar{x}$= 6.34, z= 0.90) and achievement test ($\bar{x}$= 419.38, z= 0.77). The advanced proficiency level students had means and Z scores as follows, placement test ($\bar{x}$= 8.62, z= 2.23), progress test ($\bar{x}$= 8.53, z= 1.97) and achievement test ($\bar{x}$= 566.42, z= 0.77).

To know the impact of TMM on learners' achievement, a further analysis of the differences between the means of the Z scores of the placement and achievement test scores (Zdiff 6-4) revealed a Z difference as follows beginner (z = 0.37), intermediate (z = -0.18), intermediate + (-0.24) and advanced (0.04). This means that the beginner and intermediate group had an increase in their performance while the intermediate + and advanced group had no improvement in their performance.

A further analysis of the differences between the proficiency groups by comparing the Z difference using a one-way between groups ANOVA indicated a statistically significant difference between the four levels of proficiency at a significant level of $p<.01$[$F(3,2132) = 177.26$, $p= 0.00$].

Table 5.
Learners' achievement (Means, Standard Deviations and Z scores of the tests)

Tests	Beginner (n=676)	Intermediate (n=846)	Intermediate+ (n=450)	Advanced (n=165)	Total (n=2137)
	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
1.Placement Test	2.39	3.86	6.22	8.62	4.26
2.Progress Test	3.00	3.89	6.34	8.53	4.48
3.Achievement Test	285.89	306.66	419.38	566.42	343.85
4.ZPlacement Test	- 0.96	- 0.20	1.01	2.23	0.00
5.ZProgress Test	- 0.72	- 0.29	0.90	1.97	0.00

6.ZAchievementtest	- 0.59	- 0.38	0.77	2.27	0.00
7.Zdiff (6-4)	0.37	- 0.18	- 0.24	0.04	0.00

Discussions

What were learners' perception of the usefulness and ease of use of the Tell Me More program?

The learners' perceived that TMM useful for improving vocabulary, listening and reading skills respectively (Table 1). This is probably because there are enough vocabulary, reading and listening activities in the program. The enormous amount of vocabulary in the program structured around crosswords, dictation and gap filling could explains why this item had the highest mean. Vocabulary plays an important role in learning how to read. As learners begin to read, they link the vocabulary they have learned to the text they read, this eventually influence their listening and speaking skill (Kamil, 2004; Beck & McKeown, 2007).
However, inadequate instant feedback, limited interactions and little connection among the speech recognition, pronunciation, grammar and writing aspects may have accounted for a moderate perception of usefulness. Their report that the program marks every part of the sentence they write as wrong coupled with few grammatical explanation to explain why shows that the program still needs to be improved to stimulate learners for better write-ups through the provision of adequate grammatical explanation. This finding further confirms Espinosa (2010) study on TMM with university teachers in Spain but partially in line with the study conducted in Malaysia by Yunus et al, (2010) not in line with Perez (2014) research.

Furthermore, as shy and unmotivated Thai learners may be, the TMM environment broke those barriers thereby making them as ease to study. TMM learning environment was non-threatening. Due to this student may feel at ease to learn by accepting and correcting any errors and mistakes they make in the learning process (Wan Irham & Shafinah, 2006).

Like research on other tutorial CALL products, the results of this study indicate that users have different perceptions of Tell Me More. Moreover, some variables such as learners' motivation and attitude have been found to have an effect on their perceptions of and practices with tutorial CALL programs (Ushioda, 2005).

What were learners' practices with the Tell Me More program?

Multitasking

Since self-study does not imply learning in isolation, the learners reported to have multitasked by sometimes and often consulting other sources such as google translate, online dictionaries, and other supplementary materials for better understanding (Table 3). The learners may have also multitasked because they may have found other sources of information as relevant to their unconscious acquisition of language. This shows the freedom of choice or flexibility the online learning program gave the learners. Hence, the TMM program eased and enabled learning practices beyond its immediate online learning environment. This finding confirmed Jarvis (2012) study that EFL learners make use of other computer-based resources to aid their conscious learning of English language.

Inconsistent self-study practices

The learners demonstrated significant effort by first exhibiting good reading practices and doing the activities in the program on their own. However, there were some inconsistencies in their practices. They skipped when they faced tasks that were challenging or beyond their ability. In addition, their practices of looking at the answers before doing the activities and immediately after trying once obviously undermined the efficacy of the program (Table 3). This does reflect learners' moderate perception of the usefulness of the program.
These unstable learning practices signify learners' perception of the ease in using programs that contain in-built answers. These behaviors may not help instructors know the real impact of the program on students English language ability. These findings are support Waemusa, Srichai & Wongphasukchote (2008) study that learners may demonstrate unstable learning practices in their online self-study learning process. However, this aspect of self-study is difficult to control because of the lack of external monitoring. It further confirms Sukseemuang (2009) findings and recommendation that though learners may favor self-directed learning, they may however need some form of control to engage in the right learning practices.

Time on task

Finally, the learners' sometimes and often left the program on to count the time (Table 3). One reason that may have accounted for this practice as revealed in the focused group interview was that assessment of the course for which the Tell Me More program was a part of was based on the number of hours spent on the program. Hence, students may have focused on fulfilling the time requirement as opposed to learning the content in the program.

Additionally, what holds true is that learners may have finish doing the assignments in the program before the required time. Hence their behavior of leaving the program on to fulfill the time requirement. The findings on the time further signifies that learning goals had the capacity to influence students' practices. Therefore, to demonstrate a workable time management strategy, assessment of learning progress in autonomous educational technologies should not be solely based on time. There could be innovative ways to assess learning progress that also focuses on content.

Was there any relationships between learners' perceptions and practices with TMM?

The findings further revealed that perceived ease of TMM use had a significant and positive moderate correlation with perceived usefulness (Table 4). What could probably account for this correlation is because of the learners' technological proficiency. The use of the program required only basic knowledge of technology. Hence, the learners could easily use the program after getting minimal training from the instructors. Additionally, the convenience and accessibility to use the program anywhere and anytime may account for the moderate but positive correlation between TMM ease of use and usefulness. This finding is in accordance with previous studies conducted on online learning program in which perceived ease of use had a strong correlation with perceived usefulness and attitude towards use (Chang et al., 2012; Park, 2009).

The last issue worth discussing has to with the lack of correlation among learners' practices and perception. This means that though the learners found TMM useful and easy to use but did not use the appropriate learning practices. Although there was no correlation among learners' practices and perceptions, it should not be overlooked. Overlooking this may have negative consequences on how learners use TMM to enhance their English language ability. It is therefore necessary for stakeholders and instructors to train learners adequately by equipping them with skills and knowledge on how to use TMM appropriately. This in turn will positively influence learners' perceptions and practices for successful learning outcomes.

How effective was the Tell Me More program in improving learners' level of English proficiency?

A comparison between the z placement and achievement test scores in Table 5 indicated an improvement in the level of English for the beginner and intermediate levels. The z scores difference between the placement and achievement tests for three proficiency levels beginner (z=0.37) and intermediate (z=-0.18) shows an improvement in the performance of learners. It could be deduced that learners from these proficiency levels perceived TMM highly useful and therefore engaged in appropriate learning practices.

On the other hand, the TMM did not have any impact on students at the intermediate + (z=-0.24) and advanced (z=0.04) English proficiency levels. Though the students at this level had high mean and z scores in their achievement test it showed no improvement. Though this result may be due to the perceptions this category of learners had about TMM, what may equally hold true is that the content of the program may not have been challenging for learners at this level.

The results therefore suggest that the TMM program is effective for students at the beginner and intermediate levels. This signifies that the TMM program is suitable for students of lower to intermediate levels in English because they may perceive it highly useful for improving their language. This confirms the findings in Nowaczkyk (1998), that the use of technology that incorporates concepts and organizes information have a positive impact on students with low level of proficiency in language learning. Additionally, the beginners and intermediate learners' may have highly perceived TMM usefulness and ease of use for learning English.

Conclusion and implications for practice

Although the TMM program offered a greater opportunity of inclusion at all proficiency levels, it must be admitted that language learning is far from simple especially for EFL students. As indicated in the study two complex factors come to play to ensure that learning technologies get the expected impact. Below are some useful recommendations for practices.

Learning goals

Giving specific learning goals such as getting a specific score in an achievement test to learners will help learners know the effect of the program on their English language skills. Moreover, it is recommended that time should not be the sole goal to measure learning progress in online self-study setting. Quantifiable ways such as incorporating contents of

online learning programs in written tests could be used to supplement assessment to measure learning progress.

Multitasking and online learning skills

Due to learners' multitasking practices, it is suggested that learners could be an orientated on what to do when they face a challenging task. They could be taught some appropriate self-study skills such as seeking assistance from appropriate online sources to help smoothen the learning process. This may help minimize the practice of seeking answers before they do the activities and after trying once. It could also help learners monitor and evaluate themselves in their learning process to become successful online learners.

Improved consistency

Though learners multitasked and explored other learning materials on their own, it is still necessary to train learners comprehensively at the beginning of their self-study with the program to familiarize them with the new method of learning. When this is done learners will have a clear sense of direction on how to set goals, select strategies and control their learning process.

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Gyamfi, G. & Sukseemuang, P. (2017). Factors affecting EFL learners' use of the computer language learning program Tell Me More. *International Journal of Instructional Technology and Distance Learning*, 14(2), 69-79.

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