

Information seeking activities for language learning

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Information Seeking Activities for Language Learning

This research aimed at investigating student perceptions on different types of web-based information-seeking activities for learning French language among students in Canadian universities. Information-seeking activities include activities for expanding the student's knowledge base, form-focused activities like using dictionaries or on-line grammar checkers and course management activities. Specifically, this study sought to answer the problems outlined below:

- i. The types of information-seeking activities done by students in learning French language.
- ii. How students characterize information-seeking activities.

The study used focus groups and questionnaires which were the research-made type of examination as instruments to draw information. 71 students aged between 18 and 21 were selected from 5 universities so as to gather quantitative data from various institutions. The questionnaires were first administered followed by focus groups to avoid an influence on individual student answers.

From this, 91% indicated using CALL. (30%) Stated that they used a computer outside of the class 5 - 10 hours a week to learn French language, (41%) 2 - 3 hours a day, (26%) use it more than three hours a day. Writing emails (96%), writing assignments (96%) and downloading documents to do research (87%) were the three most popular uses of the computer by students.

A construct analysis methodology was adopted for students to give their own view of how well they used technology and learning the French language.

The results were categorized as under the frequency of use, perceived usefulness and the characteristics of each type of activity according to the student. Of the 20 focus groups, 16 use online information for learning and more so to improve their language. In conclusion, form-focused activities were most frequently used, followed by activities to expand knowledge and lastly course management websites.

Works Cited