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# Beyond the technology in Computer Assisted Language Learning: learners' experiences.

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## Abstract

The present study is based on a previous pilot study (Gutiérrez-Colon, 2008)[1]. The present study aimed at widening the scope of the pilot study and increased the sample size in number of participants, degree courses and number of universities. This time, four Spanish universities were involved, and the number of participants was 197, who were registered in English Philology (N=72), Business Studies (N=36) and Mechanical Engineering (N=89). The data were organised into four main areas which describe the essential methodological teaching practices that are present and should/should not be avoided in blended virtual courses according to the interviewed students: a) Management of the subject, b) Students' perception of the subject, c) Design of the course and the documents, d) Feedback from the teacher. The results obtained indicate that techers should modofy their teaching habits and methodology when teaching online.

[1] Gutierrez-Colon, M. (2008). Frustration in virtual learning environments. In Handbook of research on e-learning methodologies for language acquisition, (Marriott, R. & Torres, P. Eds).  Idea Group Publishing.

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