Ethical issues in Computer-Assisted Language Learning: Perceptions of teachers and learners

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Abstract

Pedagogical theories and the applications of information technology for language learning have been widely researched in various dimensions. However, ethical issues, such as online privacy and security, and learners’ personal data disclosure, are not receiving enough research attention. The perceptions and attitudes from those who participate in Computer-Assisted Language Learning (CALL)—instructors and learners—towards these issues have been particularly neglected. This research investigated the following issues: privacy protection and learners’ personal data disclosure, along with teachers’ and students’ ethics self-assessments, and their perceptions and ideals of ethical issues in technology-assisted language learning. The results of two surveys of teacher and learner perspectives on these issues are outlined, along with some possible solutions to these ethical problems for teachers who are teaching languages through CALL.

Introduction

With the ever-increasing integration of Computer-Assisted Language Learning (CALL) into language classrooms worldwide, there are more language teachers than ever who employ information and communication technology (ICT) in their everyday teaching. However, rarely do teachers stop to think about the consequences of their actions in the classroom and how they affect the learners with whom they interact on a daily basis (Heffernan & Wang, 2008). While the power of technology has greatly increased our ability to provide quality language learning experiences to our learners (Jerman-Blazic & Klobucar, 2004), there are ethical concerns that must now be taken into account that do not render a second thought in the traditional language classroom. However, these problems have not been sufficiently addressed so far in educational settings (Weippl & Tjoa, 2005), and consequently, not nearly enough in CALL.
Since the 1990s, when the World Wide Web started to be used widely in education, CALL has been liberated from indoor stand alone systems to distance language learning platforms in which learners can view or interact with learning content whenever and wherever the Internet is connected (Warschauer, 2000). There have been numerous publications introducing or describing CALL pedagogical theories, applications and practices in both areas of applied linguistics and educational technology. Similarly, there are a plethora of publications dealing with e-learning and ethics in the Internet age. However, there has been surprisingly little work done on CALL and ethics. This paper aims to fill a small section of these missing pieces. That is, with this paper, the authors intend to start a dialogue on the very important and relevant issue of ethics in CALL and how we should be paying attention to the realities that face us in the classroom every day.

This research paper deals with CALL ethical issues regarding both teachers and students. Some specific questions that concern both the teachers’ and learners’ side of CALL classrooms are discussed: what are the major ethical issues in current CALL settings? What are the perceptions of CALL teachers and learners towards ethical issues such as privacy and online security? What are their ethical concerns in online language learning? What are the ideal solutions to the ethical problems for teachers in CALL practice? In order to answer these questions, the authors surveyed 57 teachers in Japan and 255 Japanese university language learners.

In their work, Levy and Stockwell (2006) discussed a variety of CALL dimensions from technical, pedagogical, theoretical and pragmatic viewpoints, but missed one very important aspect: CALL ethics. El-Khatib, Korba and Yee (2003) examined privacy and security issues associated with general e-learning settings, but they merely provided a review of the existing basic principles behind privacy, practices and legislation, without providing privacy and security solutions for e-learning instructors.

There is some research that does broach ethical issues in CALL, but these papers either stated the issues from the general viewpoint of proper manners while using computers or explored cases in specific e-learning settings. As early as 1997, Introna raised the issue of privacy in an information-driven society in general. His conclusion was that privacy should be preserved as it is for the ultimate good of society (Introna, 1997). Heffernan and Wang (2008) investigated copyright issues in the e-learning classroom from teachers’ perspectives and found that teachers were wholly unaware of their responsibilities when it comes to using copyrighted material in the classroom. On the learners’ side, Chou, Chan and Wu (2007) found that students both use and misuse copyrighted material for their own use and suggested that it is incumbent upon teachers to increase awareness of proper ethics in the classroom.

Akbulut, Uysal, Odabasi and Kuzu (2008) suggested that gender, programme of study and a users’ PC experience have an influence on unethical computer behaviour. This behaviour mainly refers to software and hardware use, and does not cover e-learning ethics. Deng, Fritsch and Kursawc (2006) proposed a technical model to detect pictures
that have been distributed on the Web without permission, but did not delve into any salient issues concerning ethics in the classroom.

In addition, much of the existing literature that deals with ethical issues in the e-learning classroom overwhelmingly focuses on learners’ online privacy, and the observations are usually only from the viewpoint of a third party, that is, as a spectator or an external evaluator. For instance, Tu (2002) examined the relationship between social presence and online privacy, while Jerman-Blazic and Klobucar (2004) argued that current e-learning technical standards are not appropriate enough to provide privacy and data protection demands. Schultz (2006) explored some information technology (IT) ethics issues, such as copyright and piracy. However, this work mainly dealt with professional ethical issues that are relevant to technical issues in the IT field. Kano (2008) provided readers with a panorama of IT morality of the younger generation in Japan, but she mainly focused on the negative aspects of IT ethics such as Internet crime and Internet bullying in Japanese high schools.

Since the development and explosion of the field of CALL, there has been a real dearth of information regarding ethics, and how both teachers and students should conduct themselves in the classroom. Likewise, there seems to be very little data regarding ethical issues from both the learners’ and instructors’ side of the issue. The reasons for this absence of research in CALL ethics stem from the fact that different countries usually have different standards of e-learning ethics. Further, for the sake of expediency, many CALL teachers simply do not want to tackle these issues, as doing so would inhibit them from developing and using e-learning materials (Heffernan & Wang, 2008). Therefore, in this research, the authors aim to rectify this situation by presenting what we think are the major issues in CALL ethics today for both teachers and learners. We hope this will lead to further discussion among CALL professionals around the world as to both the importance of these issues and the value in dealing with them candidly.

**CALL ethics—Teachers’ side**

In CALL, the computer plays the role of a tool (Kern & Warschauer, 2000; Levy, 1997), but teachers act as CALL organisers, supervisors and evaluators (Hubbard, 1988). In present CALL settings, teachers are also material designers and developers, scriptwriters, managers and producers of media resources, technical advisors and online language tutors (Banados, 2006). Further, teachers usually select CALL software or systems that will influence the sociocultural dynamic of cooperative group work (Jonassen, 1992). In short, the role of CALL teachers is to be leading and critical. If teachers do in fact wear these many hats, then much responsibility comes with being a teacher that uses technology to aid learning. Accordingly, teachers must be aware of the ethical issues they face and how they affect not only our learners, but also the field of CALL itself.

**Online personal data/privacy and security**

With the increased use of the Internet in every setting imaginable worldwide, we have witnessed a decrease in information privacy (McCrohan, 1989). The issue of online
privacy is a murky one, with no biding laws set out to govern how the Internet is policed in educational settings (Caudill & Murphy, 2000; Miller, 2004). Nissenbaum (1998) raised the specter of ‘privacy in public’ (p. 559) to describe the recent state of affairs in the digital age and to warn that people’s privacy on the public Internet must be both explored and protected.

Privacy and confidentiality are integral aspects of teaching and learning (Weippl & Tjoa, 2005). Privacy in the classroom refers to the use of personal, online transaction information (Margulis, 2003). In most settings, learners tend to object to the tracking of their site visits and the identification of their personal information when doing so (Electronic Privacy Information Center, 2002). Therefore, for the purposes of this paper, privacy and personal/private information/data are used interchangeably. In fact, privacy is a highly valued notion among people and consistently ranks highly among concerns of Internet users (Laufer & Wolfe, 1977; Phelps, Nowak & Ferrell, 2000; Rosen, 2000). Nevertheless, in order to effectively conduct personalised tutoring or maintain efficient CALL course management, it is usually necessary for a teacher to collect some personal information from a student, which may include name, email address, mobile phone number, birthday, birthplace, age, a facial photo or even a postal address (for example, in the case of commercial online distance language learning programmes).

The CALL system itself may also automatically record the learners’ learning preferences, learning history and learning results through cookies or other preset programmes. Also, uploaded homework, online collaborative projects and the grades of online assignments are all considered private information. In the digital era, personal information stored electronically can leak and be spread much more easily than in the past when such information was stored on paper (Kimura, Komatsu, Shimagawa, Shirahase & Sekine, 2005). Thus, our learners’ personal information needs to be protected not only in PC e-learning systems or programmes, but also in any form of learning using ICT (including mobile learning). CALL teachers need to address how to use learners’ personal information without inadvertently intruding upon students’ privacy.

Security is a technical rather than an ethical issue, which language teachers usually entrust to IT professionals. However, this does not indicate that security has nothing to do with ethics; on the contrary, they are closely linked. For example, a teacher who abuses his or her authority to pry into a student’s privacy that is unrelated to learning is behaving unethically. Similarly, learners behave unethically when they hack into a CALL system through security holes to tamper with online test scores or distort a teachers’ comments or evaluations. Therefore, when security is weak in an e-learning system, unethical behaviour can easily occur (Prior, Rogerson & Fairweather, 2002). Thus, teachers should be aware of security concerns in the e-learning classroom. For most present CALL systems, there are three categories of security: hardware security, information security and administration security (Weippl, 2005). A CALL system with poor security can have serious repercussions, both for teachers and students.
such as leakage of students’ registered personal information, homework and test scores are serious breaches of security that must be avoided at all costs. The occurrence of such problems can erode learners’ trust in their teachers and weaken their motivation to use CALL systems. Clearly, this is a situation that language teachers are keen to avoid.

**CALL ethics—Learners’ side**

A large body of research discusses privacy or personal data protection from the legal, social and security perspectives (Kano, 2008; Tu, 2002; Weisband & Reinig, 1995). However, issues of personal data protection have rarely been looked at from the perspective of e-learning’s main participants: learners. Learners’ private information concerns will heavily influence their willingness to disclose personal data for use in online activities. The more learners are concerned about privacy, the less they will disclose about themselves (Dinev, Hart & Mullen, 2008). Teachers cannot force or pressure students to provide personal information for learning purposes. However, when instructors fully understand the private information concerns of their students, they will be better able to decide what information to collect and how it should be used.

Teachers can feel more secure collecting information from students who are willing to divulge it than learners who are hesitant to do so. This requires teachers to be familiar with privacy laws, and to know how to appropriately deal with language learners’ online privacy and the personal data that is collected or registered on the system.

**Method**

*Survey design and distribution—Teachers’ side*

In order to ascertain teachers’ attitude towards privacy and security issues in CALL, an online survey was carried out in April, May and June of 2007. In the survey, 57 participants were asked to complete a 10-item online survey on privacy issues (see Appendix A). The survey was distributed to 80 teachers working in 12 private and public universities in different areas of Japan, all of whom were colleagues of the authors and were listed as active members in various CALL organisations at the time of the research. All of the teachers were involved in teaching e-learning classes at the time of the research. The method of sampling was purposeful sampling in which participants are selected for a specific reason (in this case, they were all CALL teachers in Japan) (Lewin, 2005), with 57 teachers ($n = 57$)—43 native speakers of English and 14 native speakers of Japanese—responding with effective submissions.

*Learners’ side*

The authors conducted a survey among 298 Japanese university students—who were all engaged in a language e-learning environment—in order to find out how much, and to what degree, they are concerned about personal data disclosure in CALL systems. The method of sampling was convenience sampling, not only because it provided easy access to the participants (Lewin, 2005), but also because we wanted to choose participants who were engaged in e-learning and had developed attitudes towards e-learning ethical issues. The participants were spread out over eight classes at two universities in
the eastern region of Japan. Ninety-nine of the participants spread among three classes were at a public university, while 199 in five classes were at a private university. These two universities were chosen because the sample of both of the universities was considered to be representative of the most common characteristics of Japanese national and private university students (Asahi Weekly, 2009). Further, the authors were employed in one university and could conveniently administer the survey in the other. The learners were surveyed on their attitudes and opinions of personal data/privacy disclosure in language learning via traditional PCs and mobile phones.

Of the 298 surveys collected, 43 were discarded as invalid, as they were returned incomplete. The remaining 255 participants, 151 males and 104 females, had a mean age of 19.1 years ($SD = 2.7$). The participants ranged from freshmen to first-year graduate students studying a wide range of both science and arts majors. All had studied for about a year or more under a curriculum in which e-learning played a major role.

The survey was distributed in paper form, and in Japanese, in January 2008. The survey consisted of 10 questions, with space for the participants to write the reasons for their answers (see Appendix B). A paper format was chosen because some freshmen were expected to have limited computer literacy, and also to allay fears that the respondents’ identity might be revealed by answering questions online. A pilot study was conducted with 39 students in December 2007. Questions found to be inappropriately designed or confusing in the pilot survey were removed and/or amended in accordance with Fukutake and Matsubara’s (1992) guidelines.

Results

On the teachers’ side, the results for the privacy survey demonstrate that a majority of CALL teachers have never read any privacy laws, and most of them have never attended formal training seminars on privacy laws in education. Contradictory to this fact, 35 participants (61%) claimed that when they collect personal data from students, they inform students that the personal information will be used for learning purposes only, which is the correct method to deal with personal data collection (The Cabinet Office, Government of Japan, 2005). When asked if teachers posses a fear of unintentionally violating privacy laws when conducting e-learning, 51% answered that they possess no such fear, while 14% said they are very worried and 35% responded that they feel a little worried. More than half (54%) think that tracking students’ Internet Protocol (IP) addresses, monitoring their learning history and recording their learning preferences are not a violation of privacy laws. Table 1 outlines these results.

As Table 1 reveals, more than half of CALL teachers are confident when dealing with students’ personal data in e-learning systems. Thus, the results of the survey indicate that while the majority of teachers surveyed had no formal training in the intricacies of privacy laws, they feel assured that they are not contravening these laws. This is an area that needs to be investigated further, as this is a rather important dichotomy that needs to be explained in more detail.

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Table 1: Perceptions of CALL teachers towards privacy and personal data collection in CALL

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Some part of it (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever read the privacy laws in any language?</td>
<td>7</td>
<td>44</td>
<td>49</td>
</tr>
<tr>
<td>Have you ever participated in any training programmes regarding privacy laws?</td>
<td>12</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>If not the above, where do you obtain information about privacy laws?</td>
<td>Mass media (33)</td>
<td>Conversations with colleagues (42)</td>
<td>Other (25)</td>
</tr>
<tr>
<td>What measures do you usually take when you have to collect personal information from your students?</td>
<td>Inform learners that their personal information will be used for learning purposes only (61)</td>
<td>Inform learners that personal information will be stored safely (40)</td>
<td>Inform learners that their grades will not be affected (44)</td>
</tr>
<tr>
<td>Do you think monitoring students' online learning activity is a violation of privacy?</td>
<td>Yes (17)</td>
<td>No (54)</td>
<td>Not sure (28)</td>
</tr>
<tr>
<td>Do you usually posses a fear of unintentionally violating privacy laws when you teach e-learning courses?</td>
<td>Yes, very much (14)</td>
<td>A little (35)</td>
<td>I feel OK (37)</td>
</tr>
<tr>
<td>When you are unsure whether you are contravening privacy laws, what do you usually do?</td>
<td>Ask law professionals (30)</td>
<td>Make my own decision according to my existing knowledge of the law (56)</td>
<td>Decide against digitally communicating with students (7)</td>
</tr>
</tbody>
</table>

CALL, Computer-Assisted Language Learning.
In the same survey, 82% (47 of the participants) of participants believed that students’ personal information is safely stored digitally. This may demonstrate that in Japan, CALL teachers are confident with the security of their systems. Nonetheless, we may also be able to conclude that if some unauthorised access does occasionally occur, teachers and learners are not aware of it.

In order to explore the other side of these issues, we posed the following questions: what is the perception towards privacy laws on the learners’ side of the equation? What are their online privacy concerns? What is their attitude towards their personal data registered or collected in CALL systems?

**Learners’ side**

The most important and interesting findings from the learners’ side are the students’ concerns and preferences over particular personal information and privacy. In Item 8 of the survey (see Appendix B), the participants were asked to select only one item of personal data that they were most reluctant or most willing to register or disclose in a CALL system, or with other online language learning activities. Among the 237 valid responses, just over half (51%) of the participants answered that they were most reluctant to upload their personal photos in any online language learning activity. Mobile phone numbers and postal addresses came in a distant second (16%) (see Figure 1). Contrary to this reluctance, the data in Item 9 demonstrate that students regard age as the least sensitive personal data item (47% of the respondents). The second and the third least sensitive items of private information are personal Uniform Resource Locator

![Figure 1: Personal information about which students are most concerned](image_url)

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(web pages) URLs (23%) and email addresses (19%) respectively. This result is consistent with what is revealed in Item 8: age/birthplace/personal URL (2%) and email address (3%) were ranked as the personal information items with the lowest degree of concern.

From the reasons given by the respondents, we found that convenience coupled with students’ study needs are the primary reasons for their supportive attitude towards personal information such as email address collection and use (see Figure 2). Some students commented:

Email makes it easier for me to communicate with my teachers, and it is convenient when I want to ask questions to teachers.

I can get information fast, and mobile phone emails are easy to check.

Giving assignments or notices through emails is easier for us to remember than teachers’ verbal communication.

From these comments, it can be ascertained that English as a Foreign Language (EFL) learners in Japan seem to understand the need for teachers to collect their email addresses for learning purposes, a useful tool for teachers to distribute homework, class announcements and any other learning materials.
The survey also investigated students’ perceptions of their learning records, such as login/logoff time, learning preferences and learning outcomes being monitored by their teachers. We assumed that Japanese students would be unhappy about their learning activities being known by their teachers, as Japanese culture is one that fosters privacy and secrecy (Zimbardo, 1977). However, the data reveal that students understand the necessity of teachers monitoring their online activities. Altogether, 41% of the respondents either supported or strongly supported teachers supervising their online activities (see Figure 3).

With regard to online CALL security, as personal data leakage is an important issue in Japan that frequently appears in the news, we assumed that Japanese students would be worried about the security of their personal information. However, as Figure 4 demonstrates, Japanese students trust their teachers to safely store their personal data online. In turn, teachers must treat this information with the care it deserves, and be sure to store and use it safely.

The survey also investigated the learners’ willingness to accept mobile-based email for learning purposes, as many language teachers use their mobile phone’s short message

![Figure 3: Students’ attitude towards e-learning monitoring (Mean = 3.36 [SD = 1.08])](image)
service (SMS) or emails to send vocabulary quizzes or short reading materials to students (Levy & Kennedy, 2005). In Item 4 of the survey, students were asked to indicate whether they prefer mobile-based or computer-based communication with their teachers regarding class-related issues. Seeing as mobile phones are very personal belongings, we expected that students would restrict mobile emails to friends and family members (Igarashi, Motoyoshi, Takai & Yoshida, 2008). However, the data show that 64% of the respondents prefer to be contacted by mobile email, and 36% by PC email. When asked when is the best time to be contacted by mobile email so that their private life after class is least affected, 58% responded that emails can be sent to their mobiles phones anytime, 22% preferred evening and 17% chose lunch break. This demonstrates the ubiquity of mobile phones among university students in Japan and is certainly a tool that more teachers should take advantage of for its usefulness.

We assumed there must be some perceptual differences towards CALL ethics between the male and female participants; however, after we examined the results of each item in the survey by performing a Chi-square test, we found no statistically significant difference with regard to gender.

**Discussion**

The results clearly demonstrate that both teachers and students have responsibilities when it comes to ethical issues in CALL. However, the teachers in the survey did not have a clear idea of whether they were infringing upon their learners’ rights when
using digital materials in the classroom. This could pose a problem for teachers and is an area that deserves further investigation. Chiefly, teachers need to be exceedingly aware of the boundaries of communication with their learners in the digital age. That is, without a sound knowledge of what our learners expect and want in the classroom, we may be overstepping our authority by collecting information we have no right to have access to. Items such as a student’s photograph, address and telephone number are particularly sensitive, and teachers in countries other than Japan would be wise to survey student opinion at the outset of any course to ascertain just how much information can be reasonably collected.

Students must be able to choose whether they want to disclose their personal information to their teachers (Jerman-Blazic & Klobucar, 2004). As educators, we should also remember to treat any private information our learners give us valuably, just as we would expect our own information to be protected on the Internet (Brandt, 1998). Further, teachers should not use students’ approval of monitoring their online activities as a licence to intrude on their learners, but must always act in a manner that is professional and courteous for the language learning classroom.

Wherever possible, we must attempt to provide our learners with operating systems that have integrity, secrecy and availability (Weippl, 2005) in order to allow students to learn efficiently and without fear of their identities being breached for nefarious purposes. This is an important point for teachers who rely on online communication with their students, as it allows a superior method of disseminating information to our learners both in and out of the classroom.

One point of possible concern that this research did not deal with is that of exactly why teachers need access to a students’ personal information. Is it acceptable to collect personal pictures and telephone numbers from our students? Email addresses may be necessary, but how much information do we need from our learners in order to successfully carry out our classes? Such boundaries need to be clearly defined by e-learning professionals the world over.

The authors made some assumptions at the outset of the research based on current Japanese educational settings and Japanese university campus cultures that turned out to be unfounded. For example, we thought learners would show considerable concern about their personal information, being contacted by mail about class activities and with teachers monitoring their learning activities. While these may be pertinent issues in countries such as the USA (Phelps et al, 2000) and in Europe (Jerman-Blazic & Klobucar, 2004), this study found that as long as a teacher is responsible for this information, Japanese students are not overly concerned about their privacy and security in e-learning settings. The authors can now use this knowledge to further our understanding of e-learning ethical issues in Japan. Because many findings in this research were contrary to our initial assumptions, the authors—who have been
employed in the EFL field in Japan for a combined 25 years—realise that they cannot take our learners’ thoughts and perceptions for granted. These are issues that must be investigated further.

The surveys outlined in this paper were conducted in Japan among language teachers and learners only, and thus might display some regional limitations and differences among academic disciplines. Indeed, in other cultures, learners from different e-learning contexts might give different responses to the questions posed here. For example, from a young age, Japanese students are taught to respect their teachers and to strictly follow a classroom format that is extremely teacher-centred. This may explain why Japanese students, when asked by their teachers, are not at all reluctant to divulge information that may be considered personal in other countries. However, teachers should bear in mind that their students are bound to have more concerns with some aspects of their personal information than others, and should do their best to find out which information their learners are suspicious of providing. While teachers in different disciplines will possess a wide array of ideas of privacy in e-learning, the authors agree with Nissenbaum (1998), who advocated for increased privacy in an ever-increasing public domain. We should act to protect our learners’ privacy concerns while collecting only the information we need for e-learning activities. Only when a learner’s personal data are manipulated properly by teachers, and learners have fewer ethical concerns, can learning gain more efficiency.

Conclusion and recommendations for future research
This paper discussed issues in CALL ethics, which is a dimension that has been overlooked by researchers. It focused on several major ethical issues such as personal data disclosure and protection from the perceptions of both teachers and learners. The findings, based on analysis of the data from two surveys, revealed that teachers in Japan do not possess enough knowledge about privacy and personal data protection. However, they are confident in dealing with learners’ personal data, as the majority of them believe that students’ personal data are stored safely. The survey on the learners’ side shows that learners have positive attitudes towards personal data collection by their teachers for learning purposes, although they did express great concerns about some particular privacy items, such as personal photos, postal addresses and phone numbers.

The purpose of this paper is to raise these ethical issues so as to put them into the public arena for discussion. We must all take responsibility for our actions; whether we intend to abide by our ethical responsibilities or not, we should realise that our learners’ needs may override our own in cases such as the ones raised here within.

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References


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### Appendix A

*Appendix B survey of online personal data/privacy and security—Teachers’ side*

We are investigating e-learning teachers’ attitudes towards privacy laws in relation to developing and using CALL materials. We would appreciate you taking a few minutes to fill out this survey. Any questions or comments can be directed to Shudong Wang at shudongwang@gmail.com or Neil Heffernan at neilhef@gmail.com

1. Please indicate which applies to you:
   1) Native speaker of English.
   2) Native speaker of Japanese.
2. Have you ever read the privacy law in any language?
   1) Yes.
   2) No.
   3) Yes, some or part of them.
   4) Other:
3. Have you ever participated in any training programmes regarding privacy laws?  
1) Yes.  
2) Never.  

4. If 2 and 3 (above) do not apply to you, where do you obtain information about privacy laws?  
1) Mass media.  
2) Conversations with colleagues.  
3) Other:  

5. What measures do you usually take when you have to collect personal information from your students? Inform learners that their:  
1) personal information will be used for learning purposes only.  
2) personal information will be stored safely.  
3) grades will not be affected.  
4) Other:  

6. Do you feel safe storing and managing your students’ personal information digitally?  
1) Yes, extremely safe.  
2) Safe.  
3) Basically safe.  
4) Not safe. I am worried.  

7. In order to track learners’ online learning history, sometimes e-learning teachers need to record their learners’ IP addresses, login and logoff times, and what they viewed. Do you think this is a violation of their privacy?  
1) Yes.  
2) No.  
3) Not sure.  

8. Do you possess a fear of unintentionally violating privacy laws when you teach e-learning courses?  
1) Yes, very.  
2) A little.  
3) I feel OK.  
4) Not at all.  

9. When producing e-learning (CALL) materials and are unsure whether you are contravening privacy laws, what do you usually do?  
1) Ask law professionals.  
2) Investigate on the Internet or in the library.  
3) Make my own decision according to my existing knowledge of the law.  
4) Decide against digitally communicating with students.  
5) Other:  

10. Optional: your comments about this survey are highly appreciated.
Appendix B
A survey on personal data disclosure—Learners’ side

1. Which year are you currently in?
   1) First year
   2) Second year
   3) Third year
   4) Fourth year
   5) Graduate student
   Sex 1) male 2) female
   Age______

2. Are you familiar with the Protection of Personal Information Act of Japan?
   5 4 3 2 1
   Very familiar □ □ □ □ □ Do not know at all

3. What is your attitude towards teachers asking for your email address (either mobile or PC)?
   5 4 3 2 1
   Strongly support □ □ □ □ □ Strongly oppose
   Reason ( )

4. Do you prefer to be contacted through your mobile email address or your PC email address?
   1) Mobile phone email
   2) PC email
   3) Either one is fine
   Reason ( )

5. Considering your own privacy, which part of the day do you prefer course-related material to be sent to your mobile phone?
   1) Evening/night
   2) Lunch break
   3) Any time
   Other time ( )
   Reason ( )

6. In e-learning, some of your online activities, such as your login time, learning history and learning preferences will be recorded and monitored. What do you think of this?
   Strongly support, necessary for course management
   Strongly oppose, an intrusion of my privacy
   5 4 3 2 1
   □ □ □ □ □
   Reason ( )

7. Are you worried that the personal data stored in your e-leaning programme will be stolen or passed on to a third party by your teacher?
   5 4 3 2 1
   Not worried at all □ □ □ □ □ Extremely worried

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8. When you register your personal information with an e-learning programme, which of the following personal items are you most reluctant to release?
   1) Email address
   2) Mobile phone number
   3) Birthplace
   4) Age
   5) Address
   6) Photo
   7) Personal home page/blog site
   8) Chat ID
   9) Other ( )

9. Which item of personal data you are least concerned about? Write the number of the item from question #8 ( )

10. Feel free to write down your comments on the issues regarding e-learning and personal data use and protection.