

The Importance of Using Computer Assisted Language Learning (CALL) in Learning and Teaching English Language Skills

أهمية استخدام تقنية الحاسوب في تعلم و تدريس مهارات اللغة

A case study of English department in faculty of Arts and Science-Ghemines-Benghazi University

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الملخص: تم العرض و على نطاق واسع استخدام الحاسوب في بيئة التعلم و التدريس لإيجاد طريقة افضل لتطبيق الانشطة القائمة على الحاسوب و المهام في الفصل الدراسي. ظهر جليا، في الأونة الاخيرة، أهمية استخدام الحواسيب في تعلم و تدريس اللغة الانجليزية. يحاول الباحث في هذه الورقة فحص و استخدام CALL (تعلم اللغة بمساعدة الحاسوب) في تعلم و تعليم اللغة عموما و في تعلم و تدريس مهارات اللغة على وجه الخصوص مبينا نوع النشاطات و المهام التي يمكن ل CALL (تعلم اللغة بمساعدة الحاسوب) تقديمها في كل مهارة. يحاول الباحث ايضا ايضاح كيف يستطيع معلم اللغة دمج النشاطات في دروسه و معرفة العقبات التي تعيق مرونة عملية التعلم باستخدام CALL.

استخدم في هذه الورقة استبيان تضمن بعض الاسئلة التي تساعد في الالمام بهذا الموضوع بشكل اكبر و خاصة في مهاراتي التحدث و الاستماع. صممت هذه الاسئلة للطلبة الدارسين في قسم اللغة الانجليزية بكلية الآداب و العلوم قمينس و سيتم إظهار النتائج في هذه اخر هذه الورقة البحثية.

الكلمات الدالة: الحاسب الآلي، التدريس، مهارات اللغة.

Abstract: Using computers in learning and teaching environment has been widely presented to find a better way to implement computer-based activities and tasks in classrooms. Lately the significance of using computers appeared directly in learning and teaching English language and in this paper the researcher tries to investigate and understand usage of CALL (Computer Assisted Language Learning) in language learning in general and in learning and teaching language skills in particular providing which type of activities and tasks that CALL may offer in each skill and how the language teacher can integrate these activities in his/her lesson(s) with finding out any obstructions that can oppose the flexibility of the learning process with using CALL. The survey method used for the collection of data to investigate the effectiveness of CALL in learning and teaching English at the graduate level. This questionnaire is designed to students who were studying in English department in faculty of Arts & Science in Ghemines. The results that found will be showed at the end of this work. It concludes that English language teaching through the CALL technique assist English teachers to provide quality-based language education along with the improvement of English language teaching skills. It also empowers the students to learn and appropriate knowledge of the English language.

Keywords: computer, teaching, language skills.

1.1 Introduction

Technology in the classroom is widely believed to help teachers to promote a communicative class environment and it is viewed by many researchers to have an influence on the teaching and learning process. Moreover, teachers and learners view computer can facilitate needs and challenge students' learning practices. In

terms of language instruction, the uses of computers have great influence in education, especially in teaching and learning the second language. Computer-based learning environment is predicted to be one of the ways to give an authentic learning environment to the students and this condition helps them to learn English better than the daily traditional classroom context. Computer-assisted language learning (CALL) is a very effective tool to explore new ideas and deliver proper knowledge to the student in this modern world of the 21st century. By the integration of advanced technology in language teaching and learning it makes the learning process much easier and fruitful. In the trend of learning language there are many different materials that can be taught through CALL programs such as, grammar, speaking and pronunciation, writing, and any other required skills.

Technique of CALL in English language teaching has also increased the effectiveness of English language teaching and learning both for teachers and students. This present study is conducted with participants who were not selected randomly and therefore, a convenience study sample had been used. However, one can repeat the same study model and the process with a large number of students to maximize the area of the integration of CALL in language teaching process in non-native countries, such as, our country.

1.2 Objectives of the Study

This paper aims to highlight and understand the importance and the significance of the usage of CALL in learning and teaching English language, and to present the activities offered by CALL which can be used in this category. Furthermore, it aims to prove that learning by using CALL is beneficial to improve language learning skills specially listening and speaking skills. It aims to answer whether it is useful to implement CALL or not in class and will it enhance the student's listening and speaking skills.

Motteram (2014) is famous to link acknowledged influences about the current situation of language teaching programs in the education field. It helps the students to develop the listening skills, which considered the first in LSRW (Learning, Speaking, Reading and Writing). Stockwell (2012) argues that all teachers should be agreed to use CALL effectively to transfer technology in traditional classrooms and motivates the students to exercise these new techniques to get proper knowledge.

1.3 Literature Review

With the essential development of information technology, computers are widely used in various fields including language learning and teaching. In this regard, researchers have concluded that CALL has a great impact on traditional language learning and teaching approaches to some extent. Although language learning and teaching approaches are different, the goal is the same; to develop the abilities of the learners to be as the same as the native speakers.

Computer-Assisted Instruction (CAI) is a term introduced in the 1960s when people first time used computers in education systems. Although the most commonly used acronym for the attempt had been the generic CAI, there had also been increasingly frequent references to Computer-Assisted Language Learning (CALL).

Tabassum and Farooq (2011) enlighten the benefits of educational computer-assisted instruction in the field of science offered assistance to learn new knowledge of ESL through CALL. It is an approach, which used for teaching and learning especially for languages in which a computer used to deliver proper knowledge for learning languages particularly second languages and strengthening the instructional material to learn a proper language. With the substantial development of information technology, computers are widely used in various areas including language teaching and learning area.

Second-language acquisition (SLA) theory widely studies how formal instruction and developmental sequences are present. Studies were done to explore the effects of CALL by using it in teaching English as a second language and include the previous studies done by many researchers in this section.

This study also discusses the role of CALL in language learning and teaching. It shows how the use of the modern technics are important in learning and teaching languages. The study explains that CALL provides suitable situations for both learners and teachers.

1.4 Methodology

The descriptive research method is chosen to conduct this study. The survey method used for the collection of data to investigate the effectiveness of CALL in teaching English at the graduate level. This study focuses to discuss the research methodology including the research design, participants and research instruments. Data for said study collected from the faculty of Science and Arts/Ghemines at the University of Benghazi.

The population is a collective term used to describe the total quantity of the case of the type, which is the subject of this study. The population of said research is the English Department which the researcher chooses for data collection. Preferably, the researcher tried to select unbiased samples from the population because according to Walliman and Buckler (2008) types of samples affects greatly on reliability and subsequent generalities of research. There are many types of sampling but purposive sampling (also known as judgment, selective or subjective sampling) was used for the data collection and we can define it as a sample or technique in which a researcher relies on his or her judgment when choosing members of the population to participate in the study. The targeted population for this study was male and female students of under graduate class at the University. The researcher gets 20 responses from the target population.

2.0 CALL

CALL (Computer Assisted Language Learning) is perceived as an approach in which the computer is used as an aid to language teaching and learning in terms of the presentation, reinforcement and assessment of material to be learned, usually including many interactive elements. And others defined it as a tool that is used by language instructors and their students to describe the use of computer as a fundamental tool in language teaching (Levy 2009).

CALL is briefly defined as the group of applications of the computer which are used in language learning and teaching process and CALL provides a wide number of information, communicative applications and approaches to teaching and learning second languages from the traditional drill and practice activities that characterized CALL in the 1960s and 1970s to more recent destinations of CALL, e.g. as used today's learning environment and web based distance learning. The usage of corpora and concordances, interactive boards and computer mediated communications (CMC) is considered as an extensive form of CALL (Graham Davis 2002).

2.1 The Nature of Computer Assisted Language Learning

CALL emerged in 1950 to help teachers to find their ways around Information and Communication Technology (ICT) in language teaching practice. It designed to educate and encourage teachers to use ICT and computers in particular when teaching a foreign language we reach these important points:

1. A foreign/ second language teacher creates and maintains language-learning routines.
2. A foreign/ second language teacher facilitates and adjusts the process of language learning following learner's needs and expectations. For regardless of which language is the objective of acquisition, a teacher has the same roles. Thus, it is rather obvious that no existing equipment or software can substitute a human teacher completely in any of these roles.

3. Using CALL in Teaching English Language Skills

Computer assisted language learning is one of the many tools and techniques that can help improving the students' language competencies. This new technology in language education has increased learner autonomy, creativity, productivity and team work. After lots of research, CALL has a great impact on language learning and teaching approaches to some extent. In spite of the difference of language learning and teaching approaches, the goal is the same; which is to develop the learners' abilities to be as the same as native speakers. (Irshad et al 2013).

3.1 Teaching Listening by Using CALL

It can be argued that listening can be taught much more efficiently with the utilization of computer and technology especially the internet. However, the computer alone (i.e. without other peripherals) cannot offer as many useful benefits as it can do in that of reading or writing. The use of computers in teaching and learning listening skills depends on the kind of hardware, i.e., the computer with additional devices, e.g. a sound card and a

loud speaker, using multimedia, PC with a sound card, CD ROM or DVD drive, the internet, and voice recognition technology, can be the best way of tackling all kinds of listening activities.

3.2 Teaching Speaking by Using CALL

We can use CALL or technology in teaching and learning this skill in two modes, tutorial CALL and CMC (Computer Mediated Communication). The former can facilitate memory storage of the language with its constructions and show if there are any phonemic, morphological, syntactic or semantic contrasts. The latter gives the learner an opportunity to engage in self-directed actions interactions, safe environment and privacy in which mistakes get corrected and rich feedback is given.

3.3. Teaching Reading by Using CALL

Most reading instructions on disk and the web have involved the use of meaning technologies, such as hypertext glossaries, translations, and notes (on grammar, usage, culture). It is an online reading activity where students work independently or with a partner, each group with their own computer. Each quest will present students with a goal that they will achieve by looking at the information on different web pages. For example a web quest will ask students to look up bands, TV shows, presidents and households items used in the 60s and each group will have to put their information in a word document then the teacher has to check each web quest.

3.4. Teaching Writing by Using CALL

Computers are used as tools to accomplish writing activities such as word processing and power point presentation. Most of the time, students use computers for typing the end product of the tasks and PowerPoint to present the result of their group discussion. Also, Email is an excellent module for learning and teaching interactive writing. You can interact and communicate with native speakers through pen-pal. It is software that helps the learner to write collaboratively on computers, which are linked in a local area network.

4. Data Collection Process

For this study, a survey method used to conduct the research. The researcher used the questionnaire as a tool for data collection. The questionnaire designed to obtain information about the effective role of CALL in teaching English at the undergraduate level at the University of Benghazi. The students rated each question based on their opinion towards the effectiveness of CALL in teaching English at the undergraduate level from lowest to highest. To collect data, the researcher visited the class at the University. Firstly, the researcher told the participants about what the questionnaire is and how they are to fill it. Participants asked to read the questions carefully and then tick according to their perception. The researcher in the case of any confusion properly guided participants.

4.1 Participants

The participants were 20 students from University of Benghazi, Faculty of Science and Arts/Ghemines, Department of English and there were in different levels. They enrolled classes in listening and speaking in the traditional way.

4.2 Data Analysis Procedure

Quantitative research methodology utilized to collect and analyze data. It enables the researcher to have a broader perspective on data collection and its analysis. In addition, during this process, the researchers gained deeper insights into the views of the participants within the research area. After collecting all the data from participants, the researchers analyzed all the data with the help of the table, which comprehensively explains the interest of the students towards the CALL.

Finally, the researchers discuss the findings of this study according to the objectives. Firstly, the table shows the frequency of respondents according to every question and then the detail of every question discussed below. Findings of this study are.

S. No.	Statements	SD	D %	N %	A %	SA%
1	CALL increases student's motivation to learn the English language property.	4	3	18	55	20
2	Using CALL in teaching the English Language improved the presentation skills of teachers.	7	2	7	55	29
3	The use of CALL in teaching can improve the quality of English Language teaching.	6	2	14	58	20
4	The use of CALL makes language teaching much easier.	2	0	24	51	23
5	Using CALL in English teaching has improved the learning process of learners.	0	2	17	67	20
6	Learning English through CALL based instructions gives students' positive attitude towards the English subject.	0	11	42	29	18
7	CALL provides great opportunities for better language teaching.	4	4	18	47	27
8	CALL has become an essential aid in all linguistic disciplines of English language teaching.	2	7	22	53	16
9	Teachers who know the usage of CALL applications have advantages for teachers that do not.	2	5	21	49	23
10	CALL increases interaction with students while teaching English.	2	0	27	44	27
11	CALL helps to recognize grammar types used in the text.	4	18	26	44	8
12	The use of CALL helps students to memorize vocabulary words.	2	14	26	49	9
13	English language teaching through CALL has helped the students in understanding the complex structures of English language.	25	0	29	56	13
14	Teaching by the integration of CALL helps students to improve their concrete vocabulary.	0	9	24	43	24
15	Students enjoy learning English through CALL.	2	7	18	40	33
16	Teaching by CALL has improved the writing skills of students.	9	20	32	26	13
17	Teaching by CALL has improved the oral skills of students.	7	15	20	35	23
18	I feel comfortable when I teach through CALL.	5	5	15	42	33
19	Teaching by the using of CALL has improved the students' listening skills.	2	7	22	36	33
20	Teaching by the using of CALL has improved the reading skills of learners.	7	9	40	31	13

Keys: SD = strongly disagree, D = disagree, N = neutral, A = agree, SA = strongly agree.

- 1) CALL increases students' motivation to learn the English language. The analysis of question one shows that participants think that CALL increases students' motivation to learn the English language; 4% strongly disagree, 3% disagree, 18% are neutral, 55% agree and 20% strongly agree.
- 2) CALL in teaching English as a second language improves the presentation skills of teachers. The results of question three depict that participants agree that English language teachers improved their presentation skills by using CALL in teaching. 7% strongly disagree, 2% disagree, 7% are neutral, 55% agree and 29% strongly agree.
- 3) Using CALL in teaching English as a second language has improved the quality of English Language teachers. In statement two, the participants' think that the teachers who use CALL in teaching deliver the proper knowledge for learning a language. 6% strongly disagree, 2% disagree, 14% are neutral, 58% agree and 20% strongly agree.
- 4) The use of CALL makes English language teaching much easier. The outcome of question four shows that participants think that the use of CALL makes English language teaching much easier; 2% strongly disagree, 0% disagree, 24% are neutral, 51% agree and 23% strongly agree.
- 5) Using CALL in English teaching has improved the learning process of learners. The result of question six shows that participants think that using CALL in English teaching has improved the learning process of learners; 0% strongly disagree, 2% disagree, 17% are neutral, 67% agree and 20% strongly agree.
- 6) Learning English through CALL based instructions gives a student's positive attitude towards the English subject. The analysis of question five shows that participants think that learning English through CALL based instructions give student's a positive attitude towards the English subject; 0% strongly disagree, 11% disagree, 42% are neutral, 29% agree and 18% strongly agree.
- 7) CALL provides great opportunities for better language teaching. The study of question seven shows that participants think that CALL provides great opportunities for better language teaching; 4% strongly disagree, 4% disagree, 18% are neutral, 47% agree and 27% strongly agree.
- 8) CALL has become an essential aid in all linguistic disciplines of English language teaching. The answer to question eight shows that participants think that CALL has become an essential aid in all linguistic disciplines of English language teaching; 2% strongly disagree, 7% disagree, 22% are neutral, 53% agree and 16% strongly agree.
- 9) The English teachers who know the usage of CALL applications have advantages of teaching on those teachers that are unable to use this new technology. The result of question nine shows that participants think that the teachers who can use CALL technology have an advantage on those teachers that do not know the use of this new technology. 2% strongly disagree, 5% disagree, 21% are neutral, 49% agree and 23% strongly agree.
- 10) CALL increases interaction with students while teaching English. The study of question ten shows that participants think that CALL increases my interaction with my students while teaching English. 2% strongly disagree, 0% disagree, 27% are neutral, 44% agree and 27% strongly agree.
- 11) The use of CALL helps students to memorize vocabulary words. The reply of question eleven shows that participants think that the use of CALL helps students to memorize vocabulary words; 2% are strongly disagreed, 14% d disagree, 26% are neutral, 49% are agreed and 9% d strongly agree.
- 12) CALL helps to recognize grammar types used in the text. The result of question twelve shows that participants think that CALL helps to recognize grammar types used in the text; 4% strongly disagree, 18% disagree, 26% are neutral, 44% agree and 8% strongly agree.
- 13) Teaching using CALL has helped the students to understand complex structures of the English language. The analysis of question thirteen shows that participants think that teaching using CALL has helped the students to understand complex structures of English; 25% strongly disagree, 0% disagree, 29% are neutral, 56% agree and 13% strongly agree.
- 14) Teaching by the integration of CALL helps the students to improve their concrete vocabulary. The results of question fourteen show that participants think that teaching by the integration of CALL helps the students to improve their vocabulary; 0% strongly disagree, 9% disagree, 24% are neutral, 43% agree and 24% strongly agree.
- 15) Students enjoy learning English through CALL. The study of question fifteen shows that participants think that students enjoy learning English through CALL; 2% strongly disagree, 7% disagree, 18% are neutral, 40% agree and 33% strongly agree.

16) Teaching through CALL improves the writing skills of students. The result of question sixteen shows that participants think that teaching by CALL can improve the writing skills of students; 9% strongly disagree, 20% disagree, 32% are neutral, 26% agree and 13% strongly agree.

17) Teaching by CALL has improved the oral skill of students. The analysis of question seventeen shows that participants think that teaching by CALL has improved the speaking skill of students; 7% strongly disagree, 15% disagree, 20% are neutral, 35% agree and 23% strongly agree.

18) I feel comfortable when I teach through CALL. The result of question eighteen shows that participants think that they feel comfortable when they teach through CALL. 5% strongly disagree, 5% disagree, 15% are neutral, 42% agree and 33% strongly agree.

19) Teaching by the using of CALL has improved the students' listening skills. The answer to question nineteen shows that participants think that teaching by the using of CALL has improved the students' listening skills. 2% strongly disagree, 7% disagree, 22% are neutral, 36% agree and 33% strongly agree.

20) Teaching by the using of CALL has improved the reading skill of learners. The analysis of question twenty shows that participants think that teaching by the using of CALL has improved the reading skill of learners; 7% strongly disagree, 9% disagree, 40% are neutral, 31% agree and 13% strongly agree.

5. Observations and Discussion

This study discovered the effectiveness of CALL in teaching English at the undergraduate level in Libya. It also suggests using new tools to explore and enhance the English language teaching abilities that are very important in delivering accurate and concrete knowledge of English to students.

This study enlightens the positive attitudes in CALL based instructions while (Yasmeen, 2018) explored the challenges of university students in learning English with the help of CALL in linguafranca situation. Presentation skills are a very important factor of this study as it makes teaching easy and Rachid et al. (2017) examines digital practices on undergraduates to improve students commitment in learning. As the study explains that CALL provides suitable situations for better teaching but (Rashid, 2017) examines the role of teachers and their relations to use CALL in teaching at the high school level.

The present study highlights that CALL provides aid linguistically to improve concrete vocabulary. Socio-cultural factors and pedagogical benefits of CALL make an influence on ESL learners (Irshad & Ghani 2015). The element of comfortable teaching feelings discussed in the present study and (Rashid, 2017) evaluates the attitudes and the insights of English teachers about CALL.

6.0 Conclusion

It concludes that English language teaching through the CALL technique assists English teachers to provide quality-based education along with the development of English language teaching skills like speaking, writing, etc. Using technologies in learning and teaching English language has become a real necessity nowadays. This paper has reviewed how CALL and technology is used in the field of teaching and learning, how the teacher can integrate a variety of computer-based activities and as a result a noticed progress in the students learning skills will be achieved. I recommend that CALL should be developed as well as assessed to accomplish what it is intended to be used for, and CALL facilities should be available in all education institutions. It also explored participants' perceptions and feelings about implementing CALL in classrooms and provided a holistic picture about uses of CALL to enhance listening and speaking skills. It has been noticed that all participants supported using CALL. For future research suggestions, this present study is conducted with participants who were not selected randomly and therefore, a convenience study sample had been used.

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