

Effect of Computer Assisted Language Teaching on EFL Pakistani Young Learners

Asifa Iqbal and Muhammad Imran Shah*

Department of Applied Linguistics
Government College University Faisalabad Pakistan

Abstract. Naturally, improving technology in the current century has assigned the contemporary English instructor new tasks and obligations. The position of the English practitioner, along with the techniques and approaches to teaching the English language, has undergone dramatic change. In order to make ELT more exciting, creative, and profitable, technology offers a multitude of options, especially in the sense of TESOL. Levy (1997) describes computer-assisted language learning (CALL) more succinctly and more generally as "the search for and study of applications of the computer in language teaching and learning". The purpose of this experimental research is to equate the second language acquisition of the synchronous computer-mediated communication (SCMC) classroom with the Face-to-Face (FTF) engagement classroom. Since ESL learners at our primary level are unable to turn their thoughts from native to the second language. The study followed the quantitative methodology in the tradition of experimental study. The subjects of the study were all the primary students registered in the schools of Faisalabad Pakistan. The data was obtained from the communicative activities and a questionnaire survey conducted at the end of the session. The results indicate the overall progress drawbacks and behaviors of the students and teacher towards the communicative language teaching and learning. In order to know students' oral competence needs for English, the higher education commission (HEC) is urged to review the syllabus. It will strengthen the communication abilities of primary learners to meet the contemporary difficulties of everyday life. This study is only for the primary level students to find out which learning methods are best for English language learning in Pakistan.

Keywords: computer-assisted language teaching (CALT), computer-assisted language learning (CALL), foreign language learners

Introduction**Background of Study**

Vast research of literature has proved that the use of computer technology in the field of language teaching and learning has been fascinating and positive for language learners since its advent (Reid, 1986; Neu & Scarcella, 1991; Phinney, 1991). Pakistan has two official languages Urdu and English. English is the elite class language and the professional language whereas Urdu is a communicative language all over the nation. In 1999, Ms. Zobaida Jalal as formal Federal Minister of Education decided to include English as a second language from grade 1 to be taught as a compulsory subject in all provinces (Jalal, 2004). English language teaching lacked innovative and expert methods. Traditional teaching practices affected student performance. In spite of spending a lot of years from zero to graduation level, our learners are not capable of transferring their thoughts from native to the English language. The use of computers can prove to be a modern solution for the problems about language teaching and learning (Hymes, 1972; Richards & Rodgers, 2001; Ying, 2010). The application of the Computer-Assisted Language Teaching (CALT) approach in educational institutes of Pakistan can sort out the problem of student's communication skills.

* Corresponding author (jmranshah275@gmail.com)
Lecturer (Applied Linguistics) Government College University Faisalabad.

Recent improvements in educational technology have brought a substantial change in English language teaching. Computer-assisted language teaching materials in English language teaching in Pakistan show the inadequacy of technological facilities, traditional methodologies, and the scarcity of scholastic work in the field (Bashir & Ahsan, 2019). Chatterjee et al. (2002) from the Institute of Engineering & Management, Kolkata presented an article about the computer-assisted language teaching (CALT) tools, methods, and websites that can help in English language learning all around the world. Rashid (2017) from the University of Canterbury presented the thoughts of teachers about computer-assisted language teaching and learning. She presented the answers to two questions: (1) What are high school English teachers' perceptions and attitudes towards the use of CALL in their English classrooms? (2) How does institutional administration support the integration of CALL in teaching the English language? All of the works until done as explained were about the computer-assisted language teaching (CALT) software, tools, methods, and about the teacher's point of view about the "CALL and CALT" classroom. In Pakistan, there is a need to train teachers for the use of the interactional approaches to computer-assisted language learning (CALL) based Second language Acquisition (SLA) synchronous computer-mediated communication (SCMC) classroom and Face to Face interaction classroom.

The purpose of this experimental research is to do the comparison between synchronous computer-mediated communication (SCMC) classroom and Face to Face interaction classroom for second language acquisition and try to find out the answer to the question about what type of learning approaches and teaching techniques are required so that our Pakistani Primary level student of second language learning can translate his thoughts from native to target language. "The learners are more involved and the learning more effective, if the teachers provide opportunities that best meet learner needs" (Littlewood, 2010).

Problem Statement

"Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is most important." (Gates, 2014). In language learning the focus on how much language usage is acquired by the learner and how much he is capable of using the language outside the classroom in the real world. But the learning of foreign language in face to face (FTF) classroom is not much effective than the learning in the synchronous computer-mediated communication (SCMC) classroom. In an FTF classroom, there is a lack of teaching skills because it is impossible to have proper interaction with every student in a class. In an FTF classroom, it is nearly impossible for a teacher to monitor all the learner's progress and their failures. Despite studying in the FTF classroom for a lot of years our Pakistani learners have not developed these skills to translate their thoughts from native to the English language. They only cram the coursebook for marks there is no effective learning of language in it.

Research Questions

1. Why is synchronous computer-mediated communication (SCMC) better than Face to Face traditional classroom for ESL learners of Pakistan?
2. What difficulties does the teacher have to face while including CALL mediated task for ESL learners of Pakistan?
3. What are the benefits and drawbacks of both methods of teaching and learning used for ESL learners in Pakistan?

Objectives of the Study

1. The objective of this study is to find out which method is the most useful and effective in second language acquisition SLA for teaching Pakistani ESL learners.
2. The effects of CALL arbitrate synchronous computer-mediated communication and traditional Face to Face classroom techniques for learning and teaching.
3. To find out the difficulties faced by an ESL teacher when including CALL activities in the syllabus according to the learners need.

Literature Review

One of the founders, Sue E. K. Otto, who has been employed at the University of Iowa for over 40 years in computer-assisted language learning (CALL) study and development at the University of Iowa, offers a chronological perspective of how innovations have intersected with and worked in the advancement of language teaching and learning methods. Her broad perspective begins with the printed text, drawings, photos, audio, and video technologies that have been taken for granted by teachers and learners for years. For example, Otto describes the gradual evolution of recording and delivery formats, which have given way to today's digital, computer-based formats that contribute to changing pedagogies of language. This chronology sets the stage for the many technologies that come into play in the rest of the volume, from photographs passed around the classroom to those broadcast on Twitter. New technologies rarely replace the old ones; they create more options for users of technology instead. As the internet started to expand, the use of digital technology for all aspects of second language learning has increased significantly among the many diverse learners. Offering social media access, reference materials, online instruction, and much more. The repercussions are detailed for language teachers, learners, developers of materials, and researchers. Approaches, as well as innovative approaches to planning and carry out research and development. To compile and refine the scholarly treatment of these dynamic traditions and studies that are so fundamental to the discipline, reference works are essential. In consideration of the key role it plays, among the other fields of research in applied linguistics, technology and language learning must be mentioned.

Levy (1997, p. 1) defined Computer-Assisted Language Learning (CALL) as "the search for and study of applications of the computer in language teaching and learning". Computer technologies like multimedia, videos, simulations, drills and practices, WWW, e-mail, etc., is performing a significant role in promoting the process of teaching and learning. Torat (2000) mentioned that computers give a focused, communicative learning environment, which serves the purposes of communicative language teaching. Computer-Assisted Language Learning (CALL) for English has developed to formulate skills and accomplishments that teachers lack. E-learning has reimbursed the teachers' abilities, and make language learning more interesting and meaningful as compared Face to Face classroom learning (Dar, 2005). Lee (2000) said that CALL merge information processing, use of authentic language, communication, and learner autonomy, which are important in language learning theories. Kim (2002) also agreed that a teacher is the only remarkable part affecting the CALL environment. Computers can do some work of teacher and provide considerable assistance to learner even without the teacher (Pennington & Steven, 1992). Yasmin and Islam (2018, p. 19) mentioned compulsory for English teachers to have a thorough knowledge of all areas of English literature including grammar, syntax, pronunciation, etc. Levy (1997) mentioned that English teachers might utilize available CALL software, design the content and adapt it according to the learner's needs. In this way, the teacher becomes an author or a programmer of CALL. Warshauer and Healey (1998) found out that the three major ways to CALL were split. There were various applications and viewpoints of these methods. Behavioral CALL, which was mostly used for grammar

guidance or translation exercises, was the first technique. Bulut (2010) noted that the behavioral use of CALL, which began in the 1960s and 1970s, concentrated largely on the actions and behavior of students. Torat (2000) divided CALL into two types: asynchronous (such as email and forums) and synchronous (such as text and voice chat). A study of CALL's pedagogical consequences divides it as (1) Computer as Drill and Exercise, (2) Computer as Tutor (3) Computer as Simulation / Problem Solving, (4) Computer as Game, (5) Computer as Tool for ELT teachers and learners.

Research Methodology

This research has a post positivist paradigm and its method is experimental with limited scope to study the primary level students in Faisalabad, Punjab Pakistan. As it seeks to address the key theoretical issue, the analysis takes a deductive approach. For this purpose, a quantitative research approach was deployed in which question set for pre and post test, as research tool was used to collect the data. The research is experimental that's why a pre-test and post-test was conducted and, in both A, structured question set from English books chapter "The Ransom Of The Red Chief", was presented to a panel of 20 students 10 boys and 10 girls of the same learning level in each test. The pre-test was presented to a controlled group and the post-test was done to the experimental group students. The purpose of this research is exploratory as it explores that which method of language learning and teaching (Face to Face or Computer Assisted language learning) for English as second language learners (ESL) of Punjab Pakistan is more effective and useful.

A question set was administered to 40 primary level 5th class students from the Punjab province. The questionnaire contained 20 items and took 25 minutes on average to complete. The participants were briefed on the sample and invited to participate in the survey voluntarily. A structured questionnaire from the English book was presented to a panel of 20 students 10 boys and 10 girls of the same learning level. The difficulty level of both pre and post-test was the same the experimental group was thought with the traditional method of Face-to-Face classroom and the experimental group was presented with the post-test and they got the treatment of new computer-assisted classroom techniques of teaching and learning the same syllabi.

Results and Discussion

In addition, a one-way ANOVA was performed on both groups to investigate the possible difference between the mean scores of the dependent variable in experimental and controlled groups, in pre and delayed post-tests. The results of the one-way ANOVA are presented in Table 1.

Table 1. The results of the one-way ANOVA tests of between-teaching effects dependent variable

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	9.025	1	9.025	1.006456	0.322099	4.098172
Within Groups	340.75	38	8.967105263			
Total	349.775	39				

As shown in Table 1, the one-way ANOVA findings for the treatment and control groups showed a substantial differential for both treatment and controlled groups ($p < 0.32$) regarding their pre-test scores and the delayed post-test scores. Surprisingly, a survey was

conducted to allow several distinctions between the various groups to assess which group performed best on the questionnaire. The results are presented in Table 2 below.

Table 2. The multiple comparisons between the groups in the controlled group test in terms of a better understanding then-experimental group

SUMMARY				
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Column 1	20	227	11.35	11.81842
Column 2	20	246	12.3	6.115789

Thus, it was reasonably decided that significant differences existed in the treatment group in terms of their understanding and learning ability compared to the experimental group, as they enjoyed higher degrees of the significance of their mean scores and standard deviation as compared to that of the experimental group, while the treatment group was not significantly different in terms of the learning abilities.

As for Table 1, it shows that according to the variance values the experimental group which was treated with the traditional Face to Face classroom method was so not much effective for Second Language Acquisition but the controlled group which was treated with the new synchronic mediated communicative classroom with the help of computer-assisted language teaching is more effective for a second language with more knowledge and a better understanding of the course.

The key goal of this study was to see whether direct face-to-face instruction or a synchronic mediated classroom using CALL tools had more impact on English as second language learners (ESL). The second aim was to explore the more reliable tool for second language learning and teaching for primary level learners of Punjab Pakistan. To that end, 40 ESL language learners took part in a constituent questionnaire module instructed by the researchers. 20 students were of the experimental and 20 students were in a controlled group. The experimental students were treated with FTF and the controlled group was treated with the CALT SYMC. The data from the participants' test responses, as well as data from measuring their success in the learning language, were evaluated inferentially as a whole.

To answer the first research question targeting that why the synchronous computer-mediated communication (SCMC) is better than Face to Face traditional classroom for ESL learner of Pakistan of unfocused direct and indirect development of the explicit and implicit learning abilities of the English as Second language to the ESL learners, were run to measure the variance of the participants. The results of one-way ANOVA suggested that both FTF and SCMC were effective in promoting both the implicit and explicit learning of the participants. However, these findings are in contrast with those of Kim, Hye Yeong 2014 demonstrating how synchronous computer-mediated communication (SCMC) and face-to-face (F2F) oral contact affect how learners collaborate in language learning and overcome communicative problems attend to linguistic form. The results indicate that how a learner's language is influenced by the performance modality. According to the variance in ANOVA, SYMC is better than FTF classroom language learning for primary students of ESL in Pakistan as it shows a clear effect on the controlled group that the learning and understanding of the language are better in SYMC.

To answer the second question what difficulties teacher had to face while including CALL mediated task for ESL learners of Pakistan. First of all the main problem is the equipment's there are no proper equipment's and tools provided by the institutes to the staff and the teacher so they can use CALL in their classroom for assistance in language learning and if there are equipment's in the institutes then they are not upgraded and the quantity is also low all the students cannot perform the task at a time or they cannot practices properly.

Secondly, the main problem is that the teachers are not well known with the tools and software for language learning. "Teaching workers must consider what the software is intended to do and comply with the teaching technique being used," according to Scholar. Technology is evolving too fast, it is our job as managers or teachers to be mindful of the waves, to examine them objectively, and to judge how useful these technologies are for teaching and learning," according to a researcher. When it comes to incorporating CALL into the classroom, there are many aspects and challenges to consider. Personal characteristics such as gender, age, background, education, and educational experience; computer knowledge for educational purposes; and attitudes about computer integration in the classroom may all influence and dominate the adoption and adaptation of technology, according to the study Low trust when implementing CALL, scarcity of resources and constraints to accessing resources, shortage of time for integration, lack of technological expertise, teachers' age, and background in teaching are some of the obstacles that have been discovered to affect the use of CALL in lessons and teaching. Explored that important factors creating hindrance in CALL integration are, age, motivation, attitude, gender, and training of computer. Scholars stated that the educational beliefs of the teachers create a strong impact while integrating CALL. CALL use is also a challenge for a few coaches, according to Richardson (2009), since they are undertrained and do not practice. Teachers are discouraged from using electronics in the classroom due to a lack of technological assistance. The shortage of technological assistance in schools and universities is often cited as a major concern when it comes to incorporating CALL in classrooms. According to the scholar, the biggest obstacles are a lack of institutional policy and a formal system, high costs, inadequate facilities, and insufficient preparation of in-service teachers. While integrating CALL in education.

Now to answer the last question what are the benefits and drawbacks of both methods of teaching and learning used for ESL learners in Pakistan? Both have benefits and drawbacks as per in Pakistan for the SCMC classroom the first main problem is the equipment and the second is the nontechnical staff so these are the drawbacks of the SCMC in Pakistan in FTF classroom the main problem the biggest drawback is that there is a large no of learners in a classroom like 40 to 50 so that's why the teacher cannot interact with every student in the classroom and due to this the learning of the language is not that much effective and the second main problem is that in a second language learning the teachers did not interact with the students in the target language so that's why there are a lot of mysteries remained unresolved in the learner's mind because they are not explained properly by the teacher these are the drawbacks of FTF Classroom. In SYMC classroom the virtual assistance software's like (Siri, Alexa, Google talkback, etc) can be used by the learner to talk with the software's that can answer them and correct them in their mistakes and they can also learn more effectively and efficiently by using software's and applications on the computer and they cannot lose concentration and they will not feel boring because the computer-assisted language allows the students to do the tasks by themselves so the learning will be more effective and good in SYMC. These are the benefits of computer-assisted language learning by using SYMC.

Conclusion

It is concluded that the primary level learners who cannot change their thoughts from native to a foreign language are due to the lack of instruction and non up-to-date teaching methods. The teachers and the schools are not making up to keep the teaching techniques with the modern methods of learning and teaching to get better results. Computer-assisted language learning is a more reliable and modern technique to engage student's interest in learning a language and it provides better results than the Face-to-Face classroom. The main

problem in conduction CALT classrooms is concluded that the obstacles to Computer Assisted Language Teaching at private sector schools include a shortage of multimedia technologies in the schools, a lack of teachers' preparation courses, teachers' busy schedules, imbalanced course material with an emphasis on written communication, students' advancement requirements focused on written communication, exam-oriented classroom activities, and the incompetence of the professors. It is evident that teaching a language for the communicative purpose for primary level learners of Pakistan is more effective with CALT. According to my results, teaching and learning become easier through CALT and students also don't lack interest in learning they find it as amusement to learn through the latest technology. The learning through CALT is more effective and students learn better than Face to Face classroom interaction. Through the T.Test and ANOVA, I have concluded that Computer-Assisted language are more capable of transforming their thoughts from native to the foreign language they are more capable of using language and they learn more new words and patterns through CALT. Their concepts are clearer than the other students. The findings of this study suggest that to pique the curiosity and involvement of Pakistani English language teachers at the primary school level in CALL training programs, the government and educational institutions should take the initiative and provide subsidized training programs and also provide pieces of equipment of CALL.

References

- Sarfraz, S., Mansoor, Z., & Tariq, R. (2015). Teachers' and students' perceptions of the communicative language teaching methodology in the CALL environment: A case study. *Procedia - Social and Behavioral Sciences*, 199, 730-736.
- Chatterjee, S., Sahoo, A., Chowdhury, S. R., & Bhattacharjee, A. (2019). Computer assisted language teaching. *International Journal of English Learning & Teaching Skills*, 1(4), 305-307.
- Yasmin, F. (2018). Challenges to Computer Assisted Language Teaching at University Level. *INTERNATIONAL JOURNAL OF LANGUAGE & LITERATURE*, 6(2).
- Shaista, R. (2017). Computer Assisted Language Learning in Pakistan: Teachers' Perspectives. *The Journal of AsiaTEFL*, 14(4), 802-808.
- Chapelle, C. A., & Sauro, S. (2019). *The handbook of technology and second language teaching and learning*. John Wiley & Sons.
- Richards, J. C., Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press
- Computer-assisted language learning*. (2003, March 9). Wikipedia, the free encyclopedia. Retrieved March 10, 2021, from https://en.wikipedia.org/wiki/Computer-assisted_language_learning
- Johnson, A. M., Jacovina, M. E., Russell, D. G., & Soto, C. M. (2016). Challenges and solutions when using technologies in the classroom. *Adaptive Educational Technologies for Literacy Instruction*, 13-30.