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TÍTULO: El papel efectivo de la técnica CALL en la enseñanza del inglés a nivel de posgrado: un estudio de caso de la Universidad del Punjab, Pakistán.

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RESUMEN: El presente estudio tiene como objetivo observar el papel de CALL en la enseñanza del inglés. Mediante la integración de esta tecnología avanzada en la enseñanza de idiomas en forma de texto, sonidos, gráficos visuales, animaciones y medios, los maestros obtienen resultados más fructíferos y amplios bajo el mismo techo de sus alumnos. El método de encuesta fue utilizado para la recopilación de datos para investigar la efectividad de CALL en la enseñanza de inglés a nivel de posgrado en la Universidad de Punjab. Concluye con recomendaciones sobre la enseñanza del idioma inglés a través de la técnica CALL También permite a los estudiantes aprender un conocimiento apropiado del idioma inglés.

PALABRAS CLAVES: técnica CALL, efectividad, integración de tecnología, Pakistán, enseñanza del inglés.

TITLE: The effective role of call in teaching English at postgraduate level: A Case Study of University of the Punjab, Pakistan.

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ABSTRACT: The present study aims to observe the role of CALL in teaching English. By the integration of this advanced technology in language teaching in the form of text, sounds, visual graphics, animations, and media, teachers get more fruitful and ample results under one roof from their students. The survey method used for the collection of data to investigate the effectiveness of CALL in teaching English at the postgraduate level at the University of Punjab. It concludes with recommendations 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 an appropriate knowledge of the English language.

KEY WORDS: técnica CALL, effectiveness, integration of technology, Pakistan, teaching English.

INTRODUCTION.

The days are gone when language teaching and learning was an immense problem in Pakistan. 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 in Pakistan, makes the learning process much

easier and fruitful. On the other hand, the world is heading towards a knowledge economy and a lot of money invested in instructional software programs in teaching institutions.

CALL is software that makes the task easy and comprehensible. Wain Timpe-Laughlin and Oh focuses on pedagogic principles and learning second/foreign languages to explore the effects of CALL. Mahdi and Al Khateeb (2019), and Imran and QuratulAain (2019) highlight the effectiveness of computers in practicing pronunciation while learning a foreign language. Alhujaylan (2019) evaluates the effective use of CALL to improve the writing skills of students and provides concrete knowledge to enhance their skills. Gönen (2019) discusses the field trips in different schools to know the abilities of in-service teachers about digital capacities and differentiates it in contextually. Savas (2018) presents the scope of CALL in educational frameworks and the relation of specialists' competencies. Mei Brown and Teo (2018) discuss the useful aspects, self-efficient, easy to use and effects of technology in teaching and learning aspects.

CALL is very helpful for teachers, especially for second language acquisition teachers. Mei (2019) makes a comparison of intellectual and attitude among in-service teachers at both senior and junior levels to measure the abilities of CALL in teaching. English as the second language (ESL) convention through CALL in meetings between interested participants. The purposeful and effective integration of CALL into study programs remains at the very beginning stages.

DEVELOPMENT.

Objectives of the study.

The main objective of the study is to understand the benefits of CALL in teaching English in the classroom. Some others are:

- To test the ability and comprehend the English language teaching.
- To increase the students' ability in recognizing four skills of the language.

By using this modern technology (CALL), the teacher can teach the English language by inordinate grasp with the help of integrated text, visual effect graphics, animations, and sound. He et al. (2015) use mixed-method to know the difficulties of computer-assisted language-learning programs in high schools of regional areas to know the actual realities. This helps them to understand the pronunciation and concept of language much better.

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). Walker and White (2013) and Rafique et al. (2018) said that it is a hurdle to express imaginative ideas because of lack of practice and giving secondary importance to these ideas in traditional teachings. Bax (2011) conceptualizes CALL normalization and points out that the state is responsible to adopt suitable technology to enhance language learning and learner needs. Pinner (2012) motivated teachers to use CALL in teaching pedagogy because it is the need of time to learn comprehensive knowledge in this new world. 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. Levy (2009) and Imran et al. (2019) point out that in each language aspect, a suitable technology should apply which helps the students to practice these tools to learn a language properly. According to Hubbard (2008) and Afzaal et al. (2019), the crucial component that teachers need to be prepared with for real classrooms. Chapelle (2005) said teaching English programs have emphasized the importance of equipping teachers with the necessary skills and expertise to develop CALL materials.

In light of the information revolution and the scientific challenges, there is a sweeping trend to use computers in all aspects of life and there is no exception. The said study highlights the points to understand the benefits of CALL in teaching English at the postgraduate level. This study planned

to explore the effective role of CALL contributes to the betterment of teaching English at the University of Punjab.

Literature Review.

Computer-Assisted Instruction (CAI) is a term introduced in the 1960s when people first time utilized computers in education systems. When computers first entered education on a relatively broad basis in the early sixties, the term Computer-Assisted Instruction (CAI). Although the most commonly used acronym for the endeavor 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 pedagogical 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. Rashid (2017) examines some perspectives of the teachers and their relations to use CALL in high schools in Pakistan. Talaat discusses the dominance of instructional tools in public and private higher education and schools.

With the substantial development of Information Technology, Computers are widely used in various areas including language teaching and learning area. Irshad and Ghani (2011) researched pedagogically and reading comprehension benefits through CALL to develop advance level reading skills of English learners in Pakistan. According to Abbas (1998), the passing ratio of students at the secondary level and college level is very alarming and new techniques should be employed to deliver comprehensive knowledge.

After lots of research, CALL has an impact on traditional language teaching and learning approaches to some extent. Although language teaching and learning approaches are different, the goal is the same: to develop the learners' abilities as the same as native speakers. Mahmood et al. (2013) focused

that lack of interest to researchers in the field of CALL in Pakistan is alarming because Higher Education Commission (HEC) made it operational in the English language teaching reform section in 2004. Insufficient facilities and basic knowledge of CALL is the main hurdle to exercise it in classrooms. Second-language acquisition (SLA) theory widely studies how formal instruction and developmental sequences are present. A study on these perspectives has presented a plan for learners, teachers, and practitioners.

Sadia Irshad and Ghani (2015) explore socio-cultural factors and pedagogic benefits of CALL, which makes an effect on English as the second language (ESL) learners of advance level positively in Pakistan. Interactions theory, which emphasizes the interaction component of the computational model, input, interaction, output, serves as the main research base. 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.

The Nature of Computer Assisted Language Learning.

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

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.

Methodology.

This study focuses to discuss the research methodology including the research design, participants and research instruments. 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 postgraduate level.

Data for said study collected from the Institute of Education and Research (IER) at the University of the Punjab and Master in English Language Teaching (ELT) class session (2018-20) was selected to get a response from students.

Population and Sampling.

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 IER center of the University of Punjab and the researcher chooses the department of ELT for data collection.

Preferably, the researchers 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 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 Master in ELT class at the University of Punjab. There are many universities in Pakistan where the English language instructed as a subject but the researcher selected a Master in ELT class session 2018 from the University of Punjab as a sample. The researcher gets 45 responses from the target population.

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 Postgraduate level at the University of Punjab. The students rated each question based on their opinion towards the effectiveness of CALL in teaching English at the postgraduate level from lowest to highest.

To collect data, the researcher visited the ELT class at the University of Punjab. 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.

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. Besides, 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 Post Graduate English Language 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 students' motivation to learn the English language properly.	4	3	18	55	20
2	The use of CALL in teaching English can improve the quality of English Language teaching.	6	2	14	58	20
3	Using CALL in teaching the English Language improved the presentation skills of teachers.	7	2	7	55	29
4	The use of CALL makes language teaching much easier.	2	0	24	51	23
5	Learning English through CALL based instructions gives students' positive attitude towards the English subject.	0	11	42	29	18
6	Using CALL in English teaching has improved the learning process of learners.	0	2	17	67	20
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	The use of CALL helps students to memorize vocabulary words.	2	14	26	49	9
12	CALL helps to recognize grammar types used in the text.	4	18	26	44	8
13	English language teaching through CALL has helped the students in understanding the complex structures of the 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) 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. 7% strongly disagree, 2% disagree, 14% are neutral, 58% agree and 20% strongly agree
- 3) 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. Seven percent strongly disagree, 2% disagree, 7% are neutral, 55% agree and 29% 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, 34% are neutral, 51% agree and 23% strongly agree.
- 5) 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.
- 6) 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, 11% are neutral, 67% agree and 20% 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. Two percent 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. Two percent 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; 2% 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. Five percent 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. Two percent 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.

Observations and Discussion.

This study discovered the effectiveness of CALL in teaching English at the postgraduate level in Pakistan. 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. The same type of study conducted on 39 teachers and students which able them to make improvements in language teaching through technology (Fuchs & Akbar, 2013). In teaching, CALL improves the motivation of students to learn effective knowledge and Chapelle (2009) explains that CALL has gained status in the world and language curriculum.

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 lingua franca situation. Presentation skills are a very important factor of this study as it makes teaching easy and Rachid et al. (2018) 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.

CONCLUSIONS.

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.

CALL English language teaching technique has also increased the effectiveness of English language teaching and learning both for teachers and students. For future research suggestions, this present study is conducted with participants who were not selected randomly and therefore, a convenience study sample had been utilized. However, the same study model and the process can be repeated with a larger population to maximize the scope of the integration of CALL in the language teaching process in non-native countries. It would be beneficial for future researches and the student of CALL to gain proficiency in the latest technology to revolutionize the ESL pedagogy.

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