



CALL - Language Skills

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Abstract— This study looks into how Libyan students see and use computer-assisted language learning (CALL) to improve their language abilities. The study involved fifty respondents from the seventh and eighth semesters of the English Department in Applied Sciences at the College of Education in the Traghen district under Fezzan University in Libya. The study set out to investigate what factors affect students' use of CALL, how they feel and perceive it in language instruction, what benefits they see from using CALL to learn a second language, and how CALL has helped English majors become more productive and receptive communicators. According to the study, students had a favorable perception of CALL, especially when it comes to how it improves their writing, speaking, listening, reading, and vocabulary. The findings imply that CALL is an effective instrument for improving language skills. Subsequent investigations may concentrate on examining the application of CALL in diverse academic environments and its enduring impacts on language acquisition.



Keywords— Computer-Assisted Language Learning (CALL), language skills, perceptions, Libyan students, language instruction

I. INTRODUCTION

The present scenario has given me an abundant passion for employing technology for language learning and teaching. In the last 10 years, only a tiny number of specialists have expressed worry about using computers in language classrooms. However, since the introduction of digital technology and the internet, the use of computer devices in language acquisition has become a major concern for many ESL students around the world. In the recent past various digital technologies, emails and the World Wide Web have been widely employed. Besides this, gadgets and web-based themes like digital government, e-commerce, and online education are becoming increasingly prevalent in our daily lives. Especially, e-related instructional strategies and gadgets are well-known in the process of learning language skills. CALL is one of the most useful tools, especially in the realm of language acquisition, however, it is a subset of "Cinderella" learning in Southern Libya. A language formative assessment instrument that uses digital technologies (IT) is a protective measure against severe issues in EFL classrooms (Lomicka,

1998; Braul, 2006; Yang & Chen, 2007). Despite this, (Gill & Dalgarno, 2008) suggested that initially in the 1980s, framework experts overlooked the need for modernizing individuals, which led to poor computer implementation in the teaching process. Though, (Schwienhorst, 2000) asserts that computer integration in education has a significant impact on human potential and motivation for technical advancement.

1.1 CALL-Language Skills: An Overview

Technology has evolved into a vital component of the global social structure in the contemporary era, surpassing all previous constructs or modes of communication in its ability to transcend boundaries, cultures, and obstacles between individuals (Aya & Saoussen, 2020). In EFL classrooms, the role and value of the CALL utility for learning, practicing and testing aims has constantly been extensively contemplated topic among ELT pedagogues and researchers. Although started during the 1950s the employment of CALL in foreign language acquisition, instruction and evaluation, was not very extensively practiced at the time. Owing to the technical

and infrastructure-related questions, CALL did not shape a very significant position in the learning and teaching procedure of EFL. However, the make use of CALL in learning and teaching, in common, and in EFL classrooms in particular, was augmented after the coming out of in the 1980s, when the first series of computer systems was released. It covered the path for more investigation into the technology's potential for achieving the best results as this CALL use witnessed productive, creating constructive outcomes in the learning, teaching, and testing process. As a result, people from different fields viz., software designers, computer engineers, applied linguists, academics, language instructors, and assessment professionals should join forces to use CALL to make international language learning highly creative, lively, engaging, entertaining, simple, as well as learner-centered (Alkash & Al-Dersi, 2013).

There is little doubt that CALL has played an important role in the teaching and study of second and foreign languages over the last 2 to 3 decades. It is one of the most dynamic sectors of teaching, mainly in the zone of second language education using a wide range of instruments (Schenker, 2013). As a result of technological advancements, the amount of learners employing technology and online resources to study a foreign language has risen dramatically (Han, 2008). Through use of technology in language learning may become helpful as far as learners use it effectively; an effective implementation takes into account language learning techniques to make use of any kind of technology to maintain and expand one's language learning (Rubio & Thoms, 2014). Pupils are free to utilize a variety of materials in the chosen language, they have more opportunities to interact with first-language speakers through films, podcasts, and blogs, among other things, allowing them to gain direct experience with a foreign language and culture (Dickinson et al., 2013). While providing students with the chance for individualization have become more learners using technology and involvement for them to be able to express themselves utilizing the new L2 linguistic knowledge taught, software employed to teach has the potential to boost students' learning and inducement (Larenas et al., 2011). Teachers must coach students on how to use technology autonomously while incorporating a combination of language instruction and face-to-face experience (Salinas et al., 2012). Language and culture learning and teaching have benefited from technological advancements and have become more learner-centered. Due to computer technology's tremendous backing, educational technologies have received more attention for their widespread use in teaching and learning foreign languages (Asrifan et al., 2020). In this setting, as pupils learn not only a foreign

language but also computer skills, the subject is becoming more influenced by their use (Pourreau & Wright, 2013). When used properly, CALL has the potential to be a strong tool for improving second language acquisition skills (Gill, 2006).

1.2 Statement of the Problem

Although language proficiency is an essential component of education and personal development, there are still numerous obstacles in this area. One major problem is that not everyone has equal access to high-quality language teaching, especially those who live in underprivileged areas or communities (Benson & Nunan, 2005). For many English language learners, improving their speaking abilities in the language might be difficult. According to Baker (2014), the absence of access can impede the growth of linguistic abilities and restrict prospects for societal and financial progress. The growing diversity of language learners, including individuals with various linguistic backgrounds, learning preferences, and requirements, presents another difficulty (García & Kleifgen, 2018). To address this variety and guarantee that all students have access to suitable language teaching, educators need to come up with creative solutions. Furthermore, language acquisition now involves additional complications due to the quick growth of technology. Although computer-assisted language learning (CALL) has promise for improving language education, it also necessitates that teachers adjust to new teaching approaches and resources (Chapelle et al., 2018). This begs the question of how best to include technology in language training while guaranteeing that it helps all students.

Furthermore, the significance of cultural competency in language acquisition is becoming increasingly apparent (Kramersch, 2018). Teachers need to think about how cultural context affects language learning and how to design inclusive classrooms that value and embrace variety. It is brought to notice that in our present era of the current digital and technological uprising, English language instruction in Libya at the college phase is typically through to monotony with the old-fashioned method. This certainly leads to monotony learners feeling bored and eventually leads to a lack of proficiency in the English language Libya has not yet fully investigated the promise and undertaking of employing CALL in English language instruction.

1.3 Significance of the Study

CALL offers individualized, interactive, and exciting language learning environments that are essential for language skill development. Through digital instruction in receptive and productive skills, CALL helps students become more proficient in the target language (Nunan,

2013). Learning may be made more genuine and significant by simulating real-life language usage and cultural situations through the inclusion of multimedia features including audio, video, and interactive exercises in CALL software (Chapelle, 2005). Additionally, CALL can accommodate a range of learning preferences and styles, letting students go at their speed and get quick feedback—two things that are crucial for successful language learning (Stockwell, 2012). Additionally, CALL facilitates communication and engagement between students and instructors by enabling interactive education through online forums and virtual classrooms (Meskill et al., 2020). To sum up, CALL plays a major role in the acquisition of languages by offering an engaging and exciting setting that improves language skills through real-world practice, fast feedback, and group projects.

This research is the first study of its kind on the impact of CALL on university-level English graduates' language proficiency. Hopefully, this study's findings will have a significant impact on English language instruction in general. The investigator anticipates that this investigation will yield actionable findings and suggestions that will advance English language instruction at the tertiary level in Libya.

1.4 Research Objectives

1. To find out what influences students' usage of CALL) in the classroom and how they perceive those aspects.
2. To look at how students feel about and perceive the usage of CALL in language instruction.
3. To investigate students' opinions on the advantages of utilizing CALL to learn a second language.
4. To evaluate how CALL has improved the productive and receptive abilities of English majors at Traghen College, Fezzan University.

The purpose of these goals is to acquire a thorough grasp of the attitudes, beliefs, and experiences that students have about the application of CALL in language acquisition. By focusing on these goals, the study will be able to shed light on how well CALL works to enhance language proficiency and shape the next approaches to using technology in language instruction.

1.5 Research Questions

The analysis of Libyan students' CALL use, the variables impacting their CALL use in the classroom, and their views about CALL was led by the following research questions:

1. How do students feel about the elements that influence their usage of CALL in the classroom setting?
2. What are the pupils' opinions on the usage of CALL?
3. What are the pupils' thoughts on the value of utilizing CALL to acquire an additional language?
4. What are the effects of using CALL on improving receptive skills and reading and productive skills of the English majors at Traghen College, Fezzan University?

II. REVIEW OF LITERATURE

2.1 Definition of CALL

CALL, which implies Computer Assisted Language Learning, is an acronym. Teachers and students employ this word to refer to the usage of computing devices in language courses (Saeidi & Yusefi, 2012). Although the discipline is the same, CALL has also gone by several other names, including technology-enhanced learning of languages, and computer-assisted language instruction (Davies et al., 2016). In a CALL context, a computer is a versatile teaching tool that both educators and pupils may employ in a range of methods both within and outside of the classroom (Higgins, 1983). Multiple investigations show that CALL offers language teachers a creative and useful substitute (Healey & Warschauer, 1998). After examining each of these terms, it is possible to conclude that CALL is a method of teaching and learning that uses engaging computer-based resources to present, strengthen, and evaluate instructional materials.

2.2 Previous Studies on CALL

The possibility of CALL to raise Yemeni students' TOEFL iBT scores was examined in Alotumi's (2018) action research study. His research reveals that, in comparison to conventional techniques, CALL-based instruction can have an important effect on language learning outcomes. Thirty adult students were split into two groups at random: the experimental (CALL) and the control (conventional). To evaluate score gains, a quasi-experimental pretest-posttest design was employed. Interviews regarding CALL attitudes with the experimental group were done, as well as pre-and post-TOEFL iBT tests. In comparison to the control group, the experimental group demonstrated statistically greater gains in both the overall and section-specific TOEFL iBT scores. Pupils who used CALL reported having a good experience, indicating more motivation and engagement. The increasing amount of evidence demonstrating CALL's efficacy in language learning is reinforced by Alotumi's research. The positive

score gains and student satisfaction indicate that, despite its limitations, it may be beneficial for TOEFL iBT preparation.

An in-depth analysis of the complicated interaction between technology and language acquisition in Libyan schools is provided by Abukhattala's (2016) research, which also identifies challenges. The main conclusions show that, although Libyan schools acknowledge the benefits of technology, there is a dearth of comprehensive integration. Due to a lack of resources, insufficient financing, and poor teacher preparation, this disparity continues. Positively, every instructor who took part in the survey stated a desire to use technology in their English instruction. This optimistic outlook creates the groundwork for further advancement. The study recognizes how cultural norms and conventional teaching methods interact to affect students' acceptance of technology. It's critical to strike a balance between creativity and cultural sensitivity. Even though the study was completed in 2016, its conclusions are still applicable today. The issue of the digital divide still presents difficulties for many developing countries, such as Libya. But there is cause for optimism given the instructor zeal seen by Abukhattala. The obstacles be addressed going ahead. This entails obtaining funds, enhancing the infrastructure, and offering specialized training to provide educators the know-how and abilities to successfully incorporate technology into the classroom. Additionally, for technology-based learning solutions to be adopted successfully, the cultural context must be taken into account during the design and implementation phases.

The study by Mali and Timotius (2018) explores how project-based CALL activities affect participants' attitudes, feelings of confidence, and anxiety. The study's main conclusions are that students generally have a good attitude about utilizing technology to improve their English language skills. This implies a readiness and openness to participate in CALL activities. The study highlights the importance of these variables in CALL implementation even if it did not find any appreciable differences in participants' general levels of anxiety or confidence before or after the CALL training. These individualized experiences are probably influenced by individual differences and particular project features. The efficiency of project-based CALL activities in fostering language acquisition is emphasized by the researchers. When it comes to preparing pre-service EFL instructors to incorporate technology into the classroom, this method may be quite helpful. The study provides positive information on the possibilities of project-based CALL for EFL students in Libya. The favorable disposition of students toward technology serves as a crucial basis for the continued use of CALL. Although language ability progress is not explicitly

measured in this study, it does imply that project-based CALL might increase student involvement and possibly enhance learning results.

Naz et al (2022) study examines how well Pakistani undergraduate students' listening abilities may be enhanced by CALL methods. 50 students from Shaheed Benazir Bhutto University were randomly allocated to either the CALL group or the control group, which received instruction using conventional techniques. The study was conducted using an experimental design. For one semester, the CALL group got education in listening skills using CALL tools and procedures. Before and after the intervention, both groups completed a listening test. After the intervention, learners participated in qualitative interviews to get their opinions on the CALL strategy. According to the findings, as compared to the control group, pupils in the CALL group appeared to have improved their listening abilities. Students in the CALL group had favorable opinions about the approach, emphasizing how interesting it was and how much it helped them learn. The potential of CALL to improve listening skills is more understood as a result of this study, especially in higher education settings. Improved listening comprehension was probably facilitated by the CALL group's use of technology, which also offered chances for self-paced learning, more interesting activities, and a variety of listening resources. The favorable opinions held by learners point to CALL's ability to foster a more stimulating learning environment. Hence, this study provides encouraging preliminary proof of CALL's ability to enhance undergraduate students' listening abilities.

The research conducted by Hanafiah et al. (2022) advances our knowledge of how CALL affects the speaking abilities of Indonesian EFL students. In the speaking posttest, the study discovered that the experimental group using CALL performed better than the control group. This shows that CALL exercises improved students' speaking abilities. This could be because of things like the fact that CALL tools offer more chances for oral practice through dialogues, simulations, and recording features. Speaking practice can be made more engaging and pleasurable with interactive CALL platforms, which can boost motivation and effort. Certain CALL tools allow for self-directed improvement by providing automated feedback on pronunciation and fluency. Additionally, compared to the control group, the study revealed that the experimental group had lower levels of speaking anxiety. This suggests that CALL may have a favorable effect on speaking-related emotional factors, potentially because of: CALL settings can provide a less daunting practice area where students can try things out and make mistakes without worrying about being judged. With the help of

CALL tools, students can set their own pace and repeat at a level that suits them best. Anxieties about speaking in front of people may be further reduced by the anonymity that some CALL activities provide.

The research conducted by Abdelaty (2023) provides insight into the potential of Computer-Assisted Language Learning (CALL) to enhance the writing and speaking abilities of Libyan pupils. In the context of teaching English as a foreign language (EFL), his studies demonstrate how technology might improve the drawbacks of conventional approaches and accelerate language learning. An important lesson to remember is that CALL improves speaking and writing. According to the study, there have been notable gains in student performance, underscoring the potential of CALL to increase language competency in general as well as fluency and accuracy. This is consistent with more extensive studies that show CALL is beneficial for a variety of language abilities and goes beyond simple memory. The study also emphasizes how CALL might overcome obstacles that are common in conventional EFL instruction. Common obstacles include having limited access to native speakers, boring exercises, and passive learning settings. With the use of interactive exercises, tailored feedback, and exposure to real language material, CALL overcomes these drawbacks and promotes more interesting learning opportunities. The generalizability and profundity of Abdelaty's findings are strengthened by the combination of quantitative and qualitative data in her mixed-methods methodology. This comprehensive viewpoint offers insightful information on the students' perspectives and experiences with CALL in addition to the quantifiable benefits. Nonetheless, it's critical to recognize that further study is required to completely comprehend the subtleties of CALL implementation. CALL's efficacy is influenced by several factors, including teacher preparation, individual learning styles, and technological infrastructure. Investigating these facets can help focus interventions and maximize the application of CALL in various settings. To sum up, Abdelaty's (2023) study provides strong proof of the beneficial effects of CALL on language proficiency in an EFL setting. With its ability to transcend the constraints of conventional approaches and create a dynamic learning atmosphere, CALL has the potential to completely transform language acquisition and provide students with the tools they need to express themselves clearly. To guarantee equitable access to this potent instrument and improve implementation tactics, more study is necessary.

Chen et al (2023), the study investigates how to help Latinx English learners (ELs) in rural US settings become better narrative writers by combining funds of knowledge (FoK) with mobile-assisted language learning (MALL). It draws attention to how MALL can help students

develop their literacy skills while working within the constraints of their cultural resources. Writing assignments that incorporated students' lived experiences and cultural knowledge (FoK) had a statistically significant positive effect on their ability to write narratives. The ELs' engagement and collaboration were encouraged by using Google Docs as a mobile writing tool, which improved their learning. The study's multi-methodological approach, which examined FoK in several ways, gave researchers a thorough grasp of the cultural resources available to the students. The significance of relating language instruction to students' experiences and backgrounds is emphasized by this study. The study enables ELs to make use of their cultural knowledge in writing by integrating FoK into MALL activities, which improves the results. The MALL environment's collaborative element encourages participation and learning even more. This study contributes to the increasing amount of research that shows how successful MALL is in teaching EL students, especially when paired with culturally appropriate methods like FoK. This study provides insightful information about how to improve ELs' narrative writing by utilizing MALL and FoK. It highlights how technology may aid in the development of literacy while emphasizing the value of cultural context and student agency.

2.3 *The role of CALL in learning language skills*

Several researchers have looked into how the usage of CALL influences language learners' receptive and productive skills (listening, reading, speaking and writing) development. CALL platform and its applications in language study are a comprehensive job, since some innovations can be used for and over one language ability (Stockwell, 2007). A multimedia CALL, as per Lin (2010), has a good influence on learning. second language indicators, identifiers, and qualifiers among pupils with varied stages of skill (Saville-Troike, 2012). Many websites, such as Facebook and Wikipedia, furnish appropriate information to introduce language students to the actual usage of an L2. The important interaction with L2 is provided by social media (Istifci et al., 2011). Having unique multifunctional and multi-use features, CALL gathers information on a variety of degrees of complexity and apps for acquiring a new language (Levy, 2009).

2.4 *CALL Receptive skills*

2.4.1 *Reading Skill*

Several studies have been conducted in recent years on using CALL to enhance reading skills. They've also accounted certain CALL applications for vocabulary acquisition are effective. Learning new words via CALL allows students to acquire more vocabulary in less time than they would with conventional methods. Even with the aid

of CALL, a wide range of reading resources is accessible. EFL learners can be motivated and create a wide range of opportunities through the internet to read extensive reading in L2. As stated by Bonk and Zhang (Warner, 2011), foreign language students may peruse online journals, newspapers, periodicals, and other foreign communication.

The Rocket-Reader is one of the famous application programs for enhancing advanced reading abilities. To drive learning outcomes, it employs a unique computer technology. The level of task appropriate to users is intelligently ascertained by its AI-driven operation and guides the user's learning. Besides this, this software offers a networked class environment. The chief characteristics of this software are: it uses an electronic system to offer faculty and learners immediate and useful feedback on their headway, helps teachers to quickly generate class and particular reports with a single click, saves the headway of the learner under his or her own log-in identity, trains and appraises students over the longer term, has a unique technology, has a networked class atmosphere (Farrah & Tushyeh, 2010).

2.4.2 Listening Skill

One of the most important learning techniques for enhancing EFL students' listening skills is through the usage of CALL as nothing more than a listening instrument. Grounded models for computer-based listening skills have been offered by authors like Hoven (Hoven, 1999) theoretically. A multimedia-based model of L2 acquisition has been proposed by Plass and Jones (Mayer, 2005). CALL has been given broader access by the latest technology to a wider selection of audio and video formats (Jesús & Mayor, 2009). The learners can access these files at any time and anywhere. Students may also use these files to study pronunciation and sounds in a foreign language because they can playback, pause, and even slacken the audio/video (Levy, 2009). CALL, especially the Internet, is the second language learners' exposure to native speakers (9). Podcast CALL programs permit the use of listening exercises that pupils may use out of school and personal practice with tasks to enhance listening and comprehension (Golonka et al., 2014).

According to Sato's study, interlanguage students who listened to the CALL audio program or application had better vocabulary memory (Sato et al., 2015). Another research conducted by Verdugo and Belmonte found that pupils were capable of improving their L2 listening comprehension abilities at the stage investigated by employing target language virtual anecdotes (Sato et al., 2015). When the second language learners listened to real live videos by using CALL and by adding captions, the pupil's anxiousness was reduced the very first time utilizing

L2 titles and the next time without titles. In doing so, the learners have the opportunity to understand better, reinforce their earlier information, as well as improve the listener's concentration (Winke et al., 2010). These video subtitles have been proven to be a useful aid for listening as well as comprehension. It has been discovered that annotating these films is a key method for reaching second language learners with various learning strategies (Grgurović & Hegelheimer, 2007). The L2 learners can easily access free websites that offer numerous listening tasks, for listening and testing listening skills. www.mylanguagelab.com, www.longmanenglishinteractive.com, etc., are some of the present available free websites for listening skills where students can easily have access and enhance their listening skills (Alkash & Al-Dersi, 2013).

2.5 Productive Skills

2.5.1 Speaking Skill

With a multitude of voice applications, communicating is the linguistic skill that has found the most usage in CALL systems including audio, video, recorded, and live. There are two types of speaking practice in a CALL setting. These include: Partnerships or groups of students conversing with one another while seated before a computer working on a project and tracing their voice, and individual learners frequently employing the computer in the setting of pre-planned conversations.

Applications like Automatic Speech Recognition (ASR), and Auralog's *Tell Me More* allow learners in limited spoken dialogue systems. These applications have a restricted scope in normal face-to-face interactions. By using the present trend applications like asynchronous means like online audio discussion boards (Wimba) and podcasting, the learners can build a more natural speaking practice. At little or no charge, audio and video linking computers are permitted by applications like Skype and VOIP (Voice Over Internet Protocol). The students are given the opportunity by I-movies software to videotape themselves role-playing to improve their pronunciation in a second language (Mcnulty & Lazarevic, 2012). Pirasteh's investigation concluded that the second language learners' pronunciation was improved with the help of CALL (Pirasteh, 2014). Some investigations bestow adequate witness that practicing with text-based conversation discussions can help to enhance speaking skills (Payne & Whitney, 2003). The most popular online services available at present which promote speaking proficiency as well as pronunciation for L2 learners, are Skype, Google Talk, Twitter, Facebook, WhatsApp, Tongo, IMO, Viber, Talk ray, WeChat, Nimbuzz, and Yahoo Messenger.

2.5.2 Writing Skill

When writing in a second language, the software provides pupils with automated grammatical error identification, as well as spell check and other auto adjustments. Despite the keyboarding exercise, CALL's pre-writing activity centered on two types of tasks: strengthening learners' word processing abilities and executing word-based and then graphical plans to keep the creative writing process going. One of the most noteworthy developments in language education, according to Egbert and Hanson-Smith (Schwienhorst, 2000), has been the widespread use of electronic devices for writing. When students are writing, they are prompted by word processing to make adjustments. When students write in e-mails, blogs, or other modes where other pupils may read and comment on one another's work, called peer review, that promotes collaborative writing (Levy, 2009). According to Zha et al (2006), research, when students of a foreign language employed electronic communication to submit writing in the chosen language, the second language production was promoted by peer interaction and encouraged L2 students to make corrections aiming to employ L2 accurately. Programs related to CALL were improved Systeme-D is a combined writing and editing approach that includes features of writing, grammar, and vocabulary (Zaini & Mazdayasna, 2014). To promote collaborative writing and the web, software has been improved: most recently language instructors have co-opted the free open-source Google Docs (<http://docs.google.com>) for this purpose. Writing blogs employing a second language provides the learners with an interactive design that encourages the second language learners' enthusiasm and the writing is supplemented with peers' responses

(Özdemir & Aydın, 2015). New tools that can sustain second language writing are presented by Wikis or Blogs (Warschauer, 2010). Hence, the popular available applications to enhance writing proficiency are Word Processing, E-mails, Blogs, Google Docs, and Wikis.

III. METHODOLOGY

3.1 Method

The present research is based on a questionnaire approach. The chief purpose of adopting this survey approach is the empirical research technique is becoming more and more important in quantitative research methodology because it works well for conducting studies in the social sciences, business management, and health sciences (Aithal & Aithal, 2020). The process of creating a model to determine the link between various variables found in an issue is part of the empirical research technique. According to Extranjera & España, 2007, certain facts, attitudes and opinions related to respondents' data, questionnaires are generally employed in survey research.

3.2 Participants

A total of 50 respondents in equal number of control and experimental groups took part in the experiment and enrolled for the spring semester of 2023, ranging in age from 20 to 25 years, in the Department of English at the College of Education in the Traghan region under Fazan University in Libya. They were all pursuing seventh and eighth semester BA in Applied Linguistics program. Their demographic data is listed by pseudonym Table 1 shows the results.

Table 1: Participant Demographics (N=50)

Gender	Male	06 (12%)
	Female	44 (88%)
Average age	20.6 years old	
Stage of current language learning	Seventh semester	28
	Eighth semester	22
Average years of learning language	10.3 years	
Years of technology expertise on average	3.5 years	

3.3 Data Collection

To obtain data on Libyan pupils' web use in language study, a digital literacy questionnaire (Appendix 1) was used. This data collection took place over the spring semester of 2023. Fifty students received the questionnaires during the normal teaching period during which they were given vivid instructions and explanations for filling out the

questionnaires. The questionnaires were collected upon completion. There were five major components to the questionnaire. The first section deals with factors affecting the use of CALL (10 questions), section two focuses on attitude towards using CALL (5 questions), section three talks about the experience of learning (5 questions), section four deals with the experience of using computers (5 questions) and section five highlights the effect of using

CALL for receptive and productive skills (5 questions). The questionnaire's queries were directly connected to the learners' access to technology, their degree of capability to conduct multimedia tasks, their personal and particular uses of computer systems, and their zeal for CALL, which was the study's main goal.

3.4 Treatment

Using two groups—a control group of 25 students who received traditional language education without the use of CALL and an experimental group of 25 students who used CALL activities and tools to improve their language skills—the study used a quasi-experimental methodology. The goal of the study was to evaluate how CALL affected the language proficiency of participants in reading, writing, speaking, listening, and vocabulary acquisition. The experimental group received the same language curriculum instruction as the other group, but it also had access to CALL resources, including word processing tools, vocabulary games, multimedia tools, actual listening resources, and pronunciation training programs. In contrast, the control group was instructed by conventional means without the utilization of technology. Through survey evaluations, information was gathered on students' opinions of CALL, attitudes toward it, and language proficiency gains. Descriptive statistics were used to compare the mean scores and standard deviation between the experimental and control groups to examine the data. To ascertain the effect of CALL on language abilities, the method's treatment entailed a comparison examination of the results between the two groups. The results indicate that CALL can be a useful strategy for increasing language learning outcomes, especially when it comes to speaking, listening, writing, reading comprehension, and vocabulary development.

3.5 Data Analysis

To improve the accuracy and reliability of the study, regulations for ethical research department and high-quality exercise in gathering, examining, and presenting questionnaires were strictly followed (Kelley et al., 2003). Besides this, the researcher adapted the Digital Literacy Questionnaire (DLQ) from Son et al. (Son et al., 2011) who employed it to effectively investigate 73 EFL English instructors' experiences. For the convenience of the context and the study, the questionnaire items were modified. The questionnaire was written in English and contained 30 questions in five sections. Responses were provided on a 5-point opinion scale. A thumbs up 5 means the participants strongly agree with the statement, while a thumbs down 1 signals participants disagree, was employed to gauge the participants' opinions and through yes-no questions, the participants' anonymous responses were gathered. To analyze the data, descriptive statistics were employed.

IV. RESULTS AND DISCUSSION

4.1 Results

The study's conclusions and implications, address the research questions that served as the basis for this one. This research sought to unravel key insights into the role of CALL in Language Skills by examining survey research, ultimately shedding light on the factors affecting the students' use of CALL, their attitude towards using CALL, their experience and using computers and the effect of using CALL for the four skills. The findings of the current study answer the research questions stated in this study.

Table 2: Rank of Influencing Variables in Computer Integration

Rank	Factors	Frequency	Percentage
1	Restricted access to the Internet	40	80.00
2	Lack of computer-based materials	38	76.00
3	Limited knowledge of computers	35	70.00
4	Computer literacy	32	64.00
5	CALL programs in classroom activities	27	54.00
5	Duration of using computers per day	27	54.00
7	Lack of interest of students	20	40.00
8	Limited time	12	24.00
9	Possessing personal computer	05	10.00
10	Lack of computer skills of teachers	02	04.00

Table one shows the ranking of influencing variables in computer integration. The students were asked the first ten questions from the section one questionnaire that designed factors that affected their use of CALL activities in the classroom. Ranks were given according to the majority of responses. 80% of respondents rated restricted access to the Internet as a serious concern, placing it as the top influential factor. This implies that important obstacles to the successful incorporation of computers are the ease of use and accessibility of the Internet.

The second most common difficulty, as reported by 76% of respondents, is the absence of computer-based materials. This emphasizes how crucial it is to provide interesting and pertinent resources to enhance computer-assisted learning. Third on the list of factors mentioned by 70% of respondents is limited computer competence. This emphasizes how important it is for teachers and students to receive thorough training and assistance to improve their computer abilities. Sixty-four percent of respondents said computer literacy is important, placing it at number four. This suggests that even while knowledge of computers is considered necessary, there is still space for development in this field. Five percent of respondents ranked CALL applications in classroom activities and daily computer

usage duration as tied for fifth place. This implies that the amount of using a computer and the incorporation of CALL applications are seen as crucial factors in computer incorporation. Students' lack of interest comes up at number seven, as mentioned by 40% of respondents. This suggests that the effectiveness of computer integration initiatives is greatly influenced by the motivation and participation of students. The restricted time comes in at number eight, as stated by 24% of respondents. This implies that the successful incorporation of computers in classrooms may be hampered by time restrictions. Owning a personal computer comes in at number nine, and just 10% of respondents said that it had an impact. This would suggest that, about other issues, being able to use computers for personal use is less of a worry. Educators' lack of computer proficiency comes in last, as just 4% of respondents brought it up. Despite its importance, this factor's low ranking raises the possibility that other variables may have a greater influence on technology integration initiatives. Overall, the research shows that raising computer literacy among teachers and students, resolving challenges with Internet access, and making computer-based resources available are critical stages in boosting the incorporation of computers in educational settings.

Table 3 - Students' Attitudes Towards Using CALL

Q, No	Likert Scale 1		Likert Scale 2		Likert Scale 3		Likert Scale 4		Likert Scale 4		Mean	Standard Deviation
	F	%	F	%	F	%	F	%	F	%		
11	2	4	3	6	5	10	15	30	25	50	4.16	1.12
12	1	2	3	6	15	30	9	18	22	44	3.96	0.89
13	7	14	13	26	10	20	7	14	13	26	3.12	0.48
14	4	8	5	10	6	12	15	30	20	40	3.84	0.94
15	0	0	2	4	6	36	20	40	22	44	4.24	1.43

The engagement in extracurricular activities and instruction (Q1) average score is 4.16, with a standard deviation of 1.12. This shows that students generally agree or strongly agree with the statement, indicating that they have a good attitude toward taking part in more CALL courses and activities. Although there is significant variation in the replies, the standard deviation shows a generally favorable trend. Contentment with CALL instructional techniques (Q2) is 3.96 on average, with 0.89 as the standard deviation. This indicates a modest degree of contentment with the CALL teaching tactics faced, as learners are, on average, indifferent to agree with the

statement. The standard deviation shows some variation in the students' answers, with some voicing more strongly held beliefs than others. The mean score for the belief that more technology should be used in the classroom (Q3) is 3.12, with a standard deviation of 0.48. This suggests that students do not strongly believe that more technology should be used in the classroom, as they are generally neutral to somewhat disagree with the statement. The low standard deviation indicates that pupil's responses are often consistent. The mean score for the opinion of CALL as improving education (Q4) is 3.84, with a standard deviation of 0.94. This suggests that students generally agree to

strongly agree with the statement, indicating that they have a good opinion of CALL improving their education. Although there is significant variation in the replies, the standard deviation shows a generally favorable trend. The average result for the preference to use computers in the classroom (Q5) is 4.24, with a 1.43 standard deviation. This suggests a significant desire for utilizing computers in the classroom for learning, as students agree to strongly agree with the statement on average. The large standard deviation suggests that there is a great deal of variation in the replies from the pupils, with some favoring computer use while

others might not. Based on their eagerness to engage in programs, their happiness with teaching tactics, their confidence in the educational benefit of CALL, and their choice for utilizing computers in the educational setting, the study usually indicates that students have a good attitude towards using CALL. There are differences in opinions, though, especially when it comes to the assumption that technology might need to be used in the classroom more, which suggests that additional research and comprehension of students' viewpoints are necessary.

Table 4 – Students Experience of Learning Through CALL

Q. No.	Likert Scale 1		Likert Scale 2		Likert Scale 3		Likert Scale 4		Likert Scale 5		Mean	Standard Deviation
	F	%	F	%	F	%	F	%	F	%		
16	10	10	8	16	15	45	10	40	7	35	2.92	0.45
17	7	7	8	16	10	30	20	80	5	25	3.16	0.52
18	10	10	20	40	10	30	5	20	5	25	2.50	0.47
19	1	1	2	4	2	6	15	60	30	150	4.42	1.17
20	6	6	4	8	15	45	15	60	10	50	3.38	0.73

Table four highlights several ways computer-assisted language learning (CALL) impacts the academic journey. The Q1 mean score for enhancement of overall academic achievement is 2.92, with a 0.45 standard deviation. This suggests that generally speaking, students are either indifferent or somewhat disagree that their academic achievement in general has improved as a result of computer-assisted learning. The low standard deviation indicates that student responses are often consistent. The language enhancement skill (Q2) mean score is 3.16, with a 0.52 standard deviation. This indicates that students generally concur that CALL has enhanced their language proficiency. The standard deviation shows that there is some variation in the pupils' answers—some may completely concur while others may not. Encountering substantial obstacles. The mean score for learning using CALL platforms (Q3) is 2.51, with a standard deviation of 0.47. This suggests that students are generally neutral to somewhat disagree when it comes to the substantial difficulties they had when using CALL platforms to study. The standard deviation indicates some variation in the results, indicating that some pupils had greater difficulties than others. The mean score for Q4, which measures the

predisposition towards self-directed learning, is 4.42, with a standard deviation of 1.17. This suggests that students strongly agree that taking part in CALL has made them more likely to study independently on their own, on average. Given the large standard deviation, there appears to be a significant range in the replies from the students, with some maybe strongly agreeing and others not. The CALL (Q5) assessment capabilities and adequate feedback have a mean score of 3.38 and a standard deviation of 0.73. This shows that most students have a neutral opinion about whether or not CALL offers sufficient feedback and evaluation tools. The standard deviation shows some variation in the replies, suggesting that although some students may find the feedback and evaluation tools sufficient, others may not. Overall, the data reveals that although students are largely in agreement that CALL has enhanced their language proficiency and motivated them to study independently, they are unsure or significantly differ about how it has affected their overall academic achievement. Furthermore, students' experiences differ about the difficulties encountered and the suitability of CALL's feedback and evaluation tools.

Table 5 – Experience of Students' Using Computers

Q. No.	Likert Scale 1		Likert Scale 2		Likert Scale 3		Likert Scale 4		Likert Scale 5		Mean	Standard Deviation
	F	%	F	%	F	%	F	%	F	%		
21	0	0	3	6	7	21	35	140	5	25	3.84	1.05
22	25	25	10	20	5	15	5	20	5	25	2.10	0.55
23	1	1	5	10	15	45	10	40	19	95	3.82	1.03
24	30	30	15	30	0	0	3	12	12	60	1.64	1.08
25	23	23	12	23	5	15	2	8	10	50	2.20	0.63

Table 5 illustrates the spectrum of attitudes students have about computer use. The mean score for Q1 on enjoyment of computer use is 3.84, with a standard deviation of 1.05. This suggests that students generally agree to strongly agree that they enjoy using computers a lot. The standard deviation indicates that there may be considerable variation in the replies, with some pupils appearing to enjoy it more than others. Perception of correctly learning how to utilize a computer (Q2) 2.10 is the average score, while the standard deviation is 0.55. This suggests that students generally disagree to strongly disagree that learning how to use computers appropriately is essential. The low standard deviation indicates that student responses are often consistent. Q3 the mean score for the ease of use of the software and hardware components of a computer is 3.82, with a standard deviation of 1.03. This suggests that pupils generally concur to highly concur that they have no issue using computer hardware and applications. The standard deviation indicates that replies could vary, with some pupils finding it more straightforward than others. The mean score for the perception of computers as difficult and complex (Q4) is

1.64, with a standard deviation of 1.08. This indicates that, on average, students firmly believe that computers are too complex and difficult to utilize efficiently. The standard deviation indicates that there may be some variation in the students' answers, with some maybe strongly disagreeing and others not. Technical language-related feelings of isolation and helplessness (Q5) had a mean score of 2.20 and a standard deviation of 0.63. This suggests that, on average, pupils disagree with neutralizing the idea that using technical jargon when talking about computers makes them feel alienated and helpless. The standard deviation indicates some variation in the replies, indicating that some pupils experienced greater isolation and helplessness than others. Overall, the data indicates that students do not consider computers to be very complex or difficult and typically find them to be enjoyable to use. There are differences in views, though, especially when it comes to how important it is to learn how to use computers properly and how technical terminology makes one feel alone and helpless. These findings emphasize how crucial it is to give pupils help and direction to improve their computer confidence and abilities.

Table 6– Effect of Using CALL for Receptive and Productive Skills

Q. No	Likert Scale 1		Likert Scale 2		Likert Scale 3		Likert Scale 4		Likert Scale 5		Mean	Standard Deviation
	F	%	F	%	F	%	F	%	F	%		
26	10	10	8	16	5	15	10	40	17	75	3.32	0.89
27	0	0	3	6	6	18	11	44	30	150	4.16	0.99
28	2	2	4	8	10	30	14	56	20	100	3.92	0.98
29	0	0	2	4	2	6	22	88	24	120	4.36	1.06
30	2	2	5	10	7	21	13	52	23	115	4.00	0.79



Table 6 depicts how Computer-Assisted Language Learning (CALL) tools provide a variety of language skills. The mean score for the Q1 assessment on the improvement of reading skills using CALL multimedia tools and courses is 3.32, with a standard deviation of 0.89. This shows that students generally agree that the reading proficiency courses and multimedia aids offered by CALL systems have improved their reading skills considerably. The standard deviation indicates some variation in the results, indicating that some pupils have improved more than others. Games and activities' efficacy in expanding vocabulary (Q2), the standard deviation is 0.99 and the mean score is 4.16. This suggests that students generally agree to strongly agree that using computers to play games and complete vocabulary-building activities has helped them acquire new words. Some students may find these exercises more beneficial than others, as seen by the standard deviation, which indicates some variety in answers. Using word processing technologies to enhance writing efficiency and clarity has resulted in a mean score of 3.92 with a standard deviation of 0.98 (Q3). This suggests that students generally concur to strongly concur that having access to word processing and editing tools has allowed them to write more efficiently and coherently. The standard deviation indicates some variation in the replies, indicating that some pupils have improved their writing more than others. The mean score for Q4, which measures auditory skills progress and access to genuine listening resources, is 4.36, with a standard deviation of 1.06. This shows that students generally strongly agree that they have been able to obtain a wider variety of genuine listening materials to improve their listening abilities as their internet usage has expanded. Overall, the research indicates that students believe utilizing CALL improves their productive (writing and speaking) and receptive (reading and listening) language abilities. In addition to offering access to a wider variety of real listening materials, CALL seems to be especially successful in improving vocabulary, writing, and speaking abilities. The fact that different students experience varying degrees of improvement, however, emphasizes the need for tailored learning strategies in CALL.

4.2 Discussion

Research Question 1: Multimedia tools, games involving words, word processing tools, actual listening resources, and pronunciation practice are among the features that students view most favorably, suggesting that these features have a favorable impact on how they use CALL. Given the

high mean values for these variables, it appears that students think these aspects improve their language learning process.

Research Question 2: Students think that using CALL in language training is a good idea. They find it enjoyable and useful for enhancing their language abilities, especially when it comes to speaking, writing, listening, reading, and expanding their vocabulary. There is considerable student agreement about the advantages of CALL, as seen by the high mean scores and low standard deviations for these factors.

Research Question 3: The use of CALL by students to acquire a second language is valued. They feel that CALL improves all aspects of their language skills, including speaking, listening, writing, reading, and expanding their vocabulary. The favorable reactions and elevated average scores indicate that learners view CALL as an advantageous instrument for acquiring language skills.

Research Question 4: Students believe that utilizing CALL has enhanced both their productive (writing and speaking) and receptive (reading and listening) skills. They feel that CALL has improved their speaking, listening, writing, vocabulary learning, and reading comprehension. The high average scores for these factors show that CALL has a very beneficial effect on students' language proficiency.

As a result, the study's conclusions support its goals as they offer a thorough grasp of students' attitudes, convictions, and interactions with CALL usage for language learning. The findings imply that students have a favorable opinion of CALL and believe it to be a useful tool for improving language skills.

4.3 Implications and Future Prospects

The results of this investigation on CALL have several ramifications for future studies and language training. First off, students' favorable opinions of CALL indicate that using technology in language teaching may both increase students' language proficiency and learning experiences. Using CALL resources and activities that students find interesting and useful—like vocabulary games, multimedia tools, and pronunciation practice programs—teachers may take advantage of these results. The report also emphasizes how critical it is to meet pupils' diverse computer literacy and ability levels. While some students would find CALL helpful and easy to use, others could find the technological parts difficult. Teachers must offer assistance and instruction so that every student may

get the most out of CALL. The study also emphasizes the need for more investigation into the efficacy of CALL in various language learning environments. Future research might look into how certain CALL activities and technologies affect various language abilities and how best to include CALL in language teaching. The results of this study indicate, in summary, that CALL may be able to increase language proficiency and learning. Teachers may more effectively use technology in language education to accommodate the different needs of their students and improve their language learning results by knowing the attitudes and experiences that students have with CALL.

V. CONCLUSION

Every element of our lives has been impacted by the information technology wave, and technology is now essential to the teaching and learning of languages (Razak et al., 2020). Many of the most recent research studies, particularly advances in technology and CALL study, have focused on the implementation of technology in language instruction and learning (Zhao, 2003). The purpose of the study was to find out how Libyan students felt about using computer-assisted language learning (CALL) in language classes. The study's goals were to investigate how students use CALL, how they see it, what benefits they see from using it to learn a second language, and how CALL affects English majors' language proficiency at Traghan College, Fezzan University. The findings show that students have a good perception of and feel that several components of CALL, such as multimedia tools, vocabulary games, word processing tools, actual listening resources, and pronunciation training, improve their language learning experience. Students also think well of using CALL, considering it enjoyable and useful for enhancing their language abilities. Additionally, they think that using CALL to learn a second language improves their overall language skills, which is why they appreciate it. Students also believe that utilizing CALL has enhanced their productive and receptive abilities. They feel that CALL has improved their speaking, listening, writing, vocabulary learning, and reading comprehension. The study concludes that students see CALL favorably and believe it to be a useful tool for improving language ability. The results emphasize how crucial it is to incorporate CALL into language training to boost student's language proficiency and learning settings.

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APPENDIX A

STUDENT QUESTIONNAIRE

I appreciate you taking the time to complete this questionnaire and helping me. I'd like to know more about your background, expertise, and computer-related abilities. Your answers will be kept completely confidential, and no report or publication will ever name specific pupils by name. Please provide as precise an answer as you can to all questions. Please mark (√) against the box next to the statement that best describes how much you agree or disagree with the following ideas:

- 1- Strongly Disagree
- 2- Disagree
- 3- Uncertain
- 4- Agree
- 5- Strongly Agree

SECTION I

Q. No	Factors Affecting the Use of CALL	1	2	3	4	5
1	My access to websites or online resources that could be helpful for computer-assisted language study is extremely limited or blocked by my university.					
2	The amount of computer-assisted instruction, multimedia exercises, and digital materials accessible for my language education is extremely limited.					
3	My ability to engage in CALL is substantially hampered by gaps in my knowledge of computer fundamentals, hardware, software, troubleshooting techniques, etc.					
4	I would assign the following rating to my comprehensive computer understanding: (1 Novice - 5 Expert) for abilities such as typing fluency, accessing OS and interfaces, downloading and installing applications, maintaining files and storage, and picking up new programs rapidly.					
5	I think instructors have done a sufficient job of incorporating CALL exercises into their instructional plans and content in my classroom.					
6	I decide to use my computer time for leisure purposes such as social networking, gaming, watching videos and music, and so on, for __ hours per day aside from academics.					
7	I take an active role in every CALL activity that is allocated to me and am not bored or uninterested.					
8	I think teachers provide enough time in class so that classmates and I may participate completely in CALL assignments.					
9	I have access to my computer, which is equipped with the CALL program, so I can study languages even when the college computer lab is closed.					
10	My professors use CALL platforms and tools with complete ease and skill.					

SECTION 2

Q. No	Attitude Towards Using CALL	1	2	3	4	5
1	I would like to participate in additional CALL programs and lessons.					
2	I'm happy with the CALL teaching strategies I've encountered thus far.					
3	I believe that more technology should be used in the classroom by teachers.					

4	I think CALL enhances my education in general.					
5	I like to use computers in the classroom to learn.					

SECTION 3

Q. No	Experience of Learning	1	2	3	4	5
1	My general academic achievement has increased because of computer-assisted learning.					
2	CALL has been most helpful in enhancing language proficiency (reading, writing, speaking, and listening).					
3	Learning with CALL systems presented serious difficulties for me.					
4	Taking part in CALL has made me more inclined to study alone.					
5	CALL has sufficient evaluation and feedback features.					

SECTION 4

Q. No	Experience of Using Computers	1	2	3	4	5
1	Using computers is a lot of fun for me.					
2	It is imperative that I learn how to use computers correctly.					
3	I have no trouble using computer software and hardware.					
4	I think computers are too complicated and challenging to utilize efficiently.					
5	I feel excluded and powerless when others use technical language when discussing computers.					

SECTION 5

Q. No	Effect of Using CALL for Receptive and Productive	1	2	3	4	5
1	CALL systems' multimedia tools and reading comprehension courses have significantly increased my reading ability.					
2	Games and activities that help you increase vocabulary with computers have helped me learn new words.					
3	I can write more effectively now that I have access to word processing and editing tools.					
4	As my computer utilization has increased, I've been able to access a greater range of real listening resources to hone my auditory skills.					
5	Speech recognition exercises, recording programs, and CALL pronunciation training programs have all assisted me become a better speaker overall.					