PERCEPTIONS ABOUT CALL OF BS ENGLISH STUDENTS IN PUBLIC SECTOR COLLEGES OF LAHORE

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ABSTRACT: *This paper deals with the future of language teaching through computers, which is a popular trend in the world of today. This approach is commonly known as CALL. However, Pakistan is far behind in this regard and there are few glimpses of usage and understanding of CALL in Colleges and universities. Higher education commission Pakistan is playing a pivotal role by providing training to teachers regarding CALL but it is in its initial stage. In Pakistan there are few teachers who really use tools and methods to help students to languages in a different and effective way. The phenomenon of CALL is new for Pakistani students as well, so there is a necessity to do the needs analysis of students in order to properly cascade CALL to different students at different levels. There is a staunch requirement to know that what is the attitude of students studying in the colleges towards CALL and If CALL can be the motivating factor for them to learn and use language in a different way. Can use of CALL help the Pakistani students to overcome the problem of language learning, a problem which they are facing for the last sixty years, i.e. English language learning This research paper will help in finding out the answers of the questions which will support in deciding the proper usage of CALL if the students are inclined towards CALL, if they are taking it positively or it's an added burden apart from language learning. This research will also help to establish the fact the innovation in language teaching in a country like Pakistan with less educational growth could be helpful or not. And lastly the usage of computers for learning purpose is considered as an appreciated act or not*
Keyterms: CALL, Pakistan, Teacher, BS English Students,

INTRODUCTION

CALL may be termed as the employment of the computers in learning and teaching process of language. CALL implicates the appliance of computer procedures in the learning of the language consequently considered as applied learning.

This age is termed as the age of machines and computers this is because of the swift growth in the field of computers and gadgets, software and hardware are used for multiple needs. Similarly in learning the requirement for language learning through computers cannot be exaggerated, as jotted above, computers are 'family members', people now practically have computers with them in their repertoire. One may say that the latest "Achilles' heel" of the world is the computers. So it is pivotal that it be functional to learning languages as well, making it trendy fashionable pertinent to latest methods and enjoyable.

In 20th century the class rooms used to be teacher centered and students were the passive personalities in the class room. Their main job was to sit in the class like dummies and listen to the lectures delivered by the teachers. Different approaches were used to teach students such as direct method, grammar translation method, audio lingual method etc.

In Pakistan, a country with educational rate where educated population is not more than 30% the situation was more adverse. Especially in the rural areas where the class rooms were typically teacher centered and teacher dominance was the key. And this situation still prevails to some extent. The only prominent method was direct method which was supported by grammar translation method. It is a surprising fact that still in Pakistan communicative method or students centered method is not a common practice over all. They may be used in cities but they are not at all used in villages or rural areas. So the role of audio visual aids and multimedia is still a long way and a dream. Even the Colleges in cities are lacking

this nominal facility of education thus keeping the students deprived of technology use in the class room.

As English is the lingua franca of the world. In Pakistan the situation regarding value of English is higher than the world. English has gained a lot of prominence and pivotal place since Pakistan gained independence. Here English is a language of status class and modernity. Rather English can be termed as a standard in Pakistan. But as far as the method of teaching English is concerned it was not effective. Over the span of 60 years students were unable to use, utilize and utter properly in English thus making English the "AQLEES HEELS" of the country. This reflects that the method of teaching English was not effective and failed to provide effective results. After the introduction of the technology in language teaching there is a need to introduce methods and techniques which can help students in learning differently without having pressure to learn. In other words fun learning ambiance should be developed which can psychologically raise pressure from their nerves thus producing effective results in language learning. Computers are common phenomenon widespread in society, homes and business, in Pakistan. There is staunch urgency for learning languages through computers. Pakistan is still lacking competence and performance in this field. With the changing trends of the modern world it has become pivotal to be a computer literate and it's an obvious phenomenon now all around the world. In teaching, the teacher teaching languages have started using different technologies, new pedagogical skills and tools. Introduction of new pedagogy does not mean the elimination of the old programs and methods but it is just innovation in teaching languages slowly and gradually but differently. Now the teacher is no more the SOUL of the class. Now the classes are student centered.

Dhaif emphasizes the role of computer in language learning, he says that, "there is no doubt that just as the computer has established itself firmly in the world of business and communication technology, it has also succeeded in acquiring a fundamental role in the educational process. This role is becoming more powerful as computers become cheaper, smaller in size, more adaptable and easier to handle. Computers are becoming more appealing to teachers because of their huge capabilities and extensive effectiveness". [1]

It's an astonishing fact that children learn computers easily and quickly. This is the only thing on which they are not dependent upon their elders and adults. It seems they are pre programmed about computer learning. That's why they learn computer easily, it's astounding to see usually that young ones teaching the elder ones how to use different software so from kids to youngsters all are fond of using computers. This capacity of interacting and using computer for different purposes is much more when they grow up and it has been observed that a youngster at present knows much more of a computer than a person who was at the same age 20 years ago. This is because of the accessibility of the computers to everyone. One can say that it would be quite pertinent to give their 'favorite dish' for learning languages purpose also so that they may able to learn effectively without the help of teachers

STATEMENT OF THE PROBLEM

The particular research focuses on analyzing the attitudes of BS English students of lahore towards CALL. The researchers will investigate the attitude of students towards CALL? What is their perception? How they think about CALL as a major tool in learning languages. A questionnaire has been designed to support the questions asked above and this study will be he helpful to understand if there are any hindrances deficiencies and discrepancies in learning thorough tools and computers

PURPOSE OF THE STUDY

The principles of the current study are to investigate the

- To investigate the attitude of the students of BS colleges towards CALL.
- To examine that how can CALL affects the students in their learning
- To check if they find this trend of learning interesting and worthy

SIGNIFICANCE OF THE STUDY

CALL is a new phenomenon in Pakistan and it hasn't been a trend in Pakistan. Learning through computers is a different aspect as in Pakistan most of the people use them for fun recreation or for their professional use. Learning languages and teaching through different software is rarely operated in Pakistani education system. In major cities like Lahore, Karachi and Islamabad the phenomenon has made its place and it is being used in patches in different educational institutions. This study will help understand the students' reaction towards this type of learning as Pakistani students are habitual of learning from the teachers. This research will also help in checking the motivational level of the students if they feel motivated in learning through CALL or not

Population of the study

An investigation was conducted in five urban Public sector Colleges of Lahore which are offering BS four programs semester system. From the five colleges of Lahore 20 students from each college were taken using simple random sampling technique. So overall 100 respondents were chosen as a sample for the specific study

Delimitations of the study

To taper the horizon of the research five public sector colleges of Lahore were randomly selected. Private sector colleges were not selected

Then in the next step the students of BS four year semester systems were selected as a population.

An important aspect is that only BS English students were selected from all the colleges. This criterion was derived to set the limits of the Research.

RESEARCH QUESTIONS

1)   What are the behaviors of the BS English students towards CALL?
2)   How CALL affects the motivational factor of learning of the BS English students?

LITERATURE REVIEW

Computer – assisted language learning (CALL) is an approach which is a hub for employing computer technology in teaching and learning a foreign language. This advancement which has become a fixture in many homes in the present era has a remarkable tendency to be integrated in educational and instructional practices. The term Computer – assisted language learning (CALL) is intertwined in many dimensions with Computer enhanced language learning (CELL), Computer – assisted second language acquisition (CASLA), Technology – assisted / enhanced language learning (TALL /TELL), Network – based language teaching (NBLT) and most recently Mobile – assisted language learning (MALL). Basically CALL has been considered as an umbrella term i.e "Technology and task – based pedagogy" for over two decades and is in vogue whereas all other terms are sub –terms. There is an extensive variety of handy classroom ideas under this umbrella term as well as a promising classroom foundation [2].

CALL was little more than a specialist interest within the wider field of language education in general. Nowadays it has become more widely accepted in the fields of research, education and language teaching [3,4].

As Levy states that CALL is "the search for and study of applications of the computer in language teaching and learning" [5].

With the latest progression in technology CALL has materialized itself as one of the most enticing and appealing substitute to conventional modes of interactional patterns in varying student – teacher interface. The era of restricted access to desktop computers with a few essential "drill and kill" software programs is obsolete in many perspectives. CALL has nurtured online blogs, use of apps, virtual learning environments, computer – mediated communication, etc. Despite acknowledgment that the dominant acronym CALL is "anachronistic' it however remains with us [6].

Gamper and Knapp further define Computer – assisted language learning as "a research field which explores the use

of computational methods and techniques as well as new media for language learning and teaching" [7].

In this connection it can be asserted that media stimulates the interest and curiosity of the teachers and learners by assimilating realia with the classroom scenarios. Also, it paves the way for interactive opportunities to process information and integrate knowledge and skill, theory and practice by means of attention grabbers [8].

In a broader spectrum Beatty states that "any process in which learner uses a computer and as a result improves his / her language"[9].

This definition provides an innovative stance and is regarded as a starting point of CALL which opens new avenues within the existing multifaceted range of second language learning modules. In addition, it is a newly emerging podium which requires knowledge and skills on the part of teachers, learners and researchers who want to incorporate it into their professional and instructional observations in order to gain competence.

Egbert and Petrie therefore delineate CALL as an effective landscape on which learners "learn language in any context with, through and around computer technologies." [10]

Although the term "technology" is frequently exploited in a way that is more identical with computers these days, it can in fact be applied to a far wider range of teaching, learning and multidimensional situations than mere "computer". Hence there was a paradigm shift in the language laboratories, a move from classroom text based accessories to technological tools for the enhancement of language learning. It is an enthralling journey from portable tape – recorders and film strip projectors to effectual tools and apparatus which have brought revolutionary changes in all modern language areas.

Developmental phases of CALL

CALL progression can chiefly be divided into three stages[11].
1.   The Behaviorist CALL Approach
2.   The Communicative CALL APPROACH
3.   The Integrative CALL Approach

1.   The Behaviorist CALL Approach

This approach envisaged in 1950s and executed in 1960s and 1970s supports the strand of Skinner, Thorndike, Tolman, Guthrie and Hull. It is comprised of three fundamental postulations regarding the process of learning: learning is manifested by change in behavior; environment characterizes behavior and the principle of reinforcement. These postulations are directed towards the concept of conditioning through which new behavior is acquired. Skinner highlighted the scheme of teaching machines and programmed learning. He brought into play the term Computer- Assisted Instruction (CAI) and exhibited his teaching machine in 1954. The students were presented with drills and practice and they get feedback on their responses, either correct or wrong. Then "early work was done by IBM but CAI grew rapidly in the 1960s when PLATO and TICCIT projects were initiated in America. Computer assisted instruction was very much drill – and- practice controlled by the program developer rather than the learner[12].

2.   The Communicative CALL Approach

The second major developmental stage of CALL initiated in 1970s and 1980s. It was the phase when the supporters of this approach felt a dire need of communication for practical purposes and in real scenarios instead of mere drill and practice activities of the earlier decade. Consequently, in 1984 John Underwood, a leading advocate of the Communicative CALL approach, projected a framework highlighting "premises for 'communicative' CALL". The chief concerns of this series are:

• Emphasis on using forms in real communication instead of mere forms in isolation.
• Teaching of grammar implicitly rather than explicitly.
• Provision of communicative situations to exploit language for real functions instead of using prefabricated patterns.
• Focus on appropriate Error Analysis System (EAS) and avoidance of treatment of errors as hindrances in language learning.
• Allow students to play and experiment with language in authentic situations with least risk of failure.
• Absence of reinforcers like bells and stars to show a winning attitude.
• Exclusive use of target language in a natural environment. [13]

Furthermore, the Communicative CALL approach integrated computer as a 'tutor' model which serves as a facilitator and a resourceful entity by being programmed in text reconstruction, language games and courseware for paced reading. [14].

 In these programs computer serves as the 'knower of the right answer'. Such mechanism of programs is in striking contrast with the drill and practice format and encourages a fair amount of student control and interaction. [15].

In addition, a distinguished CALL model employed for communicative purposes regard computer as a 'stimulus' which not only leads to the choice of the right answer rather it also excites to generate opportunities for open discussions in problem solving environment and critical thinking. The soft wares having the programs like *Sim City; sleuth* or *Where in the world is San Diego*? (Healey &Johnson, 1995b) are not specifically designed for language teaching purposes rather they can be utilized in multifarious ways[13]

Therefore, Communicative phase of CALL particularly the stimulation phase paved the way for expansion leading towards refinement of knowledge and skill. This approach opened new pathways and created enriching possibilities for the language learners by broadening the landscape by means of critical thinking and problem solving activities ultimately enhancing the performance and competence. This approach actually allows the learners to move and act beyond their limited territories by manipulating language for 'real' use thus resulting in long term learning with practical inferences. But this approach is lacking in extrinsic motivational factors like awards, prizes etc which can aid learners in escalating their reservoir of knowledge in communicative arena and grasping in tension free but competitive setting.

3.   Integrative CALL approach

Warschauer (1996) explicates that multimedia computers and internet are the significant features of integrative CALL

approach. These technological developments were in vogue in the last decade. Multimedia technology is comprised of a variety of media in a single machine i.e. text, graphics, sound, animation, video etc[15].

A marked feature of multimedia is hypermedia. These multimedia resources are interlinked in a way that helps the learners to plot the route on the basis of multiple integrative resources and interesting learning strategies on their own by a single click of the mouse and in a stress free environment (Zinovjeva, 2005) . As learning by doing and at one's own pace are the keynotes of integrative CALL[16].

Moreover, Warschauer claims that Computer assisted communication has stylized the language teaching for the last few years on the basis of its easy accessibility, wider scope and interesting softwares and activities. In addition, such communication can be asynchronous through tools such as electronic mail which allows the participants to compose messages at their own will and pace; it can be synchronous as well which tends the people across the globe to have one to one dialogues and discussions just by using their keyboards[15].

In this regard internet is a wonderful momentum in paving the way for globalization. It has bridged the barriers of communication as millions of people can stay in touch and have intercultural exchange with native speakers and users of the target language by means of social media sites like Facebook, Twitter, Yahoo Messenger, Skype etc. Also, it provides ample opportunities for the teachers and students to search the web regarding historical references, latest updates, modern developments and much more to satiate their needs. Furthermore, it promotes computer literacy and aids the teachers to become digitally equipped by integrating technology in their teaching practices whether it be a matter of creating virtual classrooms as in Todays' meet, Nicenet or Wikiclass or connected to student –centered activities and resources like Penzu, Vocaroo, Lingro, Photobabble. Chun and Plass holds the idea that the use of a networked environment in general and for second language acquisition in particular is of vital significance because that is quite contrary to the traditional design of text – based and stand – alone systems. It further provides tools for effective teacher – student communication in a lighter environment as in Poll everywhere which encourages student opinions and polls regarding surveys [17].

Internet is an amazing gateway for teachers as well who can utilize multidimensional CALL tools to be incorporated in language teaching and learning practices such as Cloze test creator, Word clouds, Edmodo, Spider scribe, Hot potatoes etc to create a flexible learning environment for the students having multiple learning styles. In fact CALL tools have the tendency to provide extensive information to the learners by means of link to electronic dictionaries and to more detailed screens and links to other content [18].

Such Call tools integrated are offline as well as entwined with internet are valuable regarding corrective feedback strategies and descriptions. Hence integrative CALL approach is a pertinent need of the hour of this technologically advanced era which encompasses the chief concerns of the teachers and the learners around the world to

get connected digitally and virtually within the blinking of an eye in multifaceted aspects.

In the light of aforementioned arguments it can be asserted that the magnitude of learning can be estimated by motivation, confidence and ability (Butler & Lumpe, 2008; Clèment & Kruidenier, 1985; Hirschfeld et al., 2004; Phillips & Lindsay, 2006; Tavani & Losh, 2003) as in Shafaei, A. [19].

They are directly proportional to each other and have a strong impact factor. All these learning dimensions can be achieved by amalgamating the experiences within the domain of classroom and in the real world.

Wrapping up the discussion it can be highlighted that Computer Assisted Language Learning can rightly be represented as "Technology and task – based pedagogy."It provides rich virtual learning environment concerning online blogs and utilization of applications and tools. CALL is undoubtedly a wonderland, serving as a useful and effective alternative to dull and orthodox language learning setting with internet as its offshoot in this era when the world has become a global village. Hence, CALL is a novel medium which figures out the product and process of communication regarding language learning and teaching scenarios. It is basically a headway that opens up new vistas of knowledge and communication for both teachers and learners of second language because of its enormous potential and flexibility. In short, CALL is the chief focus of this technological century and acts as an incentive and catalyst for language teaching purposes encompassing individualization, motivation, immediate corrective feedback, learner autonomy and efficient institutional and teaching efficiency.

RESEARCH METHODOLOGY

In this explicit study, a questionnaire was knitted on a organized method keeping in view the population and their limitations so that the replies must be authentic reliable and there must be no confusion what so ever on the part of the respondents. The pattern was derived from a pre selected population in order to acquire authentic information on particular issues pertinent to this study. There sample size for the current study is 100 which was collected from five public sector colleges of Lahore offering BS English program

RESULTS AND DATA ANALYSIS

The results show different responses from the respondents. The responses were analyzed using SPSS in order to evaluate the frequencies of the responses and it shows some interesting facts.
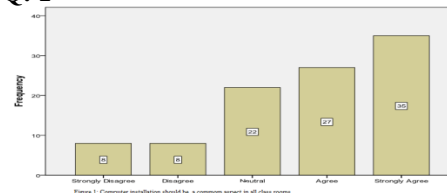
Q: 1

Figure 1: Computer installation should be a common aspect in all class rooms

Fig 1

In Fig 1 the responses of the question, Computer installation should be a common aspect in all class rooms is placed on the

X axis. While frequency is placed on the Y axis. It transpires about the frequency of the given values in a data distribution. Nevertheless, the highest rectangle demonstrates the most prevalent value. Of the 100 respondents 8% strongly disagree 8% disagree 22% neutral 27% agree and 35% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 35%.
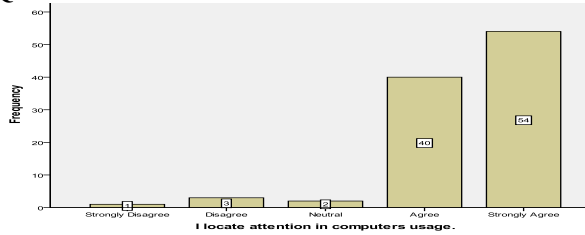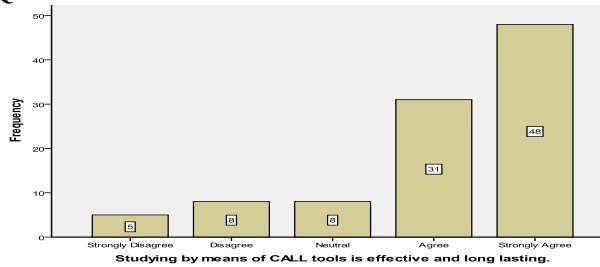
Q:2

Fig 2

In Fig 2 the responses of the question, I locate attention in computer usage is placed on the X axis and frequency is placed on the Y axis. It transpires about the frequency of the given values in a data distribution. Clearly the highest rectangle demonstrates the most prevalent value. Of the 100 respondents only 1% strongly disagree 3% disagree 2% are neutral 40% agree and 54% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 54%.

Q: 3

Fig 3

In this Fig 3 the responses of the question, studying by means of CALL tools is effective and long lasting is placed on the X axis. While frequency is placed on the Y axis. It transpires about the frequency of the given values in a data distribution. If we look at the Graph the highest rectangle demonstrate the most prevalent value. Of the 100 respondents only 5% strongly disagree, 8 %disagree, 8% are neutral while 31% agree and 48% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 48%.
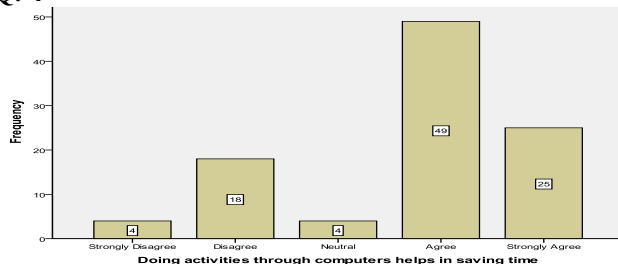
Q: 4

Fig 4

In Fig 4 the responses of the question, doing activities through computers helps in saving time is placed on the X axis. While frequency is placed on the Y axis. It transpires about the frequency of the given values in a data distribution. Nevertheless, the highest rectangle demonstrates the most prevalent value. Of the 100 respondents 4% strongly disagree 18% disagree only 4% are neutral, 49% agree and 25% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being agreed 49%.
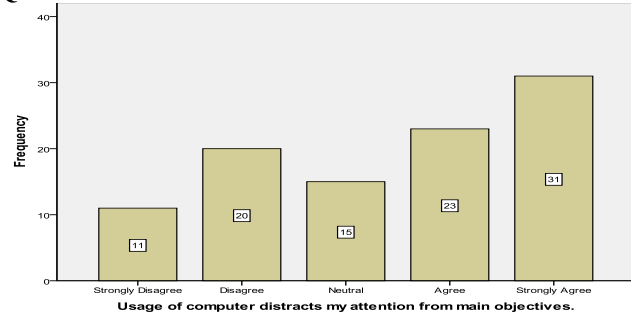
Q: 5

Fig 5

In Fig 5 the responses of the question, usage of computers distracts my attention from main objectives is placed on the X axis. While the frequency is placed on the Y axis. It transpires about the frequency of the given values in a data distribution. The highest rectangle demonstrates the most prevalent value. Of the 100 respondents 11% strongly disagree 20% disagree 15% are neutral, 23% agree and 31% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 31%.
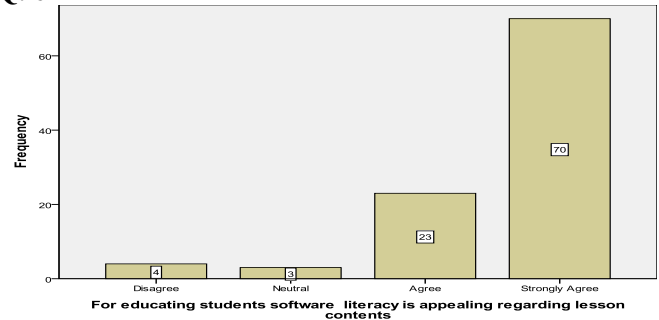
Q: 6

Fig 6

In Fig 6 the responses of the question, for educating students software literacy is appealing regarding lesson contents is placed on the X axis. While the frequency is placed on the Y axis. It transpires about the frequency of the given values in a data distribution. Here we see vividly the highest rectangle demonstrate the most prevalent value. Of the 100 respondents no one strongly disagrees only 4% disagree, 3% are neutral 23% agreeing and 75% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 70%.
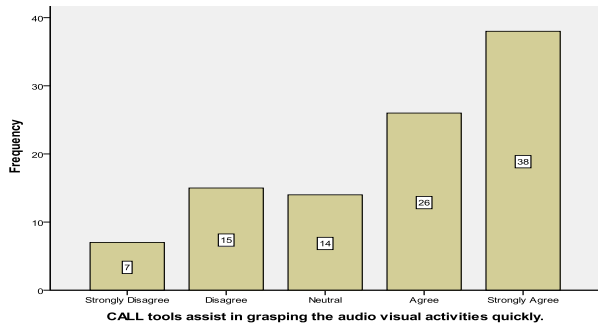
Q: 7

Fig 7

In the Fig 7 the responses from the respondents regarding the question, CALL tools assist in grasping the audio visual activities quickly is placed on the X axis. While the frequency is placed on the Y axis. It transpires about the frequency of the given values in a data distribution. Nevertheless, the highest rectangle demonstrates the most established value. Of the 100 respondents 7% strongly disagree 15% disagree 14% are neutral 26% agree and 38% strongly agree. Descriptions of the data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 38%.

Q: 8
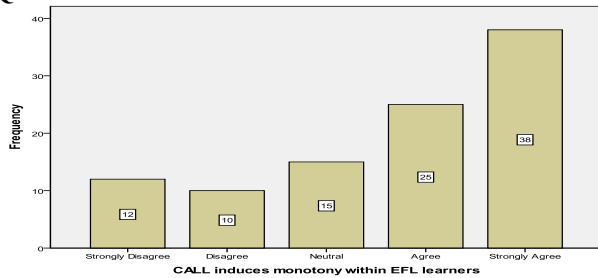
Fig 8

In Fig 8 the response about the question, CALL induces monotony with in EFL learners is placed on the X axis. While the frequency is placed on the Y axis. It transpires about the frequency of the given values in a data distribution. One can see, the highest rectangle demonstrate the most widespread and prevalent value. Of the 100 respondents 12% strongly disagree 10% disagree 15% neutral 25% agree and 38% strongly agree. Descriptions of the data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 35%.
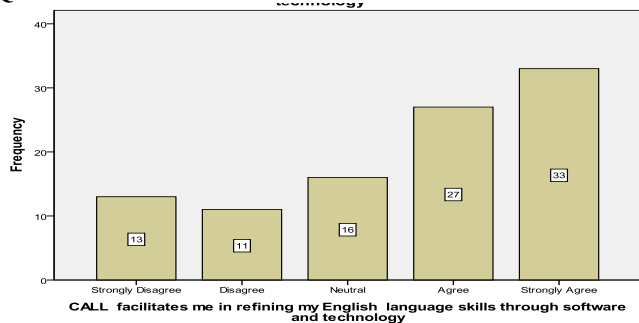
Q: 9

Fig 9

In the Fig 9 the responses about the question, CALL facilitates me in refining my English language skills through software and technology is placed on the X axis. While the frequency is placed on the Y axis. It transpires about the

frequency of the given values in a data distribution. The highest rectangle demonstrates the most significant value. Of the 100 respondents 13% strongly disagree 11% disagree 16% neutral 27% agree and 33% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 33%.
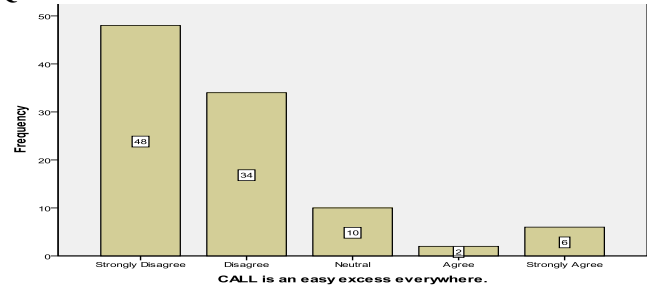
Q: 10

Fig 10

In Fig 10 the responses to the question, CALL is an easy excess everywhere are placed on the X axis. While the frequency is placed on the Y axis. It shows the frequency of the given values in a data distribution. Nevertheless, the highest rectangle demonstrates the most significant value. Of the 100 respondents 48% strongly disagree 34% disagree 10% neutral only 2% agree and 6% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly disagreed 38%.
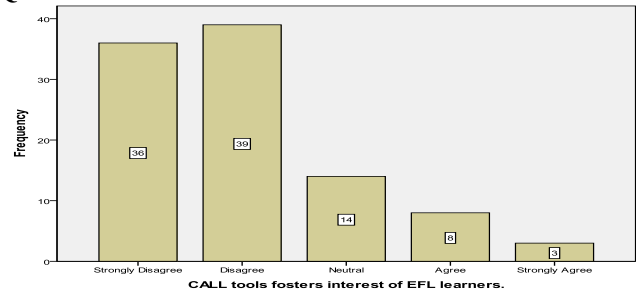
Q:11

Fig 11

In Fig 11 the responses of the question, CALL tools fosters interest of EFL learners is placed on the X axis. While the frequency is placed on the Y axis. It transpires about the frequency of the given values in a data distribution. Nevertheless, the highest rectangle demonstrates the most significant value. Of the 100 respondents 36% strongly disagree 39% disagree 14% neutral 8% agree and 3% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being disagree 39%.
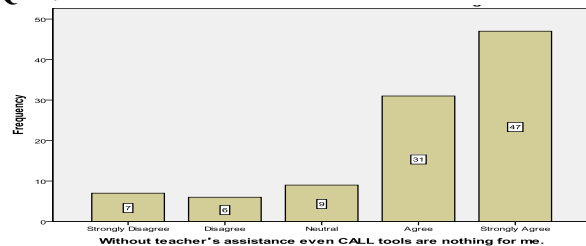
Q 12:

Fig 12

In this specific Fig 12 the responses about the question, without teacher's assistance even CALL tools are nothing for me are placed on the X axis. While the frequency is placed on the Y axis. It transpires about the frequency of the given values in a data distribution. It clearly reflects the highest rectangle demonstrates the most prevalent value. Of the 100 respondents 7% strongly disagree 6% disagree 9% neutral 31% agree and 47% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 45%.
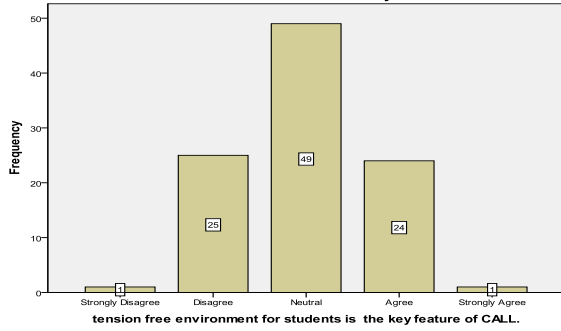
Q: 13

Fig 13

In the Fig 13 the responses about the question, tension free environment for students is the key feature of CALL is placed on the X axis. The frequency is placed on the Y axis. It explains about the frequency of the given values in a data distribution. The highest rectangle demonstrates the most prevalent value. Of the 100 respondents only 1% strongly disagree 25% disagree 49% are neutral 24% agree and only 1% strongly agree. Descriptions of data covering the rang from strongly disagree to strongly agree with the majority being neutral standing at 49%
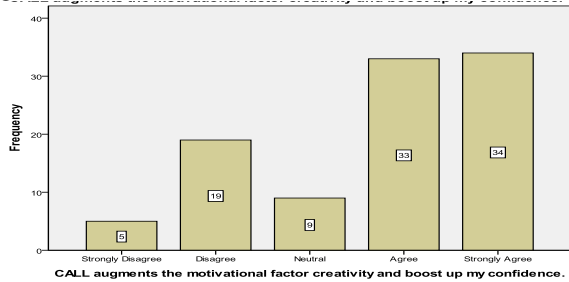
Q: 14

Fig 14

In Fig 14 the responses about the question, CALL augments the motivational factor creativity and boost up my confidence is placed on the X axis and frequency is placed on the Y axis. It narrates about the frequency of the given values in a data distribution. The highest rectangle demonstrates the most prevalent value. Of the 100 respondents 5% strongly disagree 19% disagree 9% neutral 33% agree and 34% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 34%.
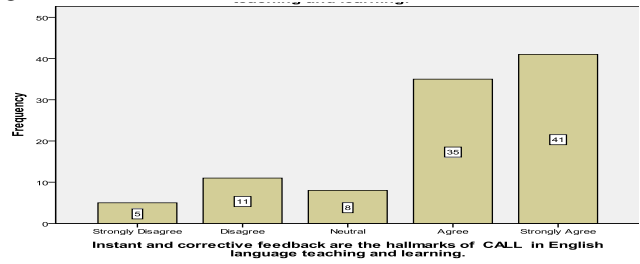
Q: 15

Fig 15

In thisFig 15 the responses about the question, instant and corrective feedback are the hallmarks of CALL in English language teaching and learning is placed on the X axis and frequency is placed on the Y axis. It explains about the frequency of the given values in a data distribution. The highest rectangle demonstrates the most significant value. Of the 100 respondents 5% strongly disagree 11% disagree 8% neutral 35% agree and 41% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 41%.
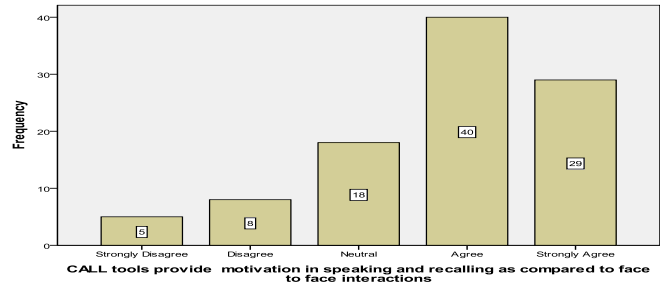
Q: 16

Fig 16

In the Fig 16 the responses about the question, CALL tools provide motivation in speaking and recalling as compared to face to face interaction is placed on the X axis and frequency is placed on the Y axis. It transpires about the frequency of the given values in a data distribution. The highest rectangle demonstrates the most prevalent value. Of the 100 respondents 5% strongly disagree 8% disagree 18% neutral 40% agree and 29% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being agree 40%.
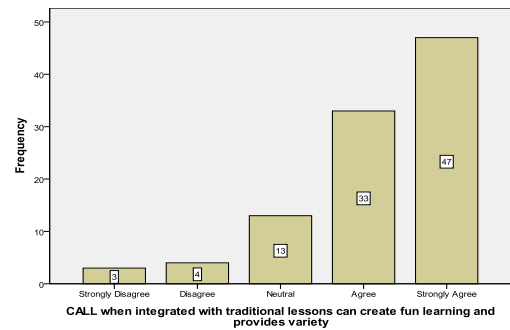
Q: 17

Fig.17

In Fig 17, the responses about the question, CALL augments the motivational factor creativity and boost up my confidence is placed on the X axis and frequency is placed on the Y axis. It narrates about the frequency of the given values in a data

distribution. The highest rectangle demonstrates the most prevalent value. Of the 100 respondents 5% strongly disagree 19% disagree 9% neutral 33% agree and 34% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 34%.
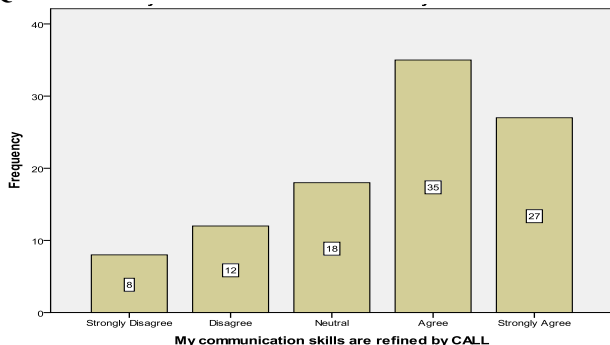
Q: 18

Fig 18

In the Fig 18 the responses about the question, my communication skills are refined by CALL is placed on the X axis and the frequency is placed on the Y axis. It discusses about the frequency of the given values in a data distribution. Vividly the highest rectangle demonstrates the most significant value. Of the 100 respondents 5% strongly disagree 12% disagree 18% neutral 35% agree and 27% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being agree 35%.
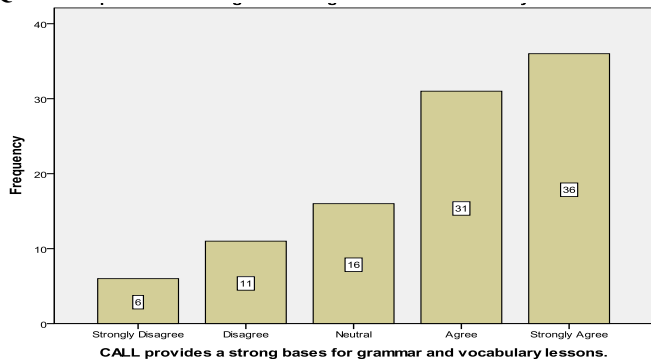
Q: 19

Fig 19

In the Fig 19 the responses about the question, CALL provides a strong bases for grammar and vocabulary lesson is placed on the X axis and frequency is placed on the Y axis. It narrates about the frequency of the given values in a data distribution. The highest rectangle demonstrates the most prevalent value. Of the 100 respondents 6% strongly disagree 11% disagree 16% neutral 31% agree and 36% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 36%.
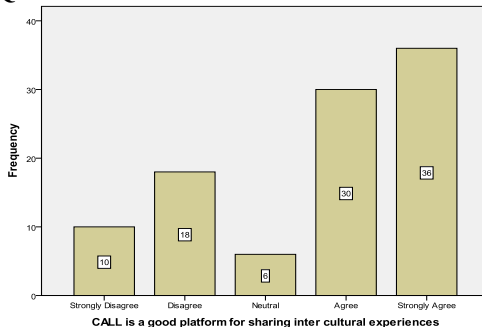
Q: 20

Fig 20

In Fig 20 the responses about the question, CALL is a good platform for sharing inter cultural experiences is placed on the X axis while the frequency is placed on the Y axis. It transpires about the frequency of the given values in a data distribution. The highest rectangle demonstrates the most prevalent value. Of the 100 respondents 10% strongly disagree 18% disagree 6% neutral 30% agree and 36% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 36%.

DISCUSSION ON RESULTS

If we minutely analyze the responses of the respondents of different question we see respondents have given their verdict in a clear and compact manner. In question 1 Majority of the respondents have shown inclination towards the statement of the question having the percentage of 62 in favour which is more than 50% they believe that computers should be a commonality in the classrooms so that students get use to it and they may find it as a regular member of the classroom thus they will not feel oddity and as a surprise element. Randomly looking at question 2 we see a large percentage of the respondents showing strong inclination in favour of the statement is 94% . Similarly if we randomly look at the responses from question 3 we see that79% students have given their responses in favour of the statement that call is an effective tool and they feel interested about it. This is because of the variety CALL software provides to its users. Likewise if we look at question 9 we see that 60% of the participants are in favour of the statement of the question and they feel that CALL is helping them to learn and improve their English language skills by means of a new mode i.e. software. If we look at question 10 we see that a lot of respondents have given their verdict against the statement of the question. The overall ratio against the statement of the question is 82% collectively which is on the higher side

Closely looking at question 14 we see that 66% responses are in favour of this argument thus making it a clear verdict of the respondents. They believe majorly that call is really the factor which boosts their confidence and ability to learn in a different and progressive manner. Similarly if we randomly

look at question 20 we see that 66% respondents are in favour of this argument they believe that CALL is a good forum where they can share their experiences with other people openly as they will avoid face to face interaction thus their confidence will not be affected. Thus CALL will work as a catalyst to improve cross cultural communication and inter cultural experiences.

CONCLUSION

The requirement for CALL for second language learners and especially in the process of second language learning cannot be denied. It is pivotal both in the process of language learning and language teaching because it provides the learners wide horizon of learning and opportunities which are diverse in the process of use of language and also foe acquisition. One cannot deny the place of teacher in a class room but CALL if cascaded properly in the country like Pakistan can give good results. The findings of this research are that the students of the BS colleges of Lahore have taken CALL as productive positive and useful tool which can help them improving their language skills, communication and also learning techniques. CALL is really beneficial and it should be cascaded everywhere in the educational institutions as it really motivates the students in different ways providing them with multiple techniques and opportunities to learn language students. using CALL tool effectively should be trained and properly equipped within the class room can give positive results in a short span of time so proper training should be provided to the teachers so that they may implement CALL in their classrooms. As computer usage itself is a changed element in Pakistani classroom so if teacher is well equipped he/she can make this tool effective for the students of the class. The overall result shows that students of BS colleges of Lahore are not only positive about usage of CALL in their classroom, but they are passionate about CALL as they take it as a different learning method which is not only helps and motivates but also improve their learning and skills

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APPENDIX A

1) - Computer installations should be a common aspect in all class rooms

2) - I locate attention in computers usage.

3) - Studying by means of CALL tools is effective and long lasting

4) - Doing activities through computers helps in saving time

5) - Usage of computer distracts my attention from main objectives.

6) - For educating students software literacy is appealing regarding lesson contents

7) - CALL tools assist in grasping the audio visual activities quickly.

8)-CALL induces monotony within EFL learners

9)- CALL facilitates me in refining my English language skills through software and technology

10)- CALL is an easy excess everywhere.

11)- CALL tools fosters interest of EFL learners.

12)- Without teacher's assistance even CALL tools are nothing for me

13)- tension free environment for students is the key feature of CALL.

14)- CALL augments the motivational factor creativity and boost up my confidence.

15)- Instant and corrective feedback are the hallmarks of CALL in English language teaching and learning.

16)- CALL tools provide motivation in speaking and recalling as compared to face to face interactions

17) CALL when integrated with traditional lessons can create fun learning and provides variety

18)-My communication skills are refined by CALL

`19)- CALL provides a strong bases for grammar and vocabulary lessons.

20)- CALL is a good platform for sharing inter cultural experiences