

# CALL INTEGRATION: DIFFICULTIES AND BARRIERS FACED BY ELT TEACHERS

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**ABSTRACT:** *The current research explores the barriers and difficulties faced by Pakistani ELT Teachers while integrating CALL into their class rooms in Pakistan. Advancement of technology in every section of life has made visible changes in the last twenty years. A Scholar in [1] is of the views that in educational sector and language leaning scenario now individuals are trying to infuse ways which are technology based and are innovative and supportive in language learning. Use of Computers in teaching learning is a common practice in the world for the last 20 years; however, in Pakistan this concept of CALL is still in its infancy. infusion of technology based learning is quite a new phenomenon for Teachers as well as for the students which is getting popular in Pakistan, the soul of CALL integration is always the teacher who uses different technological methods to develop innovative ideas and interest in students. The major difference is that CALL class room is not teacher centered rather it is blended learning and student centered. This article will be helpful in finding those difficulties and issues faced by Pakistani ELT Teachers which are creating problems while integrating CALL in their language class rooms. This research will also be helpful in making a road map and framework to overcome these difficulties and hindrances in order to develop a technology based learning environment in ELT class rooms of Pakistan for teachers and Students.*

**Keyterms:** CALL, Integration, Pakistan, Teacher, Students,

## INTRODUCTION:

Present time is the time of global connectivity; through different technologies. In other words the current world is deeply related with machines, mechanics and technology and this is directly influencing the economies of the countries [2]. So, in the current scenario no one can deny the role of computers which are common in ever domain of life either professional or personal. Use of computers was a scarcity 30 years back but with the advancement of gadgets and technology things have changed rapidly. Now, there is a strong urge of computers literacy and present generation is much more equipped in operating computer as compared to the older generation.

Initially computers were totally used for professional purposes in offices, but with the rapid development in computers' size, technology, software development the picture is totally different now. Now computer are a family member in every house and its private use has become much more. They are used for fun, recreation, playing games, listening songs, Watching the films, social communication and networking. In children because of domestic use computers are extremely popular and kids have become so much keen in computer usage that in some way or the other they spend most of their time in front of computers. This fervent use of computers has made its inclusion possible in the world of education. Computers have gained an efficient role in education world and this is growing day by day. In language teaching due to its easy accessibility, accuracy and completeness computers have become more appealing for the teachers as it gives them the chance to communicate with students in a different manner providing them with timely feedback and guide them outside the class rooms. A scholar in [3] 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".

All this development and keeping in view the interest of kids has positively opened way to develop learning softwares and from here CALL emerges

CALL is termed as computer employment in language teaching and learning[2]. CALL tools do not reject the old pedagogies totally rather it blends previous learning programs with new methods to gain popularity and acceptability [4]

CALL is a blended learning phenomenon in which teachers and students both play eminent role. In advanced countries CALL integrated into class room in late 70s and now after many years it has developed multiple techniques to overcome teaching problems while integrating CALL in language class rooms specially.

### CALL integration and Pakistan

Pakistan is a country where basic human facilities are still missing. It is still an under developed country. This picture is similar in education where the class rooms are lacking basic facilities of learning. If one talk about rural areas there are no proper class rooms and class room environment and teachers teach students under trees or in open fields. Five years back even in big cities, either Colleges or schools we scarcely find technologies likes gadgets multimedia, internet and computers in class rooms and language class rooms specifically.

On the other hand English Language learning has always been a mode of social growth and it is 'AQLEES HEELS' for everyone in Pakistan [5] This is because of the reason that orthodox learning methods lacking facilities and modern trends have deprived students to learn English. People here want to learn English but they are unable to because Urdu has different syntactical features and English has different. Apart from that social pressure teaching methodologies and lack of facilities has made it impossible to learn English language.

In last decade CALL was integrated in class rooms in Pakistan and it is still in its initial phase. We find glimpses of CALL in big cities and cascade training of different CALL tools to different teachers is still in process. Language Teachers being the facilitator in CALL must understand how to operate utilize multiple tools in their appropriate and effective places to produce innovation in language learning environment. Therefore it is important to know that what type of problems the Language teachers are facing while integrating CALL in their class rooms respectively. Teachers' responses will not only help in developing a structure for CALL but will also allow modifications, inductions and even eliminations of different CALL tools .

#### **Statement of the Problem**

This specific research work examines the problems faced by ELT teachers in Pakistan while integrating CALL in Class rooms. Teacher being he facilitator in CALL tools has pivotal role in employing CALL tools to make learning easier for the students. The researchers will explore different aspects, hindrances and replies from different teachers in order to develop a clear picture of the current scenarios of teachers to develop quality leaning environment.

#### **Purpose of the Study**

The chief purpose of the current study was

To investigate the difficulties faced by ELT teachers while integrating CALL.

To develop a road map to overcome those difficulties for productive learning

#### **Significance of the Study**

Integration of CALL is a new trend in Pakistan. Computers were used professionally and domestically but they were never used for leaning. Especially language learning though computers is an eye catching phenomenon and it is gaining popularity day by day. In big cities of Pakistan like Lahore, Karachi and Islamabad, we find teachers using CALL in language class rooms, so there is a strong need to do need analysis of the teachers in order to overcome those problems which are creating hindrances in productive teaching and learning through CALL. This study will b helpful in not only finding out those problems but will also be helpful to find solutions of different problems, so that effective learning environment can be created. CALL integration in Pakistan must lead to CALL commonality in language class rooms and it can only be possible if initial problems and issues faced by language teacher can be removed and proper learning structured can be developed.

#### **Population of the Study**

An exploration was done in ten urban Colleges belonging to Public sector in Lahore which are offering Post graduate program. From these urban Post graduate colleges in Lahore 10 teachers each from English department were taken thus making the overall sample of 100 for the current study.

#### **Delimitations of the Study**

To make the research specific only ten public sector colleges were randomly chosen. Leaving all the private sector colleges of Lahore. Further, from these public sector colleges only post graduate colleges were picked randomly and only teachers from English department were picked to narrow down the canvas of research

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

#### **Research Questions**

1) What are difficulties and barriers faced by ELT teachers of Lahore while integrating CALL in their Class rooms?

#### **Literature Review**

Computer assisted language learning generally known as (CALL) is a method through which computer based technology is being employed in the learning and teaching of language. The term CALL has wide horizon as it has covers a wide range of technology i.e. Computer enhanced language learning (CELL), Computer – assisted second language acquisition (CASLA), Technology – assisted / enhanced language learning (TALL /TELL), Network – based language teaching (NBLT) and presently Mobile – assisted language learning .CALL may be taken as an umbrella term covering all sides of technology it is a pedagogy encompassing technology and tasks. Scholars in [6] are of the view that this umbrella term covers not only diversified ideas of ELT class rooms but also foundation of promising class.

Researchers in [7] take CALL as “a research field which explores the use of computational methods and techniques as well as new media for language learning and teaching”

A scholar in [8] is of the view that “the search for and study of applications of the computer in language teaching and learning”

A Researcher in[9] states that “any process in which a learner uses a computer and, as a result, improves his or her language’

Call integration in language class rooms refers to the use of technology which help learners to achieve their outcomes of learning but also enhances the experiences of learning, As it provides them with the opportunity to use multiple resources within the class room

. A Scholar in[10] says, “As the field of CALL grows and expands so does the number of ways that CALL can be implemented. Methods of ‘doing’ CALL varies from place to place and depends upon many factors” (p. 1). Researchers in [11] stated that there is a strong need to do needs analysis regarding CALL usage.

. Scholars in [12] said that, “One of the major concerns facing the foreign language teaching and literature profession is how to integrate new technological advances into instruction” (p. 271).

CALL Integration is dependent upon implementers and implementation of strategies. As advancement in technology is directly linked with the techniques of teaching.

. There are many advantages of CALL Some of them are time flexibility according to scholars in[13]Independence and location [14] if it also helps to facilitate he need of the learners and giving then multiple opportunity to learn outside the class room anytime anywhere. This is also pertinent for distance language education (DLE). By using internet students can be virtually present in the class. Now, Course enrollment can be done without leaving home. The benefits of Internet have gone beyond the boundaries of time and place. A scholar in [15] is of the view that use of technology and internet helps and motivates learners

It is also noticeable that computer enhances the interest of the students in language learning [16-20]Computer works as tool and also tutors [19]

. Scholars in [19-20] are of the view that the computer is dependent upon the teacher in several ways. All roles of a computer is devised by the teacher (p. 2)

Researchers in [21] said, “Learning technology is rarely effective unless it is properly and thoughtfully integrated into the curriculum” (p. 19). Bacon (1996) stated, “The integration strategy adopted by the lecturer is widely recognized within the learning technology community as being more critical in the success or failure of introducing a new resource into teaching than the quality of the resource” (p. 19).

. As Scholar in [22] confirmed, “Teaching staff must understand what the software is designed to achieve and agree with the teaching strategy being used” (p. 40).

A researcher in [23] stated that “Technology is changing so quickly, it is our task as administrators or teachers to be aware of the waves, to look critically at them and judge how effective are these tools for teaching and learning” (p. 25).

Scholar in [24] the teacher factor as being “critical to the effective use of computers for learning.” At the end of the day, it is the teacher who “remains the primary director of learning” [25] p. 251

There are several factors and barriers while integrating CALL in teaching. [26] Says that, personal features like gender, age, experience, education and educational experience; computer experience for educational purposes and perceptions about computer integration in class room can dominates and influence the integration and adaptation of the technology. [27] found out different barriers that influence the use of CALL in lessons and teaching, they are low confidence while integrating CALL, Scarcity of resources and limitations to the

access of resources, shortage of time for integration, least technical knowledge, teachers’ age, and experience in teaching. [28] explored that important factors creating hindrance in CALL integration are , age, motivation, attitude, gender and training of computer. [29-30] stated that the educational beliefs of the teachers create strong impact while integrating CALL. Richardson (2009) stated that CALL usage is still a problem for few instructors because they are less trained and they do not do practice. [20] and [31] ascertained that one of the biggest hindrance while CALL integration in teaching is the technical support. Lacking technical support discourages teachers from using technology in class rooms [32]. [33] also stated that lacking technical assistance in schools and institutions is the chief issue while integrating CALL in class rooms scholar in [34] is of the view that lacking structural policy and structured framework, high cost poor infrastructure, and insufficient training of in-service teachers are main barriers while integrating CALL in education.

**Research Methodology**

In this particular study a survey was conducted and questions were asked from teachers belonging to English department of urban public sector post graduate colleges of Lahore. For this a structured questionnaire was designed in a systematic way, keeping view the population, aims and limitations of the research. In order to get reliable authentic and pertinent replies related to the study. Size of the sample foe current study is 100 which were randomly collected.

**RESULTS AND DATA ANALYSIS**

SPSS frequency test was used to determine the responses of the respondents and the results show varied answers of the respondents which are presented in the form of table below

**Q.1**

**Computers installed in language class rooms are outdated.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	10	10.0	10.0	10.0
Disagree	10	10.0	10.0	20.0
Neutral	10	10.0	10.0	30.0
Agreed	35	35.0	35.0	65.0
Strongly Agreed	35	35.0	35.0	100.0
Total	100	100.0	100.0	

Table 1 represents answers related to the question; Computers installed in language class rooms are outdated. Here in the Table data represents frequency percent and also the cumulative percentage of the values thus giving clear picture of data distribution. Of the 100 responses 10% strongly

disagree 08% disagree only 10% are neutral, 35% agree and 35% strongly agree, Thus illustrating the complete data range from being strongly disagree to strongly agree with the majority being Strongly Agreed and Agreed 35% equally.

**Q.2**

**Computers installed are usually malfunctioned.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	20	20.0	20.0	20.0
Disagree	10	10.0	10.0	30.0
Neutral	10	10.0	10.0	40.0
Agreed	30	30.0	30.0	70.0
Strongly Agreed	30	30.0	30.0	100.0
Total	100	100.0	100.0	

Table 2 represents responses of the respondents regarding the question, Computers installed are usually malfunctioned. It not only shows the frequency but also the percent, and cumulative percentage of the values thus it provides clear picture of data distribution. Of the 100 responses 20%

strongly disagree 10% disagree only 10% are neutral, 30% agree and 30% strongly agree, Thus illustrating the complete data range from being strongly disagree to strongly agree with the majority being Strongly Agreed and Agreed 30% equally.

**Q.3**

**Internet facility is not easily available all the time.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	6.0	6.0	6.0
Disagree	4	4.0	4.0	10.0
Agreed	40	40.0	40.0	50.0
Strongly Agreed	50	50.0	50.0	100.0
Total	100	100.0	100.0	

Table 3 represents responses of the respondents regarding the question, Internet facility is not easily available all the time. It not only shows the frequency but also the percent, and cumulative percentage of the values thus it provides clear picture of data distribution. Of the 100 responses 20%

strongly disagree 10% disagree only 10% are neutral, 30% agree and 30% strongly agree. Thus illustrating the complete data range from strongly disagree to strongly agree with the majority being Strongly Agreed and Agreed 30% equally

**Q.4**

**Availability of computers is less as compared to the students.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	15	15.0	15.0	15.0
Disagree	15	15.0	15.0	30.0
Neutral	5	5.0	5.0	35.0
Agreed	30	30.0	30.0	65.0
Strongly Agreed	35	35.0	35.0	100.0
Total	100	100.0	100.0	

Table 4 represents responses of the respondents regarding the question; Availability of computers is less as compared to the students. It represents the frequency as well as percentage, and cumulative percentage respectively of the values thus providing vivid picture of data distribution. Of the 100 responses 15% strongly disagree 15% disagree only 5% are

neutral, 30% agree and 35% strongly agree. The values in given tables covering the complete data range from strongly disagree to strongly agree with the majority being Strongly Agreed 35% .

**Q.5**

**Students lack basic computer literacy skills that create hindrances in learning.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	5.0	5.0	5.0
Disagree	5	5.0	5.0	10.0
Neutral	5	5.0	5.0	15.0
Agreed	35	35.0	35.0	50.0
Strongly Agreed	50	50.0	50.0	100.0
Total	100	100.0	100.0	

Table 5 signifies responses of the respondents regarding the question; Students lack basic computer literacy skills that create hindrances in learning. It stands for the frequency, percentage, and cumulative percentage respectively of the values thus providing vivid picture of data distribution. Of the 100 responses 5% strongly disagree 5% disagree only 5% are

neutral, whereas 35% agree and 50% strongly agree. The values in given tables covering the complete data range from strongly disagree to strongly agree with the majority being Strongly Agreed at 50%.

**Q.6**

**Load shading affects the continuity of CALL class.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	5.0	5.0	5.0
	Agreed	35	35.0	35.0	40.0
	Strongly Agreed	60	60.0	60.0	100.0
	Total	100	100.0	100.0	

Table 6 signifies responses of the respondents regarding the question; Load shading affects the continuity of CALL class. It presents frequency, percentage, and cumulative percentage respectively of the values thus providing clear picture of data distribution. Of the 100 responses no one strongly disagrees

only 5% disagrees, nobody is neutral 35% agree and 60% strongly agree. The values in given tables covering the complete data range from strongly disagree to strongly agree with the majority being Strongly Agreed at 60%

**Q.7**

**Computer technicians are not available always to coup with any issue created.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	8.0	8.0	8.0
	Disagree	9	9.0	9.0	17.0
	Neutral	3	3.0	3.0	20.0
	Agreed	40	40.0	40.0	60.0
	Strongly Agreed	40	40.0	40.0	100.0
	Total	100	100.0	100.0	

Table 7 shows responses of the respondents regarding the question; Computer technicians are not available always to coup with any issue created. It represents frequency, percentage, and cumulative percentage respectively of the values thus providing clear picture of data distribution. Of the

100 responses 8% strongly disagrees 9% disagrees 3% are neutral 40% agree and 40% strongly agree. The values covering the complete data range from strongly disagree to strongly agree with the majority being Agreed and Strongly Agreed at 40% respectively.

**Q.8**

**Anti-virus and other language related softwares are not up to date.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.0	5.0	5.0
	Disagree	6	6.0	6.0	11.0
	Neutral	4	4.0	4.0	15.0
	Agreed	40	40.0	40.0	55.0
	Strongly Agreed	45	45.0	45.0	100.0
	Total	100	100.0	100.0	

Table 8 illustrates the responses of the respondents regarding the question; Anti-virus and other language related softwares are not up to date.. It not only shows frequency and percentage but also the cumulative percentage of values respectively thus providing clear picture of data distribution.

Of the 100 responses 5% strongly disagrees 6% disagrees 4% are neutral 40% agree and 45% strongly agree. The values covering the complete data range from strongly disagree to strongly agree with the majority being Strongly Agreed at 45%.

**Q.9**

**Some effective websites like youtube, facebook etc and downloading is banned by technical administrator.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	15.0	15.0	15.0
	Disagree	10	10.0	10.0	25.0
	Neutral	20	20.0	20.0	45.0
	Agreed	30	30.0	30.0	75.0
	Strongly Agreed	25	25.0	25.0	100.0
	Total	100	100.0	100.0	

Table 9 presents the responses about the question; Anti-virus and other language related softwares are not up to date. It shows frequency, percentage and cumulative percentage of values respectively thus providing each value separately. Of **Q.10**

the 100 responses 15% strongly disagrees 10% disagrees 20% are neutral 30% agree and 25% strongly agree. The values covering the complete data range from strongly disagree to strongly agree with the majority being agreed at 30%.

**Online tools are not easily available in language class rooms.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	8.0	8.0	8.0
Disagree	8	8.0	8.0	16.0
Neutral	8	8.0	8.0	24.0
Agreed	36	36.0	36.0	60.0
Strongly Agreed	40	40.0	40.0	100.0
Total	100	100.0	100.0	

Table 10 shows the responses regarding the question; online tools are not easily available in language class rooms. It shows frequency, percentage and the cumulative percentage of values separately thus providing clear picture of data distribution. Of the 100 responses 8% strongly disagrees 8% **Q:11**

disagrees 8% are neutral 36% agree and 40% strongly agree. The values wrapping the complete data range from strongly disagree to strongly agree with the majority being Strongly Agreed at 40%.

**Availability of high quality offline softwares are always challenging in language class rooms.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	15	15.0	15.0	15.0
Disagree	10	10.0	10.0	25.0
Neutral	5	5.0	5.0	30.0
Agreed	30	30.0	30.0	60.0
Strongly Agreed	40	40.0	40.0	100.0
Total	100	100.0	100.0	

Table 11 represents the respondents' responses about the question; Availability of high quality offline softwares are always challenging in language class rooms. It represents frequency percentage and also the cumulative percentage of values respectively thus providing clear picture of data **Q.12**

distribution. Of the 100 responses given in the table above 15% strongly disagrees 10% disagrees 5% are neutral 30% agree and 40% strongly agree. The values covering the complete data range from strongly disagree to strongly agree with the majority being Strongly Agreed at 40%.

**Multimedia network computers are mostly unavailable for the provision of communication.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	12	12.0	12.0	12.0
Disagree	10	10.0	10.0	22.0
Neutral	8	8.0	8.0	30.0
Agreed	35	35.0	35.0	65.0
Strongly Agreed	35	35.0	35.0	100.0
Total	100	100.0	100.0	

Table 12 represents the responses of the respondents regarding the question; Multimedia network computers are mostly unavailable for the provision of communication... It represents frequency, percentage and cumulative percentage of values respectively thus providing clear picture of data distribution. Of the 100 responses 12% strongly disagrees 10% disagrees 8% are neutral 35% agree and 35% strongly agree. The values in above table covering the complete data range from strongly disagree to strongly agree with the majority being Agreed and Strongly Agreed at 35% respectively.

**DISCUSSION ON RESULTS**

Critically viewing the replies from the respondents, the clarity and comprehension of the respondents is vivid. They have given answers in an open manner thus contributing towards the quality of this research. If we look at the values in question 1, 70% of the respondents have shown their preference in favor of the question's statement. They are of the view that while integrating Call the computers available in the language class rooms are not updated rather they are old and outdated , which results in their slow functioning and lack of performance thus wasting a lot of time of the class. If

we randomly view Question 3 we can see that 90% of the respondents strongly believe that facility of internet is lacking in language class rooms which create hindrances while discussing about online tools and useful websites. The instructors as well as the students are unable to do things practically because they are not connected to the internet. Viewing question 4 one can see that 65% respondents have given their verdict in favor of the question, they strongly believe that as CALL needs hands on practice and it is different from conventional teaching so there must be a computer for each student in order to have productive learning outcome and for hands on experience. Here in Lahore, usually in language class rooms there is sometimes 3 to 4 computers for the whole class which affects the quality of learning of the students. Randomly viewing question 6 here also a huge percentage of respondents showed the support towards the statement of questions, having the percentage of 95% overall. All the respondents jointly believe that load shading which is a severe issue of Pakistan is the biggest problem while delivering lecture normally and during CALL class especially, load shading not only interrupts the continuity of the class but it also disturbs the momentum and flow of teaching and learning. Mostly no power backups at public sector colleges are available and the teachers and learners have to wait for an hour minimum to continue from the same point where they left. An important thing to discuss here is that in this question no one strongly disagreed or disagreed to the question. Similarly question 9 showed that over 50% of the respondents are of the view that by banning and restricting access to websites like youtube, facebook and other social networking websites by network administrator always create problem while integrating CALL. As these websites are also important in teaching and language learning, these websites can connect students and teachers and help in immediate feedback thus motivating students to learn in a different way. Likewise looking at question 12 randomly, 70% respondents are of the view that for communication purpose and provision the multimedia computers are not available and as they are the basic need for not only integrating call but also to reach students sitting at the back so this creates issues for the learners as they can lose interest, because they are not viewing what they are being taught.

## CONCLUSION

Modern world has given high place to gadgets and machines and this has integrated into teaching and language teaching also. In today's world no one can deny the value of CALL especially for ESL and EFL learners. CALL is quite helpful in learning language in a different manner. One of the most important features of CALL is that the feedback can be provided by the instructor even outside the class rooms. Here in Pakistan the class rooms are usually teacher centered and conventional so students feel pressure while giving replies in front of the teachers. Shyness, lack of confidence, class room pressure makes them jittery. With CALL induction and integration now students can learn online and also upload their assignment online, they can also operate wide range of online and offline tools which are supportive in improving their language skills without pressure. Language acquisition

and learning has now taken a new shape and people can learn language in a different environment. Likewise in Pakistan, if CALL is integrated to every section of education it will provide good results and positive learning outcomes. CALL will change the whole concept of ESL learning and will be a landmark and revolution amongst Pakistani students. The findings and outcomes of this specific research is that the most integral part of CALL integration are the teachers and their replies about CALL integration can help the administrators and the authorities to overcome all these barriers and issues which are creating problems for the teachers while integrating CALL. The replies from the teachers clearly suggest that if these problems can be settled down the effectiveness of CALL will be increased, thus it will increase the output and productive learning of the students. The main feature of any class room is teacher student and environment, but in CALL the main features of class rooms is teacher students environment and the machinery, if all these components are working well and effective the overall results will be positive and it will change the whole concept of ESL learning in Pakistan.

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## Appendix

### Questionnaire of CALL integration

- 1) Computers installed in language class rooms are outdated.
- 2) Computers installed are usually malfunctioned.
- 3) Internet facility is not easily available all the time
- 4) Availability of computers is less as compared to the students
- 5) Students lack basic computer literacy skills that create hindrances in learning
- 6) Load shading affects the continuity of CALL class
- 7) Computer technicians are not available always to coup with any issue created
- 8) Anti-virus and other language related softwares are not up to date.
- 9) Some effective websites like youtube, facebook etc and downloading is banned by technical administrator
- 10) Online tools are not easily available in language class rooms
- 11) Availability of high quality softwares are always challenging in language class rooms.
- 12) Multimedia network computers are mostly unavailable for the provision of communication.