LEVEL OF AUTONOMY IN COMPUTER ASSISTED LANGUAGE LEARNING (*CALL*) CLASS;
A STUDY OF ENGINEERING STUDENTS

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ABSTRACT: *This paper presents a concept analysis conducted as a beginning step to developing research on engineering students' autonomy level in computer assisted language teaching class that is an advanced approach to teaching. Nonetheless, the small effort has been taken to explore the self-determination factors by knowing the views of students about the integration of CALL applications in English language learning classes in Mehran UET Jamshoro. Therefore, the present paper aims to evaluate the 1st year students' motivation towards a CALL application in communication skills class in terms of self-determination factors especially autonomy. Students' opinions on basis of gender difference are investigated. This qualitative research approach is applied as interviews were taken from the respondents. A literature review, conducted by the author, confirmed that the term motivation is used prolifically in this research; however, the findings were conclusive by knowing students concepts about CALL, which give positive reflection to use CALL in their teaching-learning English as a foreign language setup.*

Key words: Autonomy, Self-determination, Engineering, CALL, Opinions.

1.1 INTRODUCTION
In this era, the process of traditional tutor directed culture is shifting towards an autonomous culture which is the most possibly unproblematic and achievable with the assist of ICTs [1]. Learners always need their freedom to be taught, they get boredom if the traditional teaching is being done, and spoon feeding is being conveyed. Students want liberty to access material, knowledge that's why they love to be in the class where they are given freedom and access of new technology, therefore in English learning field computer assisted language learning class to seem new and technology-based which may create novel circumstances for students. Engineering students are very much interested in technology and computer assisted language learning would catch their attention to learn English, based on this assumption this research is investigating whether students are really motivated towards CALL class and are students enhancing autonomy which is one of the factors of self-determination theory of motivation.

Second language acquisition field is a vast in its working particularly; the theme of motivation has attracted an ample of attention [2-6]. Motivation offers a prime stimulus to set off second/foreign language learning and afterwards the motivating energy to keep going the extensive and even boring learning practice [7].

1.2 Self-determination theory
Ordinary in human temper is the realistic propensity to fit into place one's physical and societal atmosphere and to fit in ambient ethics and enlightening practices. Thus, people are in nature probing, anxious being who owns an inborn curiosity of knowledge and who adore taking in the social contact, civilization, principles that surround him. More than the last half century, second language learning motivational researchers have changed the set-up from a public approach to process-focused approaches depend on the improvement of L2 motivational psychology and related fields. Self – determination theory (SDT) comprised of the idea that all folks put into psychological needs of competence, relatedness, and autonomy to put together the sense of their identity. All beings are gripped by an inborn inclination to go after the achievement of positive requirements and our instinct, management and growth would be absolute subsequent to the fulfillment of those needs and requirements. Ryan and Deci (2002, pp. 7-8) stated the sequence of psychological requirements in the following terms: Relatedness, competence, Autonomy.

CALL has performed a noteworthy purpose to spot education [8]. The modern progress in the educational usage of computer hardware and software have made available a swiftly increasing source for language classrooms. The practical usage of Computer Assisted Language Learning (CALL) is increasing at such a swift speed that it is nearly impractical for a classroom educator to sustain with the field. This development is pretty rational in terms of didactic payback it recommends frequently the convenience of loaded resources for both students and instructor and the enlarged chance of internet or computer-based setup as a resource for more education [9]. It is considered that CALL can hopefully organize language learner motivation [10].

1.3 Autonomy
According to SDT, the urge of competency is important to grasp in an action, feedback is always requisite to persist, to maintain autonomy, and can be determined the student will be in the tasks (Ryan & Deci 2002, pp. 19-20).For being autonomous, the learners need to be confident, self-initiative, to determine to trouble shoot autonomously and acquire response that wires up autonomy. If learners examine no appeal in activities, they will pursue it purely unenthusiastically or may be not at all. However, if the activities are of concern to them, but if it is of being interests and it let them devise alternatives, students will likely to attach to the action. In a number of examples, it may be indispensable to explain the motivation of a task, its utilization, implication and value [11]. Former to the learner observes its implication. Warschauer (2000, p. 52) has established that actions for which students unspoken the reason and which they appreciated as communally and ethnically pertinent resulted in tough incentive. He also pressures that the equipment should grasp up the basis of the act. One of the principal purposes for the prompt

advancement of computer-based language learning was the matchless effortlessness of utilizing of authentic resources. The computer has so far yet again completed this reserve with "live" sites. We don't have other option than a smart and relevant resource, on the contrary, may still be a bite the shot for the teacher to arrange the task in such a technique that the chosen material directly to information sharing for transactions. It is the watchful symmetry between arrangement and choice that let learners produce to be autonomous. Autonomy-encouraging views mean giving structure without authoritative power and control in the course of threads, cut-off date, directions, obligatory aims and goals and forced rewards [12]. The delay of the hierarchical exhibits the "inversion of control" [13]. presently experienced in the programmed atmosphere, as drawn up above, supports the point of CALL class as maker of a situation where the learner can do something, as the configuration of the blog is similar with learner orientation, Second language experience in L2 academic setups is inadequate, to make it in L2 learning, students should study L2 out of the class room without spoon-feeding [14]. In such a scenario the only successful way to improve and enhance autonomy and confidence is through (CALL).Computer-assisted language learning is related to authentic material this provides enhance self-study environment it enhances autonomy and motivation [15]. Related to motivation, related with enhancement of self-study many researchers have discussed CALL can be helpful (1996).

There is no study found concerned with self-determination factor as autonomy with respect to CALL in Pakistan. Especially in Sindh, therefore the outcome also will be different and with such a study educationist and syllabus designers will get an obvious concept that how motivating factor (Autonomy) of university learners is being enhanced via CALL program, and application of this information to further pedagogical setups. Engineering University. Engineering students are well aware of the computer use and the study as they do in English class that follows the structure of CALL learning so students work on computers perform self-directed tasks on authentic material which is designed according to students need by following the formula of ESP. Nevertheless by looking into the scenario, time and finances the learners were chosen from Mehran engineering university Based on the survey above, I worked out on the subsequent objectives of current research:

1. To identify the self-determination factor (Autonomy) involvement in CALL students at the university level in Pakistan,
2. To identify that autonomy is enhanced in girls /boys more, with regard to gender.

1.4   Research Questions
The present study has these research probes put together:
1. Does CALL have any impact on learner's Autonomy?
2. Is there any gender difference in enhancement of autonomy in CALL class?

1.5   Hypotheses
1. Autonomy of students is likely to be enhanced by CALL.
2. Male and female students have no difference in their Autonomy factor in CALL.

2. RESEARCH METHODOLOGY
In this study, qualitative research design is used to collect and handle data. The qualitative research is an increasing demand of researchers of social sciences. Research in qualitative paradigm refers to the procedures of collecting data in the open-ended questionnaire that analyze transcribed recordings in the qualitative content analysis. Researchers of applied linguistics welcomed the qualitative paradigm in the mid of 1990s [8]. In second language research on motivation, this survey study is very common [3], as those studies search for, attitudes, behaviors', views and assumptions of the target respondents, investigative autonomously of that focused targeted group depending on sample size as well. For this research, interviews were taken to collect data. It was carried out at Mehran UET Jamshoro Sindh Pakistan and the targeted population for this research was 3rd year students who were enrolled in Bachelor degree program at that University. University is located in Sindh Pakistan, which is an autonomous body. As semi-structured interviews are conducted which is the universal and most effective way to explore the views of others easily. The core motive was to interview a variety of respondents for the research. The general qualitative interview is a one-to-one 'professional conversation'. For this research semi-structured interviews were pre-designed with readymade probes at a classroom in university as students can be approached easily and they can response accordingly. Queries were about CALL class and they were given natural atmosphere to respond without pressure so there was no formal sort of interview, keeping the fact in mind that students may feel hesitant in a formal session or may be busy in their university routine, may be diffident, shy or not want to express. There was proper note taking during interviews. Despite the fact that the targeted language of this research was English and they were told to respond mostly in English but they were not bound with this condition. For the avoidance of doubts, everything was cleared at the beginning. Therefore, the stuff of the interviews was audio-recorded and transcribed in English. 06 participants (03 boys and 03girls) were determinedly selected for interview and seriously inspected for the period of questioning.

Here the Findings and analysis are presented with reference to the research conducted to study the dependent variables, such as Autonomy, in relation to the independent variable of students' gender.

3.   ANALYSIS OF INTERVIEWS
Before moving towards the administering of interviews there was arrangement session to set and list down the very ideas to make queries which are to be, without planning things go haphazardly so avoiding such scenario I also intended to have such tentative plan to be followed which was to record the interviews to make it successful because one can save the ideas of an interviewee by recording. Findings were also listed down regarding the perception of the students regarding autonomy involvement in CALL class and findings regarding the difference in their perceptions on the basis of gender.

Table 1: Frequencies and Percentages

Queries	Frequencies n (06)	Percentages 100%
GenderMale	03	50%
Female	03	50%
Age group 18-23 Male	03	100%
female	03	100%

Third year students of Mehran University Jamshoro of CALL class were taken as population while taking interviews, respondents presented their identification by explaining their age name and gender. There were 06 respondents were chosen to interview. Having the equal number of male/female. All students were of same age of19 to 23 from the third year who were taught communication skills subject through Computer.

The interview was conducted through a questionnaire which was having five questions.

1. Do you feel any difference in learning communication skills through computer Assisted class/ not?
2. Do you feel, you have enhanced confidence in CALL class/ not?
3. How is the computer-assisted language learning helpful in learning communication skills?

 Respondents opinions: Male (M)/ Female (F)

M1:"Ma'am I love to learn communication skills, being a student of engineering university I am very much in touch with technology and when communication skills are being taught by the computer I feel it gave me more freedom to enhance my communication skills which are already making us how to deal, how to communicate confidently.

F1: "Ma'am in my previous schooling I was not that much in touch with technology being rural student Madam we were not taught by technology as computer other than I actually was desperate to learn by computers for the reason that it is the requirement of the current time. I have seen myself more responsible and self-reliant by learning communication skills through computers."

M2 " University study and college or schooling are very different which I have experienced it is because of the methodology here I am being taught that is active learning atmosphere, here self-access is given importance to make us more confident other than spoon feeding and through technology this learning is boosting me more and more to learn".

F2*:"I believe, at university the way I am being taught is very good as I was not good at computers but I am learning it more in CALL class I have improved computer skills as well as communication skills. I believe this way of learning will definitely help me to improve in my coming time too."*

M3: "I think learning through computers is giving us more control on learning because we don't rely on others to teach but here we find our way ourselves, I feel in all teachings this way must be adopted to boost the confidence of the students."

F3: "Ma'am, I feel in this novel method of teaching English and communication skills prepared us as independent and we are receiving familiarity with the language and all other related skills especially in CALL class".

Respondents of this research have used words like, "confident, self-reliant, autonomous, independent, improved, self-access, enhancement, and boost. All these positive adjectives are clearly indicating the positive impact of CALL method of teaching in communication skills it really explains that through technology students (male/female) enjoy learning and they feel their motivation of learning communication skills is more enhanced.

As conversed while a review of the literature, Autonomy is enhanced in computer assisted language learning or not?

Subsequent to evaluate the interviews, it is clear that students either male or female are feeling very good and they feel autonomous whereas there was not any clear difference of their perception regarding autonomy enhancement so the gender-based difference was not found both (M/F) found themselves autonomous in CALL class.

4.   DISCUSSION & CONCLUSION

Autonomy in teaching is a technique that is not for numerous CALL undergraduates look for today. Autonomy necessitates thoughtful about strengths and weaknesses to handle with a variety of set of resources which will make the most of disclosure and development in (communication skills). Autonomy in language learning is an advantageous aim for theoretical, academic, and realistic motives. Nevertheless, countless programs are being developed to make learning learner-centred. A CALL is one of the successful ways of teaching English especially at the university level where students are familiar and want for technology. When we talk about autonomy it centers on (a) cognitive factors (ability or capacity), (b) effective factors (attitudes, willingness, readiness, self-confidence), (d) Meta-cognitive factors (setting learning goals, choosing learning materials, planning Learning activities, monitoring and self-evaluating progress), and (e) social factors (Working in co-operation with others which promote interactions and scaffolds, a condition for enhancing one's independent problem-solving skills). After analyzing the respondents' views as" *I was not good at computers but I am learning it more in CALL class I have improved computer skills as well as communication skills."* Here the respondent is admitting that CALL has helped him to develop his cognitive factors and enhance the ability to cope up according to the context. Other students expressed in this way,

" University study and college or schooling are very different which I have experienced it is because of the methodology here I am being taught that is active learning atmosphere, here self-access is given importance to make us more confident other than spoon feeding and through technology, this learning is boosting me more and more to learn".

These words are showing they feel motivated towards this new kind of learning and they love to learn in this way where their willingness and confidence in improved. Consequently, they are evaluating themselves they don't rely on teachers to spoon feed their cognitive meta-cognitive skills are exposed fully according to their views.

If we discuss this research it has opened up the door to understand that students always welcome new technology

and communicative method thus teachers, researchers must provide them room to sustain their liberty autonomy to learn according to their wish.

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