ATTITUDES OF INTERMEDIATE STUDENTS OF PUBLIC SECTOR COLLEGES OF LAHORE TOWARDS CALL

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ABSTRACT: *It is a renowned fact the use of technology has deeply rooted and embedded in our routine life, people from every section of life place efforts to search and find out ways which can incorporate the technology,especially in the field of education with special reference to language learning (Garrett, 2009)[1].All these efforts have directed teachers to use CALL in classrooms. This paper,however,examines the attitudes and perceptions of the students studying at intermediate level in Public sector colleges of Lahore towards Computerized assisted language learning hereafter (CALL). Though CALL is the order of the day around the world,yet it is a new phenomenon in Pakistan. Especially in Pakistani classrooms,we rarely see the use of CALL and CALL tools in Language teaching and learning. Before spreading this new technology, one must understand the needs and requirements of the students studying in a Pakistani classroom at College level. As a second language learners,there must be a needs analysis that helps building up a rationale about the perceptions and attitudes and motivations of students towards this approach (CALL). This paper will support in locating and finding out the practical replies which will help in making a decision about the effective use of CALL, by examining the impression of CALL and the attitudes of students towards it.*

Keyterms: Technology, CALL, Pakistan, Pakistani Classrooms, Teacher, Students,

INTRODUCTION

If we talk of 21st century,it may be termed as the age of modernity mechanics, machines and most importantly computers. This is due to the reason that a lot of advancement is going on in the fields of computer software, gadgets and other tools for diversifying purposes. Similarly, one cannot deny the needs of computer software for language teaching and learning

Furthermore this age is the age of information technology and communication which is directly proportional with the economy of the countries. It is also a vivid fact that as nobody can deny the role of computers in current era; it has also able to acquire an eminent role in the field of education. This role is growing day by day and becoming more and more powerful as computers are easily accessed, easier to handle and cheaper. Due to this reason it has become more appealing for the teachers in the classrooms, as it provides them with effectiveness accuracy, completeness. So the prospect of language teaching and learning is wide open and for teachers it is easier to interact with the students through interesting techniques and ways which can provide innovation and modernity in feedback

For students computers are a craze and a child of today is more acquainted with computers as compared to a child 30 years ago. Children use computers for fun, playing games, watching films, and also for social networking. This deep interest of children in computers has paved the way to develop software for learning from here CALL emerged

CALL can be defined as the use of computer in teaching and learning process of a language. CALL involves the employment of computer software and methods in the process of learning which can be termed as applied learning.

If we look back in history, the classrooms were teacher dominated and student's role was minimal. They were to sit in a class to listen lecturers and take notes. In those classrooms methods like direct, Grammar translation (GTM) were more common

If we talk about Pakistan,a country deprived of basic necessities of life and modern techniques. A country which is far behind in the latest techniques of research and methods, in the field of education this situation is very grim and more serious. Here still the classrooms are teacher centered and the situation is worse in rural areas where there is no participation whatsoever on the part of the student. So usage of machines, i.e. gadgets, multimedia, audio, video, is still a dream which needs a lot of time to become a reality. If one talks about the institutions and Colleges present in the Cities they are also lacking behind with nominal facilities of multimedia, and other tools which is common in the western world. So learning by technology use is still a long road

Looking at the value of English as a Language in Pakistan, its worth and value here is greater than the rest of the world. It is because of the fact that Pakistan was a colonial state the mindset of people living here is still inclined towards English and its usage. No one here can ignore the value and importance of English as it is the Language of Pakistani Society giving a sense of modernity,status and richness. On the contrary, if we look at English teaching and methods to teach English here in Pakistan surprisingly, there are still old methods present mainly grammar translation method. Having high value, but 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 less proficiency by people vividly suggests that the methods and techniques to teach English have been failed and now it is high time that Pakistani teachers should look at modern techniques and methods to teach English differently. It's about developing an environment which can lift the students psychologically and mentally thus raising the pressure from their mind which could result in productive learning of English

Computers in Pakistan are now a permanent family member of society, homes and business. Hospitals and every professional field as well. There is a strong requirement for

people to learn languages through the use of computers. Similarly,in classrooms and classroom teaching the old techniques should now be replaced by modern use of technology and computers in the schools and colleges so that students should find interest in learning different subjects and also languages especially English. This is high time now that teacher should be a mentor and a facilitator in classrooms

Dhaif is of the view 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".(pp. 467-469) [2].

LITERATURE REVIEW

Computer – assisted language learning (CALL) is a method for utilizing computer in the classrooms for learning and teaching foreign languages.. Computer – assisted language learning (CALL) is directly related to the different aspects and dimensions of Computer enhanced language learning (CELL), Computer – assisted second language acquisition (CASLA), Technology – assisted / enhanced language learning (TALL /TELL), Network – based language teaching (NBLT) and also Mobile – assisted language learning (MALL). CALL can be taken as a head term, i.e. "Technology and task – based pedagogy" for more than twenty years now and it has now covered all the other terms in it. There are a lot of different ideas which can be covered under the term of CALL which could well be a promising foundation for the classroom [3].

CALL was slightly more than an expertattention in a focal point within the larger area of language and language education in general. (Chapelle,2001;[4] Motteram & Brett, [5]. Presently welcomed in different areas of education, research and language teaching as well. Levy [6] is of the view that CALL is "the search for and study of applications of the computer in language teaching and learning."

As the advancement in the technology is on the higher side CALL has developed itself as the most exciting and attractive alternative to orthodox methods of communication and patterns of interaction amongst students and student – teacher interface. The period of the limited approach to computers is now history. CALL has open new horizons for new software and new ways of communication like online blogs, application usage and environment pro to virtual learning and especially virtual learning environments, computer–mediated communication, etc. Despite recognition that the leading acronym CALL is "anachronistic' [7], it however remains with us.

Gamper and Knapp [8] explain CALL as "a research field which explores the use of computational methods and techniques as well as new media for language learning and teaching."

In this regard one can affirm that media encourages and motivates the concern and interest of learners and instructors by amalgamating reality with perceptions of the classroom situations. It also helps for opportunities related to communication for the processing of the information, integrated skills, knowledge, practice and theory by ways of attention grabbers. [9].

Furthermore Beatty [10] says that "any process in which learner uses a computer and as a result improves his / her language."

This definition gives a new dimension and different stance and is considered as an opening point of CALL which opens new ways in the preexisted range of learning methods and modules related to second language. Additionally, it is a newly emerging platform which involve and 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 [11] then demarcate CALL as a platform where "learn language in any context with, through and around computer technologies."

Though the term "technology" is often identical with the computers,but it is also a fact that it can also be applied to far wider aspect and range related to learning, teaching and also situations which are multidimensional in nature. So there was a Hence there was a clear and paradigm shift when it comes to the languages and language laboratories- a shift from the conventions of classrooms which were merely text based to the use of technology and technology tools for the enhancement and development of language learning. Indeed,it is really a clear shift from orthodox methods to latest tools which is the cause of changes in all modern languages and language era.

Developmental phases of CALL

CALL development and progression can mainly be segregated into three stages (Moras, 2001) [12].divided CALL into three stages

1. The Behaviorist CALL Approach
2. The Communicative CALL APPROACH
3. The Integrative CALL Approach

1. The Behaviorist CALL Approach

The Behaviorist CALL approach was imagined in 1950s and implemented in the 1960s and 1970s maintains the sequence and strand of Skinner, Thorndike, Tolman, Guthrie and Hull. It is about the three core postulation which is related to the method and process of learning: learning is marked by variation in attitude, behavior; environment describes behavior, also the principle of reinforcement. These specific postulations are aimed at making conceptual conditioning by which new behavior can be acquired. Skinner discussed the method of teaching machines and he also discussed about programmed learning. He developed the term Computer-Assisted Instruction (CAI) and demonstrated and exhibited his remarkable teaching machine in the year 1954. The characteristic of it was that the students were presented with exercises and practices in reply they get feedback according to their responses, either right or wrong. Which was then taken up as an early work by IBM but CALL touched its height when in the 1960s PLATO and TICCIT projects were started in the U.S.A. Computer assisted instruction was very much an exercise, drill – and- practice which was not controlled by the learners, but the developer of that specific program?" [13]

2. The Communicative CALL Approach

The second chief phase of CALL was started in the span of the 1970s and 1980s. At this stage the followers of this approach felt a staunch need and desire of practical communication in every day and real life scenarios as compared to the exercises and drills and practice activities of the prior times. So, in 1984 [14] ,one of the main figure of the Communicative CALL approach, purposed a structural framework "premises for 'communicative' CALL". The main aspects of this series are:

- Focusing on real life forms rather than isolated forms.
- Implicit teaching of grammar rather explicit.
- Stipulation of communicative condition to develop and utilize language for genuine purposes rather than utilizing it for manufactured and prefabricated patterns.
- Focusing on suitable Error Analysis System (EAS) which can help in avoiding the errors treatment as obstruction in the learning of language.
- Permit students to have fun learning by allowing experimenting with language in genuine circumstances having no fear and risk of failure.
- To demonstrate winning approach omissions of reinforces i.e. stars and bells.
- Elite employment of target language in a normal atmosphere.

Moreover, the Communicative CALL approach incorporated computer tutors, which serve as a catalyst and a capable body by being programmed in language game text reconstructions and courseware made for speedy and easy reading [15] .In all these programs computers is the Key element as it has all the right answers. Such methods of programs are contrary to the methods like drill and practice, thus encouraging a greater amount of control and interaction of the learners [16] .

In accumulation, a eminent CALL model engaged for communicative uselook upon computer as a 'stimulus' which provides corrective feedbacks and also open up discussions in critical thinking and problem solving environments. The softwares having the programs like *Sim City; sleuth* or *Where in the world is San Diego*? [15]. Are used for teaching purposed though they are not designed for them specifically

So, the refinement in skills and knowledge is the result of the communicative phase of CALL. This approach unlocks new corridor and shaped inspiring potentials for the language learners by increasing the landscape through critical thinking and problem solving activities eventually increasing the performance and competence. This approach in fact permits the learners to perform beyond their limited field by maneuvering language for 'real' use consequently resulting in extended learning with practical implications. It is also true that this approach is lacks the important factors like award prizes etc which are a strong motivational factors for the learners and can support learners in rising their pool of information in the outgoing and communicative field and clutching in easy going but competitive ambiance

Integrative CALL approach

Warschauer [16] is of the view that computers, multimedia and internet and important features of multimedia computers and internet are pillars of integrative CALL approach. All the above mentioned technologies and their development were in trend in the last decade also but now they have grown with latest styles, fashions and technique and development keeping in view the user's needs. If we take an example of multimedia it has a lot of technologies within it like graphics, texts, animation, sound, video, colors, etcA renowned aspect of multimedia is hypermedia. The resources of multimedia are interconnected in such a way that it supports the learners to find the path and learning strategies just by a single click in a relax ambiance [17]. Learning through application is the key feature of integrative CALL

Furthermore, Warschauer [16] is of the view that communications assisted by the computers has given a modern touch to the language teaching in recent times and this is because of the ease access, wider horizon, logical, funny and interesting activities and softwares. Besides, these communications can be seized even in a smaller medium called e-mail which has the capacity to give benefit to the user at their respective places according to their own will by just a single click. It has made world a global village. In this perspective internet has played a pivotal role and no one can deny its importance. It has worked as a medium and bright thus joining cultures communications and people. Especially when it comes to the modern trend of social media where one find native as well as second language speakers even in one group and loop. That's why twitters and facebooks, yahoos and Skype etc. all these websites provide chances and opportunities for people belonging to every profession i.e. teachers, students, learners as well. Now latest updates developments and modern inventions are known by people belonging to every continent. Additionally, it also increases the digital environment as teacher has to become equipped digitally to create better ambiance in virtual class rooms like Penzu, Vocaroo, Lingro, Photo babble. Chun and Plass [18] 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. if of the view that the exercise of a systematic ambiance in common and specifically for second language acquisition is of pivotal importance and implication because of its new and trendy design of text which is unorthodox . Further it also offers tools for effectual teacher – student communication in relax and candid environment. One good example can be of a opinion Polls made for specific purposes where student are free to give their responses regarding the specific query. 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 [19]. 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.

All the above discussion, arguments that the scale of learning can be checked and estimated by factors like ability, confidence and motivation (Butler &Lumpe, 2008; Clement &Kruidenier, 1985; Hirschfeld et al., 2004; Philips & Lindsay, 2006; Tavani & Losh, 2003) as in Shafaei, A. [20].

They are interconnected with each other, thus making the impact factor stronger. All specific learning objectives can be achieved by connecting the classrooms with the real and the outer world.

Summing up the arguments and discussion, it can be said that CALL is directly proportional with technology and task based pedagogy. It offers prosperous ambiance virtually which is related with blogs, online feedback and use of many modern applications and tools. Nobody can deny that CALL is a new phenomenon of 21stcentury, as a replacement to the old and orthodox methods and techniques for language learning. Therefore, CALL is a new standard which facts out and explains the modes and processes of communication related to language learning and teaching. In other words, it reveals new horizons of communication and knowledge for ESL teachers and learner and this is because of its elasticity and wonderful potential. In short, CALL is the focal point of century known as century of technology and it works as a central force to learner and language teachers providing them with accurate feedback, giving learners, autonomy motivation and hence serves both learner and teaching purposes. It helps making the overall teaching institutions better both for learners and language teachers.

STATEMENT OF THE PROBLEM

This specific research emphasized on finding the attitudes and motivation of intermediate students of Lahore towards CALL. The researchers analyzed that how students studying at intermediate level take CALL? What they think about this tool? Through a questionnaire devises spically to obtain accurate results the researchers will try to investigate if CALL can provide any motivation to the students of intermediate .the relevant study will also be beneficial to understand about issues related to language learning through computers

PURPOSE OF THE STUDY

The objectives of this study were

- To examine the attitudes of intermediate students of Lahore towards CALL.
- To explore how students learning could be affected by CALL
- To understand if CALL can provide motivation factor in English language learning

SIGNIFICANCE OF THE STUDY

As CALL is a new trend so it is also an interesting side to explore in Pakistan, A country where this trend is making its place in big cities like Lahore, Karachi and Islamabad. It would be interesting to investigate the presence of computers in Pakistani classroom where computers are merely use for fun .This present study will also support in understanding and gauging the reactions of the students towards this new trend

POPULATION OF THE STUDY

A study was explored in four Public sector Colleges belonging to Lahore. From the four colleges of Lahore twenty students each were chosen using simple random technique. The overall respondents from all the four public sector colleges were 100.

DELIMITATIONS OF THE STUDY

To shorten the canvas of the specific research four public sector colleges of Lahore were randomly picked.

Further from different disciplines only intermediate students belonging to these four colleges were randomly selected for this research. In intermediate only pre engineering and pre medical students were chosen to delimit research. There was no biasness in choosing a discipline or a gender as this is not a gender based study.

RESEARCH QUESTIONS

1) What are the attitudes of the intermediate students towards CALL?
2) Do students take CALL as a motivational factor in language learning?

RESEARCH METHODOLOGY

In this specific study the questionnaire was designed on a systematic pattern keeping an eye on the population of this research and their limitations. This was done to make the answers authentic and reliable so there must be no confusion and flux on the part of the respondents. The pattern was derived from a pre selected population in order to obtain real information on meticulous issues related to the specific study. The sample size for the present study is 100 which was collected from four public sector colleges of Lahore

RESULTS AND DATA ANALYSIS

The results show diverse replies from the respondents. The responses were determined using SPSS frequency test to check and evaluate the answers of the respondents.

Q: 1

Table:1 Computer installations should be a common aspect in all class rooms

		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
	Agree	20	20.0	20.0	50.0
	Strongly Agree	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

Q. 2.

Table: 2 I locate attention in computer usage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	3	3.0	3/0	4.0
	Neutral	2	2.0	2.0	6.0
	Agree	40	40.0	40.0	46.0
	Strongly Agree	54	54.0	54.0	100.0
	Total	100	100.0	100.0	

Q: 3

Table 3 : Studying by means of CALL tools is effective and long lasting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	10.0	10.0	10.0
	Disagree	10	10.0	10.0	20.0
	Not Decided	5	5.0	5.0	25.0
	Agree	30	30.0	30.0	55.0
	Strongly agree	45	45.0	45.0	100.0
	Total	100	100.0	100.0	

Q: 4

Table 4: Doing activities through computers helps in saving time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.0	5.0	5.0
	Disagree	5	5.0	5.0	10.0
	Not Decided	5	5.0	5.0	15.0
	Agree	40	40.0	40.0	55.0
	Strongly Agree	45	45.0	45.0	100.0
	Total	100	100.0	100.0	

In the above table the responses of the question are presented, Computer installation should be a common aspect in all classrooms is placed on the X axis and frequency is placed on the Y axis. It reflects about the frequency of the given values in a data distribution. The highest rectangle demonstrates the most common value. Out of the 100 respondents 10% strongly disagree 10% disagree 10% neutral 20% agree and 50% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 50%.

In the above table the responses about the specific question is presented, I locate attention in computer usage 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. Clearly the highest rectangle shows the most established value. Out of the 100 respondents only 1% strongly disagree 3% disagree 2% are neutral 40% agree and 54% strongly agree. Explanations of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 54%.

The above table reflects the responses about the question that studying by means of CALL tools is effective and long lasting is placed on the X axis and frequency is placed on the Y axis. It demonstrates about the frequency of the given values in a data distribution. Looking at the graph and table the highest rectangle demonstrates the most established value. Out of the 100 respondents only 10% strongly disagree, 10 %disagree, 5% are neutral while 30% agree and 45% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 45%.

The above table shows the responses about the question, doing activities through computers helps in saving time 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. Nevertheless, the highest rectangle demonstrates the most prevalent value. Of the 100 respondents 5% strongly disagree 5% disagree only 5% are neutral, 40% agree and 45% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed 45%.

Q: 5

Table 5: Usage of computer distracts my attention from main objectives.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	20.0	20.0	20.0
	Disagree	20	20.0	20.0	40.0
	Not Decided	20	20.0	20.0	60.0
	Agree	20	20.0	20.0	80.0
	Strongly Agree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

Q: 6

Table 6: For educating students software literacy is appealing regarding lesson contents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	10.0	10.0	10.0
	Disagree	10	10.0	10.0	20.0
	Not Decided	10	10.0	10.0	30.0
	Agree	40	40.0	40.0	70.0
	Strongly Agree	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

Q: 7

Table 7: CALL tools assist in grasping the audio visual activities quickly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.0	5.0	5.0
	Disagree	5	5.0	5.0	10.0
	Not Decided	10	10.0	10.0	20.0
	Agree	40	40.0	40.0	60.0
	Strongly Agree	40	40.0	40.0	100.0
	Total	100	100.0	100.0	

The above table presents the responses about the question, usage of computers distracts my attention from main objectives is placed on the X axis and 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 20% strongly disagree 20% disagree 20% are neutral, 20% agree and 20% strongly agree. Here in this question diversify replies are found. The ratio in each reply is exactly equal with no reply having the major value

In the above table 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 explains about the frequency of the given values in a data distribution. We see clearly here that the highest rectangle demonstrate the most prevalent value. Of the 100 respondents 10% strongly disagrees only 10% disagree, 10% are neutral 40% agreeing and 30% strongly agree. Descriptions of data covering the range from strongly disagree to strongly agree with the majority being agreed 40%.

In the above table the responses from the respondents regarding the question, CALL tools assist in grasping the audio visual activities quickly is placed on the X axis and 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 5% strongly disagree 5% disagree 10% remain neutral 40% agree and 40% strongly agree. The data presented clearly shows the range from strongly disagree to strongly agree with the majority being strongly agreed 40%.

Q: 8

Table 8: CALL encourage dullness within EFL learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	50	50.0	50.0	50.0
	Disagree	20	20.0	20.0	70.0
	Not Decided	10	10.0	10.0	80.0
	Agree	10	10.0	10.0	90.0
	Strongly Agree	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

Q: 9

Table 9: CALL facilitates me in refining my English language skills through software and technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	10.0	10.0	10.0
	Disagree	10	10.0	10.0	20.0
	Not decided	40	40.0	40.0	60.0
	Agree	20	20.0	20.0	80.0
	strongly agree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

Q: 10

Table 10: CALL is an easy excess everywhere.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	10.0	10.0	10.0
	Disagree	10	10.0	10.0	20.0
	Not Decided	5	5.0	5.0	25.0
	Agree	25	25.0	25.0	50.0
	Strongly Agree	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

In the table above the response about the question, CALL induces monotony with in EFL learners is placed on the X axis and the frequency is placed on the Y axis. It truly reflects about the frequency of the given values in a data distribution. Here, the highest rectangle demonstrate the most widespread and prevalent value. Out of 100 respondents 50% strongly disagree 20% disagree 10% neutral 10% agree and 10% strongly agree. Descriptions of the data covering the range from strongly disagree to strongly agree with the majority being strongly disagreed 50%.

In the above seen table 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%.

In this table 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

Table 11: CALL tools promote attention and curiosity of EFL learners.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	10.0	10.0	10.0
	Disagree	10	10.0	10.0	20.0
	Not Decided	20	20.0	20.0	40.0
	Agree	20	20.0	20.0	60.0
	Strongly Agree	40	40.0	40.0	100.0
	Total	100	100.0	100.0	

Q 12:

Table 12:Without teacher's assistance even CALL tools are nothing for me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	10.0	10.0	10.0
	Disagree	10	10.0	10.0	20.0
	Not Decided	20	20.0	20.0	40.0
	Agree	30	30.0	30.0	70.0
	Strongly Agree	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

In this table 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%.

In this specific table the responses about the question, without teacher's assistance even CALL tools are nothing for me are recorded and placed on the X axis and the frequency is placed on the Y axis. It explains about the frequency of the given values in a data distribution. It vividly shows the highest rectangle which demonstrates the most rampant value. Out of the 100 respondents 10% strongly disagree 10% disagree 20% neutral 30% agree and 30% strongly agree. Portrayals of data covering the range from strongly disagree to strongly agree with the majority being strongly agreed and agreed 30%.

In the above table the responses about the question, tension free environment for students is the key feature of CALL is recorded and placed on the X axis. The frequency is placed on the Y axis. It demonstrates about the frequency of the given values in a data distribution. The highest rectangle demonstrates the most established value. Of the 100 respondents only 10% strongly disagree 5% disagree 5% are neutral 30% agree and only 50% strongly agree. Descriptions of data covering the rang from strongly disagree to strongly agree with the majority being strongly agree standing at 50%.

Q: 13

Table 13: CALL provides a strong bases for grammar and vocabulary lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	10.0	10.0	10.0
	Disagree	5	5.0	5.0	15.0
	Not decided	5	5.0	5.0	20.0
	Agree	30	30.0	30.0	50.0
	Strongly Agree	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

DISCUSSIONS ON RESULTS

If we closely check and analyze the different responses recorded we don't see confused responses on the part of the respondents as they have given their judgment in a vivid and compact manner. In question 1 Majority of the respondents have shown inclination towards the statement of the question having the percentage of 70 in favour i.e. (50% strongly agree and 20% agree) 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 infavour of the statement are 94%. Similarly, if we randomly look at the responses from question 3 we see

that75% 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 40% 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 in favor of the statement of the question which is 75%. The overall percentage against the statement or being neutral is only 25% collectively which is on the lower side

Closely looking at question 13 we see that 80% responses are infavour of this argument which is a high percentage thus showing strong inclination of the respondents towards the statement of the question. Majority believes that call is really the factor which boosts their confidence and ability to learn in a different and progressive manner.

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 classroom 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 classroom 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 the 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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