



Investigating Teachers Perceptions Towards Call: A Study Conducted In Khyber Pakhtunkhawa

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Abstract

The purpose of the research based study was to investigate the teachers' attitudes towards the use and incorporation of computerized technology in language teaching and learning. The main objective of this study is to find out the problems faced by the English language teachers during teaching English language. To identify what types of technologies English language teachers use in language classrooms. The study also explores teachers' knowledge of computer technologies and their formal training of the use of these technologies. Computer contributes to all fields of language like grammar, vocabulary, pronunciation and the online development of other programs. The data was collected through questionnaire containing open-ended and close-ended questions from 150 English teachers including Private and Public sector educational institutions from KPK. The results of the questionnaire indicate significant statistics differences of the teachers who were formally trained and those who were not in terms of their perceptions towards Computer Assisted Language Learning (CALL). The results show that only proper training is needed and simple familiarity with computer cannot make a difference. Teachers training, provision of the technological tools and proper management change teachers attitudes towards the use of technology in language teaching and learning.

Introduction

English Language has become popular at international level in the fields of business, Education, Health, technology, defense, politics, and Bureaucracy and communication. The growing popularity and importance of English language in the field of education is well known throughout the world. In Pakistan even it is not a national language but still it is dominant and has permeated all those high level educational institutes which provide quality education. Trade and business centers, electronic and print Media, Politics and Government and private sector offices all these fields have been influenced by computer technology. Here in Pakistan English language has guaranteed students success. People go and join language academies to learn English language and get a respectable place and job. But still people who use English language as a source appear to have below average proficiency. English language plays a key role to have access to the modern day education. English language has become a source of global interaction and communication. All the developing countries are still behind as compared to the developed countries due to lack of knowledge about English language. It enjoys respectable place in Pakistan. English is a key subject and its role is crucial and indisputable in education.

CALL (Computer Assisted Language Learning) has shaped the world differently and new and rare styles have been introduced for learning and teaching Languages. Computer assisted language Learning is both interesting and frustrating as a field of practice and research.

It is interesting and exciting because it is ever changing and the same reason for its frustration. Technology adds more dimensions to the already existed domain of second language learning. Crystal (2001) shows that technological learning offers all the students' equal opportunities to learn in new ways were not possible previously. Technology not only gives learners the opportunity to develop their learning process but also provides them easy access to a large amount of information where the teacher has no power to control (Mollaei & Riasati, 2013). Here we also want to give teachers the opportunity to voice their opinions on the use of CALL in Pakistan.

Computers are becoming popular, interesting on a large scale amongst Educational institutions Business Centers, homes and urgently needed for language learning and become necessary, obvious to learn it. Language teachers are keenly interested to start and to use latest computer technologies as an ideological and pedagogical instrument to teach a Foreign Language. Introduction of new technological methods for teachings languages through computer technologies will not replace it completely but the methods and different programs of the previous phase, representing inevitable introduction that gains acceptance gradually and unevenly.

Computer were introduced for the first time in 1950s and later on 1960s new language programs were used to investigate how computer based activities could be developed, were arranged in educational settings. However these kinds of examples of computer assisted language learning were found only at the research centers of Universities, which made it limited. Continuously and gradually development in latest computer technology and new highly developed software programs made it easy accessible and capable. In the adjustment of CALL Computer Assisted Language Learning and teaching at educational institutions, attitudes play a key role. Attitudes might be the primary, necessary and the most convenient stage of adopting CALL. Knowing the attitudes of learners and teachers towards the use of CALL and the factors affecting these attitudes might help both the learners and teachers to develop their ways to deal with the problem that they might face in the use of CALL and in learning and teaching. According to Brosnan (1998a) today learners are in the center to focus on their academic career and the needed information. They can create new ways for themselves to use technology for learning languages. They take start on their own responsibility 'learning through technology. They have more opportunities of exploring new areas of their own interest, discovering their new learning styles. Self-study through technology will give more fun and refreshment than the traditional way.

Multimedia computing, the Wide World Web and the Internet have provided unbelievable breakthrough to Computer Assisted Language Learning (CALL) applications, offering a wide variety of Educational programs.

Teachers' positive attitudes and their willingness guarantee learners success in the field of computer technology (Teo, 2006). Teacher's acceptance and appreciation of technology in language learning provides new vision into technology incorporation. Teachers' positive perceptions shape more rough and tough task into a well and sophisticated form. Technology is an easy and accessible way for learners to interact and get immediate feedback from teachers and their seniors. CALL has changed the scenario differently from the previous one learners want to learn quickly and want immediate results, while the old teachers want to teach face to face. Different research studies shows that modern language teachers are keenly interested in use of technology. Modern teachers need to be properly trained and equipped with latest technological tools to utilize it in language classrooms. Modern language learners have come equal in knowledge to their

teachers because they also use freely different computer software and use electronic dictionaries. Three kinds of CALL have been discussed in CALL history.

- 1) Behaviouristic CALL
- 2) Communicative CALL
- 3) Integrative CALL

1.1 Behaviorist CALL

In 1950s and after that education system was affected by behaviorist theory. They were against the Mentalist theory of Noam Chomsky. The founder of the behaviorist theory was B.F. Skinner. According to Skinner learning is a process of “repetition or a response to an external stimulus”. Thus Behaviorist CALL is the product of this Behaviorist theory and it is based on repetition and drills. Behaviorist CALL is developed through repetition and imitation and continuous practice is emphasized. CALL lessons most of the time contains Grammar, Vocabulary and exercise continuous drills. Levy (1997) stated that in the initial stages of CALL development computers were also structured for language learning and teaching material development. According to Levy (1997) CALL was started with PLATO at Illinois University in 1960s. The project consists on a large number of students and mechanical drills and practice activities were started. Levy Explores that translation was the initiated area in CALL which is of great importance. This project involved all the language teachers and technical staff persons in a coordinated way. Changes with the passage took place and the old computers have been replaced by the latest laptops, Tablets, iPads and smart phones.

1.1.1 Communicative CALL

According to (Warschauer & Healey, 1998) Communicative CALL was conceived in late 1970s and it is opposite to Behaviorist CALL. It is not based on a repetition or stimulus-response but it is a mental or cognitive process. Mentalists say that learning is discovered, expressed and developed. Communicative CALL communicates mentalist or Cognitive approaches and behaviorist theory was replaced by mentalist theory and mentalist approach emphasize that learning is a mental process. Communicative CALL develops learners’ cognitive level through use of the second and target language.

1.1.2 Integrative CALL

Integrative CALL is the last and final phase of CALL; it is the result of modern computer technology (Warschauer, 1996). It is internet and technologies based learning which is the real one and integrate English four skills.

This chapter mainly explores and focuses on the presentation of the relevant literature and studies composed on the CALL based learning and the English Language teachers’ perceptions towards the use of CALL in English language learning. Its importance and students understanding and their interest in technology based learning. This study mainly explores the impact of using computer technology in University and College Language centers for developing students’ skills and teachers’ drawbacks in using technology. It also covers what kinds of technology based tasks are used and how people come into interaction and what are the perceptions of teachers and students regarding different computers, programs, for listening and speaking skills. To know the perceptions of teachers’ large amount of data or information needs to be collected from teachers who teach English as a Second Language at Master and Graduation level in Government and private sector Institutions. Learning language is a mental process and is the primary stage of learners to language. CALL helps to develop and integrate all of the skills. CALL helps learners to save time and to less

depend on teachers. Teacher positive perception or attitude towards CALL gives courage, confidence and become more motivated in using technology for learning language. Learners start communication with the native speakers of the target language and thus learners learn a lot.

Teacher is a facilitator and an autonomous authority in a language classroom to incorporate CALL (Bilbatua & Ellis, 2014). Teachers' professional trainings and abilities in the field of technologies make successful implementation of CALL in language teachings. Traditional methods also play its key role in language learning and teaching, and CALL cannot totally replace traditional method. Even the impact of more advanced language software will not be constructive and positive unless the teacher is not properly trained and knows how to use technology in a language classroom. Some studies like Liu (2009) and Sagarra and Zapata (2008) show that learners who use traditional methods are highly motivated than who use computer technology. Various studies show different results on the teachers' perceptions towards the use of technology in language classroom. CALL is more effective in learners self-feedback and language learning technology has become more advance in convenient feedback and errors detection. But here the issue is that of teachers how they perceive, think and how to use these advance software of language learning. Variation is there amongst teachers and learners because they have different social, technical and educational background.

1.2 CALL in Pakistan

In Pakistan we see not sufficient work has been done in this specific field. With the passage of time learners centered teaching is getting familiarity and for the effective integration of CALL campaign has been started in the Capital and in the provincial Capitals in 2005 by the Higher Education Commission of Pakistan. Prime Minister Laptop Scheme is also one of the efforts in the implementation of technology-based teaching and learning. But still in the rural and backward areas like FATA, FANA, Southern districts of KPK, in Baluchistan most of the Educational institutes lack this facility. In southern Punjab and in Sindh rural areas are also need this kind of reforms in the field of education.

1.3 Literature Review

According to Mahdi (2013) the context of the use of CALL for teachers to teach English as a foreign language is different from the teachers who teach English as mother tongue. Computers and Internet is not in the access of all the teachers. Due to unavailability of computer technology and lack of training of ELT teachers they are less motivated to teach English language through Multimedia and other computer technologies. Internet provides teachers and students unlimited access to all kinds of study materials. Through Internet the gap of communication and interactions amongst the teachers and learners has been reduced to some extent. New ways have been introduced to interact people of different cultures and religions and languages. Language groups have been created on social media where different types of people communicate with each other and share their knowledge. Software's like Facebook, twitter, Skype, yahoo Chat room, Yahoo mail, Gmail and WhatsApp play a key role in language learning.

Kadir (2010) cited Zhao and Frank (2003) who conducted a research to investigate teachers' perceptions at school level. Researcher in his study has investigated school level teachers' perceptions towards the use of technology in their English teachings in his study. He found the teachers using technology where they need and can give them maximum benefits. Teachers should always try to make the effective use of the available technology during their teaching. Teachers are called the agents and a well-trained and skillful teacher can make the difference to teach a language. Greene (2008) says that teachers and learners cannot properly utilize the available technology unless they are not well trained and skillful. Teacher role is a facilitator and he/she should

encourage and provide them opportunities to use technology even errors and mistakes is the key to success and the part of their learning Chen & Wu (2012).

According to Chappelle (2001) CALL is now no longer confined to the students and computers but CALL has connected one continent with the other continent. It is now easy for the learners to be in a continuous interaction with the people of other cultures. For pronunciation and vocabulary they contact with the native speakers of the target language. Different types of language software programs have been introduced in order to integrate and enable the effective use of technology in language teaching and learning. Online language courses have been introduced by different foreign Universities and awarding learners with Diplomas and Certificates. Technology is no more limited to English now but it plays its role in other languages as well. Learners can really express themselves and can maintain their autonomy in learning languages through different games, quizzes and social media.

A study conducted by Sangraa (2010) on selecting four schools teachers their opinion were quite productive and suggested CALL as the most attractive source of learning for the students and further recommended it for their skills development. Teachers' perceptions were declared as the key factor in the effective implementation and integration of CALL in the language class-room. Their negative attitudes will lead to the adverse effects and causing factor in the learning process. In most of the studies we see teachers' communication skills and pedagogical skills are emphasized to enhance the integration of technology. Variation is there from different fields of teachers, in Australia according to Handal (2011) some mathematics teachers favored while some others remained against of the use computer technology in a mathematics class. There are some studies in contradictions Ward and Parr (2010) suggesting that technology based teaching and learning at school level is not as effective as it is at higher level.

1.4 Students Use of CALL

In 2004 and 2005 in the United States study was carried out on Undergraduate students and the findings of the study were outstanding in regard to improve their learning process. The purpose of the study was to enquire students use what kind of technology in their learning and how they use this technology? The researcher collected through multiple procedures and more than 4000 students from more than 12 educational institutions were selected. Qualitative study was conducted and some 130 students were interviewed. Most of the students 80% were white and 60% were female and almost all the students were using computer in some way as a Desktop and laptop. The use of Cellphone was comparatively not good. Laptops were found more with young students as compare to the seniors and the ratio was increasing slowly and gradually. According to the report of this study (99%) were using for writing purposes, (98%) for emails and (97%) for enjoyment and (95%) for learning in a classroom. This clearly indicates their first priority of the computer use for study and communication purposes. Even they use computer not for specific fields and applications and they give more time to entertainment and refreshment activities and less time to web pages. They were highly skilled in downloading Games, videos composing emails and in chat rooms but weak in editing, web designing and graphics. Later on the study was extended to University level students in 2005 and they were of the opinion that Computer technology alone cannot make a difference but it depends on its use. In the findings 82% were in favored it for course and syllabus designing 90% students appreciated it for online studies. The first benefit of the use of technology was developed skills and improved learning process. The owners of the technologies were 95% and 50% of them were laptop owner and the increasing ratio of the mobile phones owners was also seen. Motivation was observed in the computer based courses after technology based learning was enhanced. The

availability of Internet enhances the English learning and enables the learners to get access to a large amount of materials (Dang & Robertson, 2010).

1.5 CALL Competence

Competence means ability, competence in computer here is defined as the ability to handle a large amount of computer software applications of various types and for different purposes (Tondeur, Valcke, & van Braak, 2008). Buabeng-Andoh (2012) cited Bordbar, (2010) teachers competency is a major factor in computer technology integrating in language teaching. According to some studies that teachers who has negative or neutral perceptions towards CALL are due to poor Computer skills and lack of knowledge as cited in Buabeng-Andoh (2012). In Europe a case study was conducted on elementary school teachers and Italian teachers were found influenced and they lack technical competence and confidence in teaching through CALL. Except technical knowledge teachers their other pedagogical skills were magnificent. In Portugal new teachers appreciated technical skills and some old teachers favored traditional ways of teaching. Some teachers insisted on teachers-students based technical competence. Teachers with great confidence use computers more effectively and integrate the technology in learning teaching process (Peralta& Costa, 2007). According to Jones (2004) teachers' competence and confidence directly relate to teachers attitudes.

1.6 CALL and Gender

Gender differentiation has been reported in some studies. Adnoh cited (Volman & van Eck, 2001) that women are very limited in access to the computer technology and due to lack of interest and skills. According to (Kay, 2006) male teachers use technology in their teaching and learning language process as compare to women teachers. Watson (2006) carried out a research study on gender and selected more than 900 school teachers in Queensland Australia and the findings resulted that male teachers were ahead than female teachers in technology use in their teaching. But in the US the situation was different in a Lego-logo project and female were developed in competency in technology and on the other hand man remained in the same unchanged condition and their attitudes remain unchanged. Yukselturk and Bulut (2009) confirmed that females outnumbered male teachers in technology integration than male teachers. Female use of the web page and Internet was more as compare to male. Kay (2006) reported that male have higher ability and positive attitude of technology than females in the effective implementation of technology. He claimed that equal opportunity to both male and female can decrease the gap and control gender discrimination.

According to Brosnan (1998) a study investigated attitudes towards computer technology of 45 school children aged (6-12) in south London UK in a psychological role. The results showed that boys attitudes were more favorable towards computer technology than girls and boys level of achievement were high than girls. The boys showed more positive attitudes towards computer than girls. Almahboub (2000) in his study at Kuwaiti middle school students investigated their attitudes towards computer. The researcher found girls attitudes more positive than boys' attitudes.

1.7 Research Design of the Study

This study is quantitative and exploratory in its nature. Data is analyzed and presented in statistical manner. The researcher has used here questionnaire as a tool for data collection and he has applied a survey technique. All the 59 questions are close ended in the questionnaire and are relevant to the teacher's perception towards computer assisted language learning. The questionnaire has three major sections, the first section contains on personal information, second contains (yes, No)

questions and in the third section Likert scale has been used (A=agree, SA=strongly agree, UD=undecided, DA=dis agree, SDA= strongly disagree). The main purpose of all these questions is to investigate teachers' perceptions towards the use of CALL in ELT class.

1.8 Exploratory Research Tools

The Researcher used questionnaire as a research tool to collect data and develop his study. The questionnaire was qualitative and quantitative, interesting, informative, comprehensive, coherent, logical, clear and CALL focused. The questionnaire concluded all closed ended questions. The respondents showed positive responses and attitudes in filling the questionnaire.

1.9 Questionnaire

A set of questions which provide clear investigation is called questionnaire. Questionnaire is a quick and reliable source of information (Milne, 1995). Questionnaires are less expensive and straightforward. Questionnaire was valid and reliable including 58 close ended questions. Questionnaire was filled from 15 M.Phil. And Ph.D. scholars in order to conduct pilot study. After precious suggestions and comments from the experienced teachers the questionnaire was re-designed to get expected results.

1.10 Interview

Interview is a verbal or aural and face to face questions and answers to make the matter clear. A few questions were asked from the most senior teachers who were totally unfamiliar with computer and refused to fill the questionnaire. The interview was in informal environment.

1.11 Sampling

Selection of sample in the field of research is quite a complicated task Wimmir (1987). They emphasized some conditions for research sample. Looking into the research area, financial barriers and resources, possible errors and time, looking to the Universe of the study the researcher selected 150 English Language teachers from 20 different Government and private educational institutions. Both male and female are the participants in the study.

1.12 Nature of Data Collected

Using questionnaire as a data collection tool raw data was collected from different private and public sector institutions in KPK from four different cities including Peshawar, Kohat, Bannu and Dera Ismail Khan. Personally the researcher visited all those selected institutions and briefed the respondents about the required data. He asked their will to cooperate in filling the questionnaires.

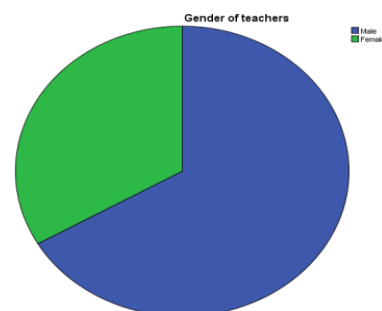
Data Analysis

To gain the accurate results and findings of the study the researcher used for quantitative data analyses SPSS (Statistical Package for social Sciences) program.

4. 1 Demographic Description of Teachers' Responses

Table 0.1: Gender wise descriptions of teachers

Sr. No.	Gender	Frequency	Percent
1	Male	100	66.7



2	Female	50	33.3
Total		150	100.0

Table and figure 0.1 shows that 66.7% were male respondents and 33.3% were female respondents. The majority of the respondents 66.7% were male teachers'.

Table 0.2: Age wise descriptions of teachers

Sr. No.	Gender	Frequency	Percent
1	18-23	2	1.3
2	24-29	25	16.7
3	30-35	60	40.0
4	36 or above	63	42.0
Total		150	100.0

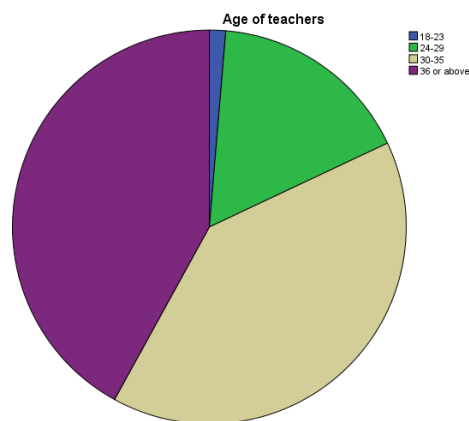


Table and figure 0.2 show that most of the respondents 42% have 36 years and above, 40% have 30-35 years' age, 16.7% have 24-29 years age and 1.3% has 18-23 years in age groups.

Table 0.3: Academic qualification wise descriptions of teachers

Sr. No.	Gender	Frequency	Percent
1	Graduation	2	1.3
2	Master	93	62.0
3	M.Phil.	49	32.7
4	Ph.D.	5	3.3
5	Any other	1	.7
Total		150	100.0

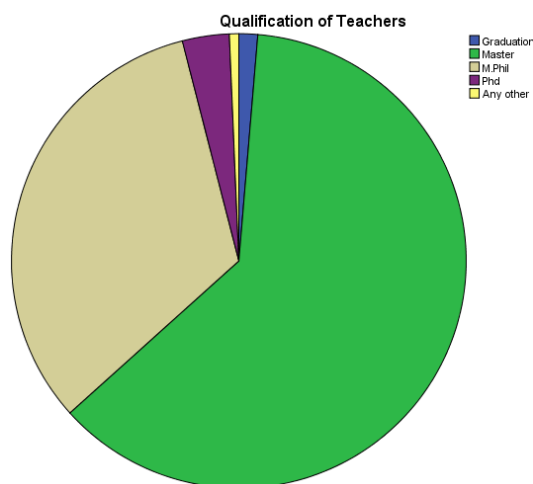


Table and figure0.3 show that most of the respondents 62% have master level qualification, 32.7% have M.Phil. Qualification, 3.3% have Ph.D. qualification, 1.3% is graduation and 0.7% is of other qualification in teachers.

Table0.4: Teaching experience wise descriptions of teachers

Sr. No.	Gender	Frequency	Percent
1	Less than 1 Year	4	2.7
2	1-4 year	44	29.3
3	5-8 year	58	38.7
4	9 -12 year	26	17.3
5	13+ year	18	12.0
Total		150	100.0

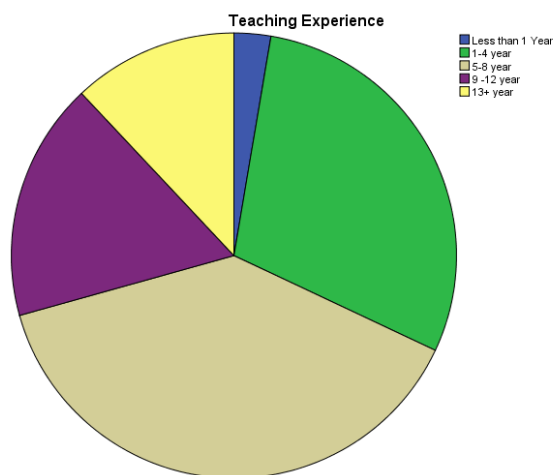


Table and figure0.4shows that most of the respondents 38.7% have 5-8 years teaching experience, 29.3% have 1-4 years teaching experience, 17.3% have 9-12 years teaching experience, 12% have 13 years and above experience and 2.7% have less than 1 year teaching experience.

4.2 Teachers' Knowledge and Use of Technology

Table0.5: You know how to use computer.

Sr. No.	Level of Agreement	Frequency	Percentage
1	Yes	145	96.7
	No	5	3.3
Total		150	100.0

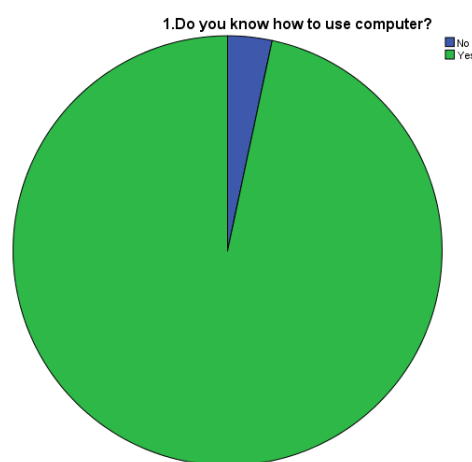


Table and figure0.5show that 96.7% respondents yeswith the statement that they know how to use computer and 3.3% with no respondents. The majority of teachers are inyes response with the statement they know how to use computer.

Table 0.6: You have a computer at home

Sr. No.	Level of Agreement	Frequency	Percentage
1	Yes	141	94.0



No	9	6.0
Total	150	100.0

Table and figure 0.6 show that 94% respondents with yes to the statement that they had a computer at home and 6% with no respondents. The majority of teachers' response is yes with the statement they had a computer at home.

4.3 Teachers use different types of technology in English language teaching classroom

Table 0.5: Computer

Sr. No.	Statement	Level of Agreement	Frequency	Percentage	Mean Score
1	Computer	Never	21	14.0	2.76
		Rarely	31	20.7	
		Sometimes	69	46.0	
		Very often	21	14.0	
		Always	8	5.3	
		Total	150	100.0	

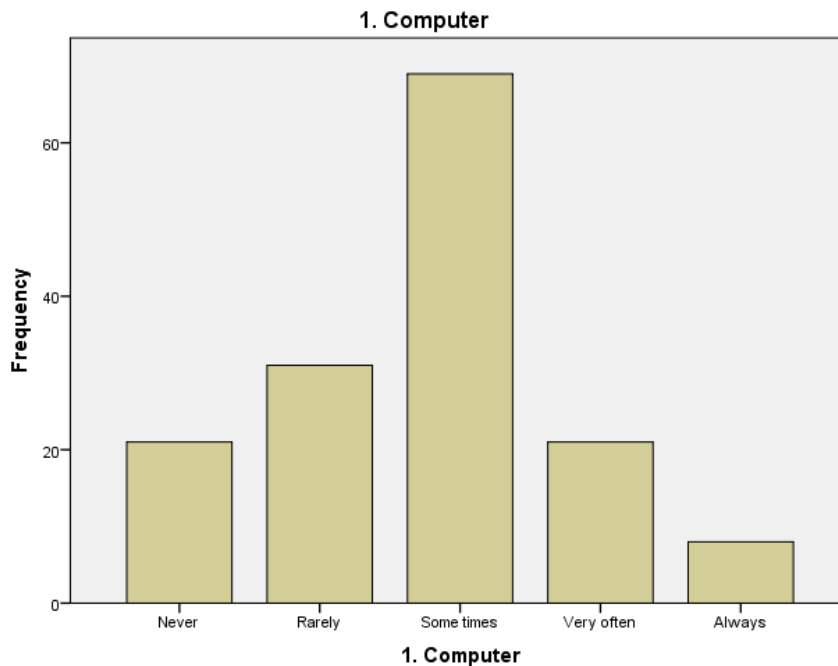


Table and figure 0.5 show teachers' opinions regarding teachers' use of different types of technology in English language teaching. It is clear from the data that 46% teachers use sometimes different types of technology in English language teaching. However, 14% respondents showed never in

response, 20.7% rarely, 14% very often and 5.3% always. The mean score (2.76) indicates that frequency of this question is negative.

Table 0.6: Smart phone

Sr. No.	Statement	Level of Agreement	Frequency	Percentage	Mean Score
2	Smart phone	Never	40	26.7	2.33
		Rarely	42	28.0	
		Sometimes	51	34.0	
		Very often	13	8.7	
		Always	4	2.7	
		Total	150	100.0	

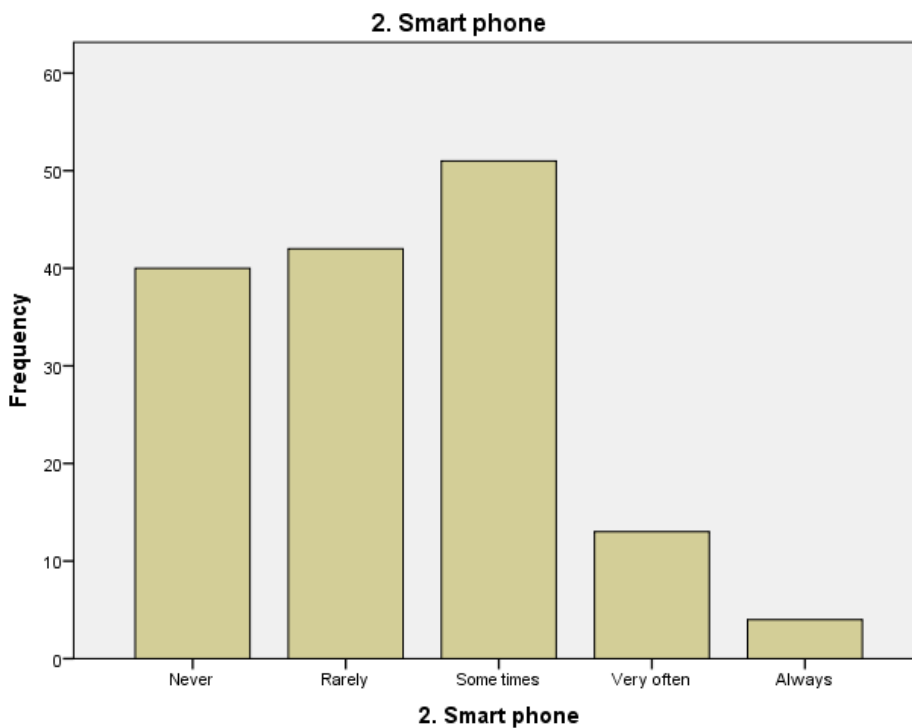


Table and figure 0.6 show teachers' opinions regarding teachers' use of Smart phone technology in English language teaching. It is clear from the data that 34% teachers use sometimes different types of technology in English language teaching in language classroom sometimes 34% teacher's use smart phone. However, 28% respondents showed rarely, 26.7% never, 8.7% very often and 2.7% always. The mean score (2.33) indicates that frequency of this aspect is negative.

Table 0.7: iPad/Tab etc.

Sr. No.	Statement	Level of Agreement	Frequency	Percentage	Mean Score
3	IPad/Tab etc.	Never	41	27.3	2.21
		Rarely	50	33.3	
		Sometimes	51	34.0	
		Very often	3	2.0	
		Always	5	3.3	
		Total	150	100.0	

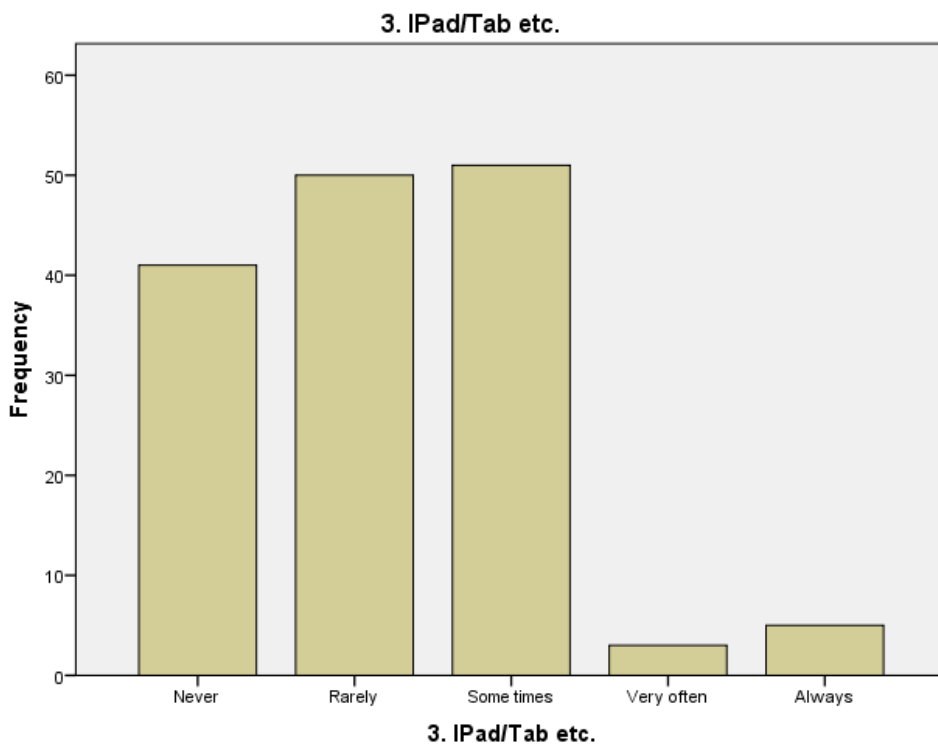


Table and figure 0.7 show teachers' opinions regarding teachers' use of different types of technology in English language teaching. It is clear from the data that 34% of teachers use different types of technology in English language teaching in the classroom sometimes, 34% of teachers use Ipad/Tab etc. However, 33.3% of respondents showed rarely, 27.3% never, 3.3% always and 2% very often. The mean score (2.21) indicates that the frequency is negative.

Table 0.8: Games and puzzles

Sr. No.	Statement	Level of Agreement	Frequency	Percentage	Mean Score
8	Games and puzzles	Never	117	78.0	1.27
		Rarely	27	18.0	

		Sometimes	5	3.3	
		Very often	0	0	
		Always	1	.7	
		Total	150	100.0	

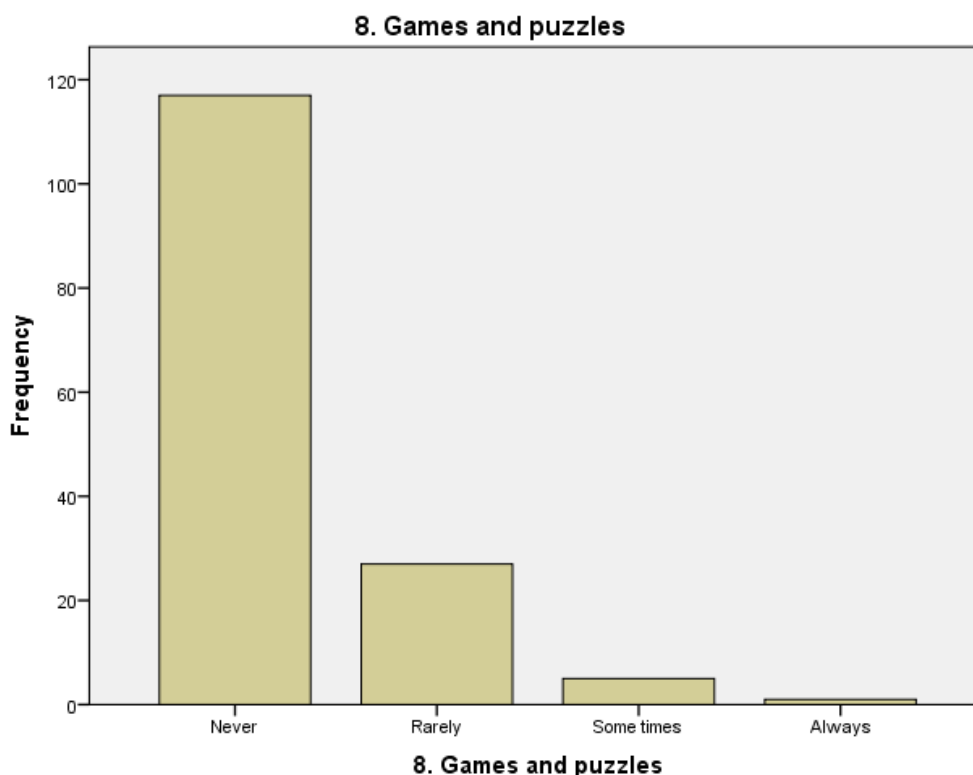


Table and figure 0.8 show teachers' opinions regarding teachers' use of different types of technology in English language teaching in the classroom. It is clear from the data that 78% of teachers never use different types of technology in English language teaching in the classroom, sometimes teachers use games and puzzles. However, 18% of respondents showed rarely, 3.3% sometimes, and 0.7% always. The mean score (1.27) indicates that the frequency of this is negative.

Table 0.9: Digital libraries

Sr. No.	Statement	Level of Agreement	Frequency	Percentage	Mean Score
9	Digital libraries	Never	23	15.3	3.87
		Rarely	2	1.3	
		Sometimes	3	2.0	
		Very often	66	44.0	
		Always	56	37.3	

		Total	150	100.0	
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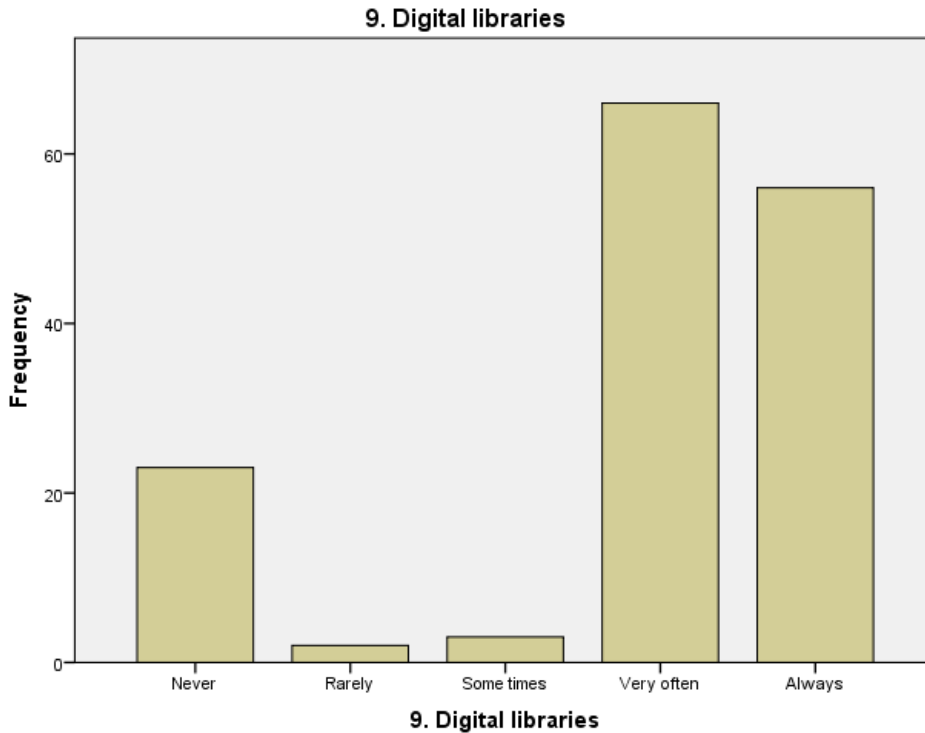


Table and figure 0.9 show teachers' opinions regarding their use of different types of technology in English language teaching in the classroom. It is clear from the data that 44% of teachers use different types of technology in English language teaching very often. 44% of teachers use digital libraries very often. However, 37.3% of respondents showed they always use digital libraries, 15.3% never, 2% sometimes and 1.3% rarely. The mean score (3.87) indicates that the frequency of these opinions is positive.

4.9 CALL according to Teachers Perception

Table 0.10: Computer oriented technology saves time

Sr. No.	Statement	Level of Agreement	Frequency	Percentage	Mean Score
1	Computer oriented technology saves time	Strongly Disagree	1	.7	4.50
		Disagree	0	0	
		Undecided	3	2.0	
		Agree	65	43.3	
		Strongly Agree	81	54.0	
		Total	150	100.0	

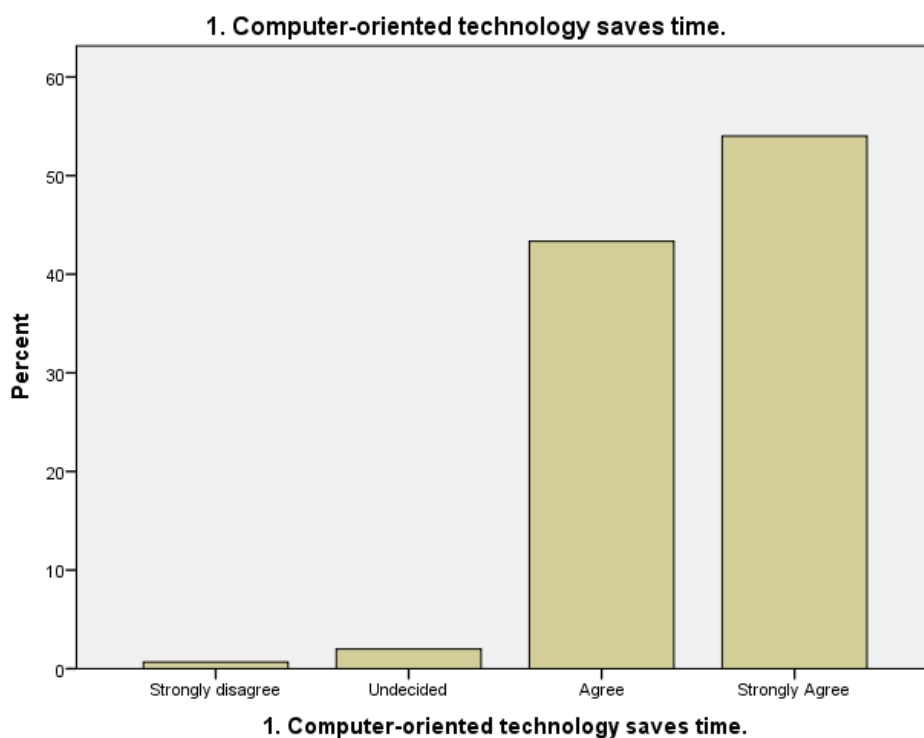


Table and figure 0.11 indicate the calculated value of the collected data from the participants in answer to “computer oriented technology saves time” that is 54% for agree, 43.3% for strongly agree, 0.7% strongly disagree, disagree is shown by 0%, and 2% for undecided. It explains that majority of the respondents agreed with the statement that computer oriented technology saves time. The mean score (4.50) indicates that frequency of this is positive in opinions.

Table 0.11: Technology has enabled the students to learn independently

Sr. No.	Statement	Level of Agreement	Frequency	Percentage	Mean Score
10	Technology has enabled the students to learn independently	Strongly Disagree	1	.7	4.41
		Disagree	1	.7	
		Undecided	6	4.0	
		Agree	69	46.0	
		Strongly Agree	73	48.7	
		Total	150	100.0	

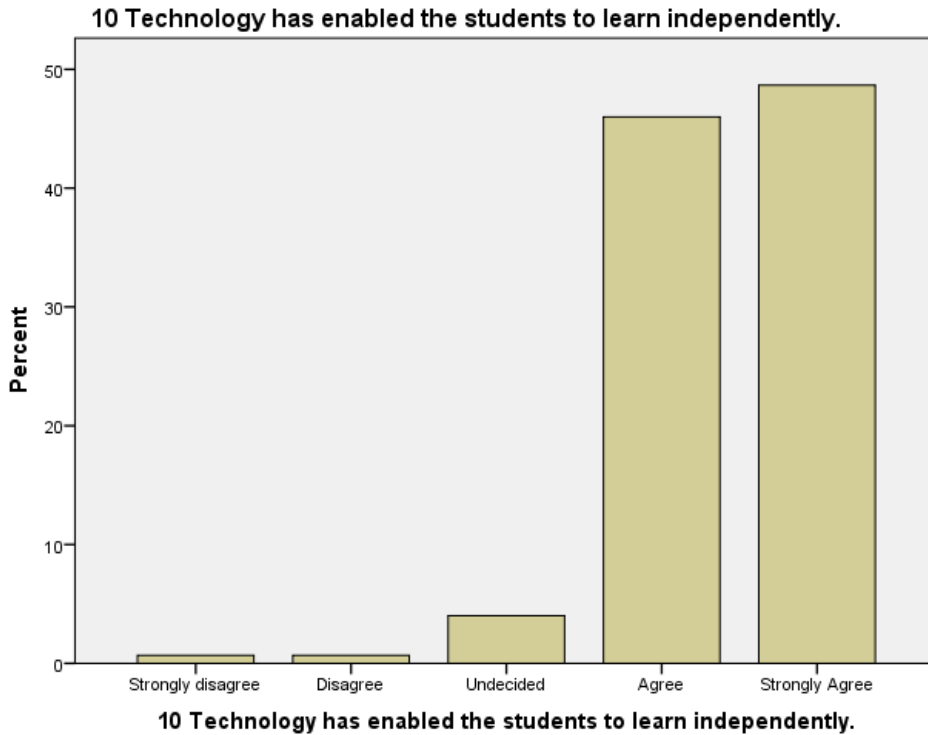


Table and figure 0.13 show the calculated value of the collected data from the participants in answer to “technology has enabled the students to learn independently” that is 48.7% for strongly agree, 46% for strongly agree, 0.7% strongly disagree, disagree is shown by 0.7%, and 4% for undecided. It explains that majority of the respondents agreed with the statement that technology has enabled the students to learn independently. The mean score (4.41) indicates that frequency of this is positive in opinions.

Table 0.12: Teachers’ role has degraded with the use of technology in classroom

Sr. No.	Statement	Level of Agreement	Frequency	Percentage	Mean Score
16s	Teachers’ role has degraded with the use of technology in classroom	Strongly Disagree	4	2.7	3.67
		Disagree	15	10.0	
		Undecided	40	26.7	
		Agree	59	39.3	
		Strongly Agree	32	21.3	
		Total	150	100.0	

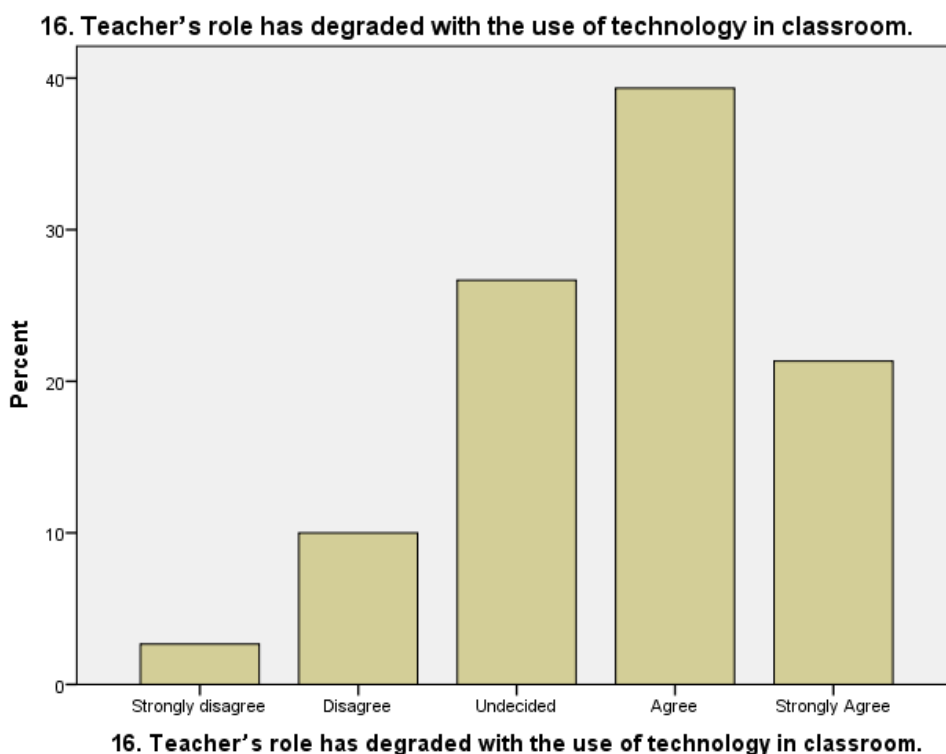


Table and figure 0.14 indicate the calculated value of the collected data from the participants in answer to “teachers role has degraded with the use of technology in classroom” that is 39.3% for agree, 21.3% for strongly agree, 26.7% undecided, disagree is shown by 10%, and 2.7% for strongly disagree. It explains that majority of the respondents’ agreed with the statement that teachers role has degraded with the use of technology in classroom. The mean score (3.67) indicates that frequency of this positive opinions of this aspects.

Table 0.13: CALL develops critical thinking among students

Sr. No.	Statement	Level of Agreement	Frequency	Percentage	Mean Score
17	CALL develops critical thinking among students	Strongly Disagree	2	1.3	3.92
		Disagree	9	6.0	
		Undecided	30	20.0	
		Agree	67	44.7	
		Strongly Agree	42	28.0	
		Total	150	100.0	

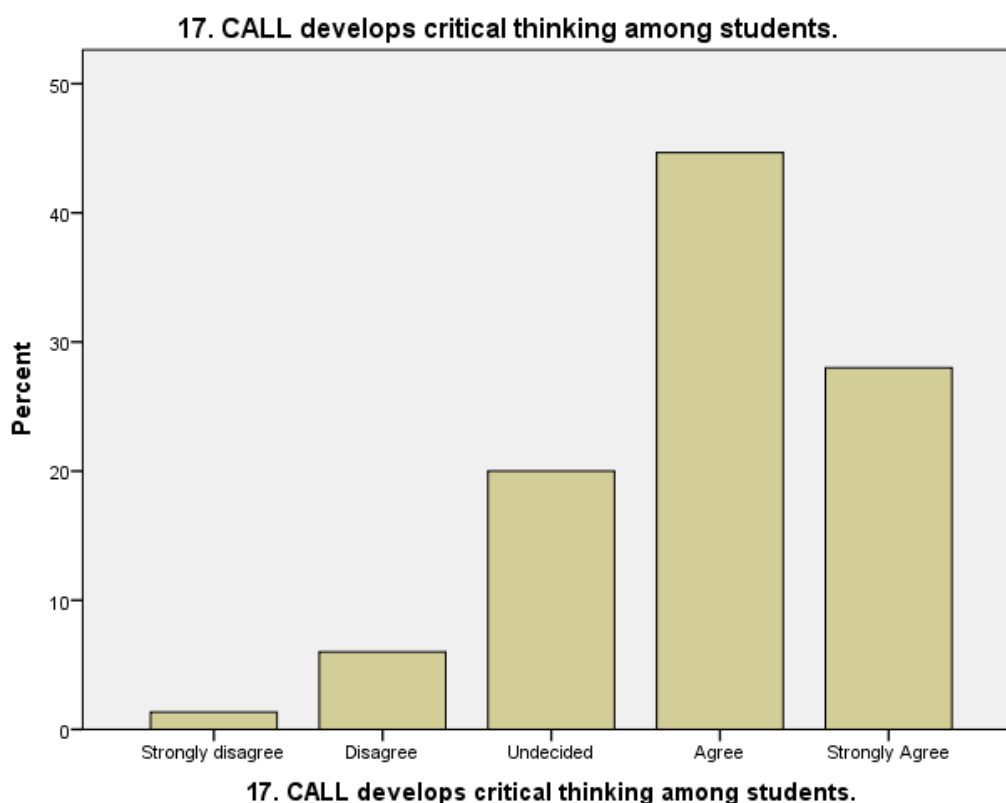


Table and figure 0.15 show the calculated value of the collected data from the participants in answer to “CALL develops critical thinking among students” that is 44.7% for agree, 28% for strongly agree, 20% undecided, disagree is shown by 6%, and 1.3% for strongly disagree. It explains that majority of the respondent’s agreed with the statement that CALL develops critical thinking among students. The mean score (3.92) indicates that frequency of this positive opinions of this aspects.

Table 0.16: Students do not rely on teacher as sole source of information now

Sr. No.	Statement	Level of Agreement	Frequency	Percentage	Mean Score
18	Students do not rely on teacher as sole source of information now	Strongly Disagree	1	.7	4.34
		Disagree	2	1.3	
		Undecided	7	4.7	
		Agree	75	50.0	
		Strongly Agree	65	43.3	
		Total	150	100.0	

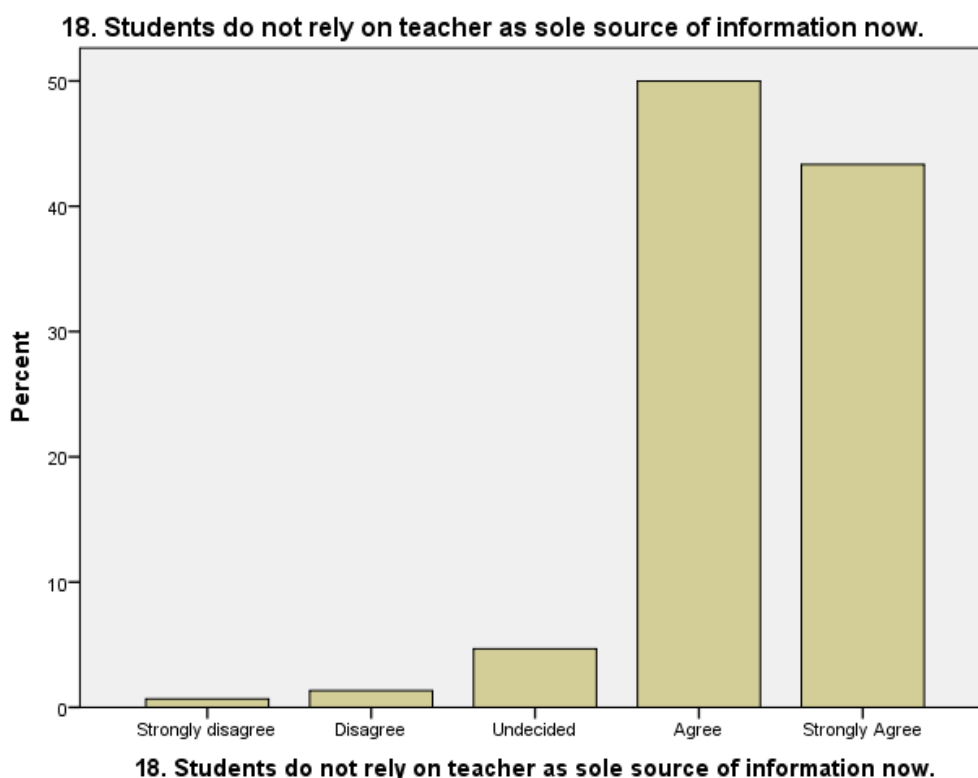


Table and figure 0.16 show the calculated value of the collected data from the participants in answer to “students do not rely on teacher as sole source of information now” that is 50% for agree, 43.3% for strongly agree, 4.7% undecided, disagree is shown by 1.3%, and 0.7% for strongly disagree. It explains that majority of the respondents’ agreed with the statement that students do not rely on teacher as sole source of information. The mean score (4.34) indicates that frequency of this high positive in opinions.

Table 0.17: Using CALL demand teachers to afresh their professional knowledge and skills

Sr. No.	Statement	Level of Agreement	Frequency	Percentage	Mean Score
19	Using CALL demand teachers to afresh their professional knowledge and skills	Strongly Disagree	0	0	4.29
		Disagree	2	1.3	
		Undecided	11	7.3	
		Agree	78	52.0	
		Strongly Agree	58	38.7	
		Total	150	100.0	

19. Using CALL demands teachers to afresh their professional knowledge and skills.

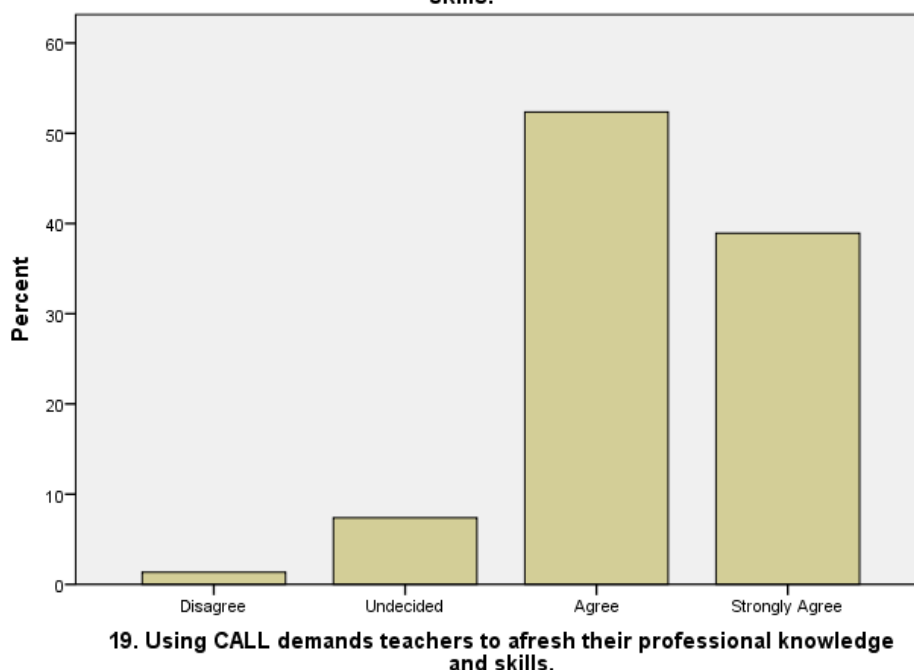


Table and figure 0.17 show the calculated value of the collected data from the participants in answer to “using CALL demands teachers to afresh their professional knowledge and skills” that is 52% for agree, 38.7% for strongly agree, 7.3% undecided, disagree is shown by 1.3%, and 0% for strongly disagree. It explains that majority of the respondents’ agreed with the statement that using CALL demands teachers to afresh their professional knowledge and skills. The mean score (4.29) indicates that frequency of this question is high positive in opinions.

SUMMARY, FINDINGS, CONCLUSIONS, LIMITATION AND RECOMMENDATIONS

1.13 Summary

The goal of the research was to find out teachers’ perceptions towards CALL and the benefits of CALL usage in L2 teaching/learning and how well prepared L2 teachers are trained to use technology in L2 teaching/learning.

Literature review on the topic of CALL suggests that usage of technology in second language teaching/learning as tool has lots of potential and benefits. Nevertheless, CALL should be tailored to the teaching/learning goals and the students’ needs and teachers should have complete knowledge and understanding of the technology implementation and use. Usually, one program could be used in more than one of the language skills and the teacher should know this to use technology up to its maximum potential.

Although technology has evolved very fast the last two decades, it has impacted some language skills more than others. Two of the L2 skills, which benefited the most have been writing and listening. The World Wide Web brought a significant revolution in accessibility to readings, videos, and real-time chat in the target language. Lately, speech recognition can be setup for the target language. Recording using L2 for practice is easier than ever. Some programs can even give feedback on how to pronounce words or point out misspellings.

CALL has given students greater independence and flexibility in the learning process by removing the classroom's walls and the time limitation of students' exposure to L2. The ability to play and pause a video recording at anytime and anywhere gives the students more opportunities to practice and slow down or speed up the learning of L2.

Finally, Language teachers are assuming more and more the role of coaches, moving away from the traditional lecturer role. Based on the research, language learning is becoming more dynamic and student centered. CALL provides a variety of formats and tools to help the independent learner and all the other learning styles. Teachers still provide that needed face to face interaction and guidance. In second language learning the role of the L2 teacher as an educator is going beyond the classroom. L2 teachers become coordinators and facilitators for CALL technology usage. L2 Teachers are becoming more aware of the potential of CALL technology to enhance L2 teaching/learning. To assume these challenge L2 teachers must be well trained in the use of CALL technology to be able to use all its potential in and out of the second language classroom.

Most of the literature review points out the benefits of CALL in L2 learning. However, most of the researchers agree that it is only a tool and teachers need to use it, taking into consideration the class objectives and goals. Also, teachers need to be well trained before implementing CALL in their course. It is the teachers' responsibility to keep up with the new CALL technology and work as a team with all the L2 teachers to establish a culture of support and to make sure all the students will reach the same level of education in the target language no matter who the teacher is.

1.14 Findings

Findings are reported into two sections. Part one is based on the results extracted from teachers' responses.

1. The majority of the respondents 66.7% were male teachers' and 33% were female teachers.
2. 42% teachers have 36 years and above ages in age groups.
3. 62% have master level qualification in teachers.
4. 29.3% have 1-4 years teaching experience.
5. The majority 96% of teachers are in yes response with the statement they know how to use computer.
6. The majority 94% of teacher's response is yes with the statement they had a computer at home.
7. The majority 78% of teachers responded in yes with the statement they have access to internet.
8. The majority 64% of teachers responded in no with the statement 'they use technological resources / gadgets/tools other than computers in English language teaching'.
9. The majority 78% of teachers' responded in no with the statement 'they had any formal training for using computer technology in teaching English'.
10. The majority 62% of teachers no response with the statement they use English learning software / applications to teach English.
11. The majority 51% of teachers responded in yes with the statement that 'their institute offers them sufficient infrastructural facilities required for the use of computer in teaching of English'.
12. The majority 80% of teachers responded in yes with the statement that computers and multimedia equipment in their institute is in workable condition.
13. The majority 74% of teachers responded in yes response with the statement they have access to video projector / multimedia in their institute.

14. The majority 73% of teachers responded in yes with the statement ‘they use video projector / multimedia in their classroom’.
15. The majority 51% of teachers responded in yes with the statement ‘senior teachers in their institute use computers and multimedia to teach English to students’.
16. The majority 67% of teachers responded in no with the statement ‘the administration of their institute encourages them to use computers in teaching English’.
17. 46% teachers use computers sometimes different types of technology in English language teaching. The mean score (2.76) indicates that frequency of this question is negative.
18. 34% teachers use Smart phones sometimes in English language teaching in language classroom. The mean score (2.33) indicates that frequency of this aspect is negative.
19. 34% teachers use different types of technology “IPad” in English language teaching in classroom sometimes the mean score (2.21) indicates that frequency is negative.
20. 38.7% teachers use rarely different types of technology in English language teaching in classroom sometimes teacher’s use of ‘audio/video tapes’. The mean score (2.21) indicates that frequency of this is negative.
21. 40.7% teachers never use different types of technology ‘Multimedia’ in English language teaching. The mean score (2.00) indicates that frequency is negative.
22. 47.3% teachers never use different types of technology in English language teaching in classroom sometimes teacher’s use of ‘internet’. The mean score (1.93) indicates that frequency of this is negative.
23. 69.3% teachers never use “language Software” in reply to different types of technology in English language teaching in language classroom. The mean score (1.41) indicates that frequency of this is negative.
24. 78% teachers never use “Games and puzzles’ in reply to different types of technology use in English language teaching in classroom. The mean score (1.27) indicates that frequency of this is negative.
25. 44% teachers use “Digital libraries” very often different types of technology in English language teaching. 44% Very often teacher’s use of digital libraries. The mean score (3.87) indicates that frequency of this opinions of positive.

1.14.1 Matching Research Questions with Findings

	Research Questions	Answers based on the Findings
1	What types of technology are used by English language teachers in teaching English at graduate level?	Findings of the research shows that majority of the English language teachers use computer and Multimedia projector in language teaching at graduate level.
2	Are English teachers professionally trained to use technology in teaching English at graduate level?	Results of the research shows that 78% teachers are untrained and they lack professional training in information technology.
3	What are the problems that English teachers face while using technology in English language teaching at graduate level?	Main problems for teachers in using technology in English language teaching are, lack of training, lack of time, unavailability of digital gadgets, insufficient financial resources, lack of space, unavailability of electricity, lack of accessibility to internet.

4	What is the attitude of English language teachers using technology in teaching English at graduate level?	Findings of the research explores that more than 70% teachers have positive attitudes in using English language teaching and learning. Most of the teachers have positive attitudes towards technology in language teaching.
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1.15 Conclusions

Based on these findings, the use of technology as a tool to meet the needs of L2 learners has a great potential in the development of the second language skills. The latest advances in computer technology have been providing L2 learners with innovative opportunities to develop each one of the four language skills beyond the classroom's walls. This new technology provides students with autonomy to learn on their own time and anywhere. Overall, CALL provides students with original L2 audio, video, readings, and the possibility of face-to-face interaction with L2 native speakers. Researchers agree that CALL provides unique experiences to the L2 learners since new technology has added new features like on-line dictionaries and e-readers to facilitate L2 learning.

Finally, CALL technology would not reach all its full potential if L2 teachers were not receiving proper training on the use and implementation of CALL technology. L2 teachers must be ready to adapt CALL to the curriculum and the students' needs. Second language teachers will benefit from the study's findings by gaining a better understanding of the importance of CALL trainings, and the benefits of technology use as a tool to learn a second language.

1.16 Limitations

Even though the literature review shows the advantages of implementing CALL to enhance the teaching/learning of L2, most of the research was done with small samples and many within small lapses of time, which makes it difficult to make a general statement based on the research data. Another important factor is the inconsistency of the groups studied by the researcher. Most of the studies were done in small settings and based on only one particular language skill.

Also, all the students were treated as equal learners without mentioning if there were students with special needs or any classification. In essence, the studies done on CALL benefits are limited by the technology used at the time of the research, while technology is evolving faster than the research being done.

1.17 Recommendations

In the light of the findings, the researcher makes the following recommendations:

- Teachers must become familiar with the technology available and understand how it could improve the teaching/learning of L2.
- Proper teacher training must be provided to ensure the correct use of CALL in and out of the classroom setting.
- Teachers should select appropriate technology and programs according to proven data on use and results for each one of the language skills. The objectives are to increase the use of CALL in the L2 classroom, and to train L2 teachers in the use of technology.
- With the proper training teachers can use CALL and make adaptations that will complement the daily activities in and out of the classroom.
- Other suggestions for future research would include investigating the points of view between new L2 teachers and veteran teachers regarding new technology usage-implementation in the classroom.

Exploring what kind of training is suitable for each teacher generation. In addition, the latest mobile technology is making its way into the classroom. Research on the latest mobile technology needs to be done in order to find out its potential in L2 teaching/learning.

1.17.1 Further Studies

In addition to what the present study has concluded, researchers have the opportunity to explore many techniques in which CALL can enhance language teaching and learning. More studies should be conducted in the future to investigate the role of CALL in teaching and learning ESL activities and skills.

1. Similar studies should be conducted in other educational settings with different student populations in order to get additional information about the effectiveness of CALL on EL Pakistani learners.
2. The results of this study may be relevant to researchers in other language skills as well as other fields of research.

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