

# Investigating the Impact of CALL Integration on ESL Learners' Listening Comprehension: A Case Study of 'Indus Valley School System (IVSS)' Hyderabad

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## Abstract

The use of Computer Assisted Language learning (CALL) has become a significant feature in English Language Teaching (ELT). It is used for effective English language teaching and learning. This study investigated the impact of CALL integration on ESL Learners' Listening Comprehension. The method for this research was a case study. Pre-test, post-test and questionnaire were used as instruments to collect data from forty learners of grade eight of Indus Valley School System (IVSS) Hyderabad, Pakistan. The main purpose of this study was to investigate the CALL's role in improving their listening comprehension and their motivation in listening through CALL. The findings show the improvement in learners.

**Keywords:** CALL integration, Listening Comprehension, ESL learners.

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## 1. Introduction

English Language holds a position of a global language and at the same time, it is considered as digital age. Computer assisted language learning (CALL), has gained attention since 1960s and has brought considerable effects on language skills. The use of CALL has become a significant feature in English Language Teaching (ELT). It is used for the purpose of effective language learning.

Listening plays an important role in language learning, it is essential for understandable input and without this input, language learning is almost impossible. However listening classrooms encounter limitations such as lack of proficient teachers, insufficient time and lack of authentic resources.

In the Pakistani context, there are many institutions where technological tools especially computers are being used in language classrooms to deal with such limitations. Therefore, this study investigated the Impact of CALL Integration on ESL Learners' Listening Comprehension at Indus Valley School System (IVSS)' Hyderabad, Pakistan.

## 2. Related Literature

According to Levy (1997), CALL is "the search for applications of the computer in Language teaching and learning". However, Beatty (2013) suggests that CALL comprises issues of technologies, material design, pedagogical theories and methods of instructions and it prioritizes language learning with various possible ways to connect language learning and computer technology. CALL can include those computer-based materials which are purpose-made for learning a language.

Nadig (2013) remarked that listening comprehension is the process of understanding and making sense of spoken language that includes knowing speech sounds, understanding the individual word-meaning, and understanding the syntax.

Listening comprehension is viewed as an active process, in which individuals are likely to change words into thoughts having the aim to create meaning in any passage of L2. Listening comprehension is viewed as having a long history than reading of analog and phonographs, through audio-tape era into the digital times (Wangner, 2007).

According to Hamouda (2013), comprehending speech is a very difficult activity for learners as they face a lot of problems while listening to a new language. Rost (1990) emphasized that CALL and other technological tools are beneficial for the development of listening skills.

### 2.1. Objectives of this study:

- i. To investigate the impact of CALL on ESL learners' Listening comprehension at IVSS Hyderabad.

- ii. To investigate the role of CALL in improving learners' motivation in listening.

## 2.2. Research questions

This study answers these questions:

RQ1: Does CALL improve learners' listening comprehension?

RQ2: Does CALL have a role in improving learners' motivation in listening?

## 3. Research Methodology

The present study attempts to investigate the impact of CALL integration on ESL learners' listening comprehension, and the role of CALL in improving learners' motivation in listening. The method for the research is the case study. Pre-test, Post-test and questionnaire are used as instruments and the data is collected from Forty (40) learners from Grade VIII's both sections, A and B at the 'Indus Valley School System (IVSS)' Hyderabad, Pakistan.

### 3.1. Instruments

- i. Pre-test and Post-test: Listening tests were selected from the 'British Council Audio series for Listening'.
- ii. Questionnaire: 'Motivation Questionnaire' was adopted from Feruz Akobirov's study conducted on the influence of Technology on language learning and motivation (2002).

### 3.2. Procedure

To investigate the prior knowledge of learners' listening ability and their proficiency in listening comprehension skills, a pre-test was administrated in which a listening test named 'A Special Restaurant' from the British Council Audio series for Listening was conducted that contained 20 items of true/false, fill in the blanks and multiple-choice questions (MCQs).

Then treatment of eight weeks listening course named 'Starting out' from British Council Learn English (Video Zone) which has 16 sessions/episodes was integrated.

After that, a post-test was conducted to find out the impact of CALL, a listening test named 'Beating stress' from the British Council Audio series for Listening which also has 20 items of true/false, fill in the blanks and multiple-choice questions (MCQs).

At the end, the questionnaire was given to learners to find out their improvement in motivation after listening through CALL. There were fifteen items in the questionnaire in form of 4 points Likert scale.

### 3.3. Data Analysis

The gathered data from the Pretest-Posttest and Questionnaire were analyzed through SPSS Software (V.28) in terms of getting score's frequency, percentage rate and computing mean score of learners' responses.

## 4. Findings and Conclusion

The study's findings are derived from the analysis of results of the learners' ability of listening comprehension and learners' motivation while learning listening with CALL.

### 4.1. Learners' ability of listening comprehension.

The main objective of this study was to investigate the impact of Computer Assisted Language Learning (CALL) on the listening comprehension of learners. For gathering data, pretest and posttest were conducted. In pretest results, none of the learners attained a good score. There were fairly 5 to 7 learners who attained good scores. The remaining all fell below-averages scores.

After Pretest researcher gave the treatment to learners by teaching them listening comprehension through CALL. Learners did activities that were part of their treatment such as watching videos series of Listening comprehension through audio-visual. At the end of the class worksheets related to watched and heard material were provided to learners to do. After that treatment, a post-test was conducted, that showed the progress of learners in listening comprehension.

Hence the pre-test mean score was 61.93 and the post-test mean score was 83.05, the result showed a significant impact of CALL on learners' listening comprehension. This study presented progressive results. The result can be justified with the findings of studies of Levy (1997) that CALL tools can help to encourage language learning development.

### 4.2. Learners' Motivation in learning listening comprehension through CALL.

This study showed that learners' motivation in listening comprehension through CALL resulted as high motivation. It was found that CALL application in English listening lessons makes learners understand easily,

and their exposure is authentic with CALL application in their lessons and with this, learners can be encouraged. Learners' questionnaire result was in the category of high motivation. The result is appropriate with motivation intensities' classification.

Findings show the impact of CALL integration on ESL learners' Listening comprehension at Indus Valley School System (IVSS) Hyderabad Pakistan.

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