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**EFL Teachers' and Learners' Attitudes and Beliefs  
towards the Use of CALL in Teaching Listening and  
Speaking Skills**

**The Case of Third Year Students, University Of M'sila**

Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for the Degree of Master in Linguistics

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## DECLARATION

We hereby solemnly declare that the work we are going to present in this thesis entitled:

EFL Teachers' and Learners' Attitudes and Beliefs towards the Use of CALL in Teaching Listening and Speaking Skills

The Case of Third Year Students, University Of M'sila

Is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree, and all sources we have used and quoted from have been indicated by means of complete reference.

This work is to be carried out and completed at university of Mohamed Boudiaf in M'sila, Algeria.

MECHRI CHAIMA

ZINE INAS

Signature



Signature



## ***Dedication I***

*In the name of Allah, the Most Gracious, the Most Merciful*

I dedicate this work to

The two most precious people in the world my parents who gave me the gift of life and getting to this moment.

To me who struggles throughout the school period.

To my colleague's mother, who died before sharing with us the joy of graduation.

***Chaima***

## ***Dedication II***

I dedicate this work to

*The purest soul, the source of joy and the most beautiful person in my life*

*,my mother,*

*rest in peace.*

***Ines***

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*Chaima\*\*\*Inas.*

## Abstract

Technological innovation, particularly computers, seem to provide several chances for both students and teachers. Using computers to teach a language has piqued the interest of many academics in recent decades. The current study intends to investigate the perceptions of English teachers and students at Mohammed Boudiaf University, M'sila toward the effectiveness of using a computer to teach speaking/listening sessions. This study tries to find answers to some questions as the attitudes of EFL teachers and learners towards the use of CALL concerning listening and speaking skills and the main challenges and drawbacks of using CALL for teaching. In this research, two data collection tools were used: an interview with teachers and a questionnaire with students. During the course of this research, fifty-seven questionnaires were delivered to third-year students (out of a total population of 140 students) and interviewed five (5) English teachers (of a total population of 11 teachers). To achieve objectivity and reliability, we chose samples based on complete randomness and anonymous. The research tools' data was examined quantitatively and qualitatively. The study's results showed that both students and teachers have positive attitudes regarding using CALL to teach listening and speaking skills. Both categories agreed on the significance of using computers in language teaching and learning, as well as in strengthening the two language skills, and they expressed good views on the computer's influence on both the teaching and learning processes.

**Keywords:** *Speaking skill, listening skills, computer assisted language learning, teaching process and learning process.*

## **List of abbreviations**

**ASR:** Automatic Speech Recognition

**CAI :**Computer-Aided Instruction

**CALL:** Computer-Assisted Language Learning .

**CAL:** Computer-assisted learning

**CBT:** Computer-Based Training

**CMC:** Computer-Mediated Communication

**CMI:** Computer-Mediated Instruction

**CLT :** Communicative Language Teaching

**CD-ROMs :** Compact Disc , Read Only Memories

**EAP:** English for Academic Purposes

**EFL:** English as a Foreign Language .

**ELL:** English Language Learning

**ELT:** English Language Teaching

**ESL:** English as a Second Language .

**ESP:** English for Specific Purposes

**ICT:** Information Communication Technology

**ICALL:** Intelligent Computer- Assisted language learning

**L3:** License Three

**L2:** Second Language

**LCD:** Liquid-Crystal Display

**MP3:** MOEG-1 Audio Layer-3

**%:** Percentage

**PC:** Personal Computer

**RII:** Relative Importance Index

**SD:** Standard Deviation

**SPSS:** Statistical Package for the Social Sciences

**TTS:** Text-To-Speech

**TELL:** Technology Enhanced Language Learning .

**TESOL:** Teaching English to Speakers of other Languages

**UK:** United Kingdom

**USA:** United State of America

**WP:** Word Processor

**X:** Mean

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# General Introduction

# General Introduction

## 1-Background of the Study

Technology is an important part of modern life; the ever-expanding range of new technological tools, as well as the growing number of active users, have made these instruments a common educational resource for instructors and students (Mustafa, 2013).

The education system has regularly seen numerous changes in the form of new methodologies, approaches, organizational structures, and a wide spectrum of technological breakthroughs. From the very first technological beginnings of radio, television, and audiocassettes in the previous century, computers now provide a wide ranging electronic medium with the potential to fundamentally remodel and improve educational materials and programs. Current education models are taught to demonstrate the period's social, political, economic, and philosophical standards. The globalization of technology and the increasing appeal of e-learning are depicting our educational period as a significant shift in how high the quality of education delivery should be. Not only is the distribution of educational programs changing, but so are other aspects of the educational environment, such as course management and learning resource sharing.

Teaching English as a foreign language is depended on four skills. Both listening and speaking are required for foreign language communication .In this sense Peter Mcknezie-Brown (2007) described in his book“ teach and learn” two key language skills: oral and aural. The two names sound the same , but they have different meanings. Oral language relates to the ability to speak, enunciate, and pronounce, whereas aural language refers to the ability to listen ,also known as auditory language. The two skills appear to be different in contexts and elements, yet they share the same purpose of developing and improving EFL learners’ ability to express themselves.

## General Introduction

In recent years, learning English as a second language has coincided with a technological revolution. One of these developments is the use of computers to study English language, often known as Computer-Assisted Language Learning (CALL). As a result, CALL is one of the most essential technologies used to aid with language learning. It should be noted that computers have dramatically modified every element of schooling. Even now, the various developments of the digital revolution, such as multimedia (e.g., PowerPoint software), films, and so on, have an impact on how teachers attempt to teach language (Ghorbani&Marzban,2013).

Additionally, over history, the computer as an information tool has played a crucial role in all aspects of human life. Furthermore, the advancement of computer technology places a higher emphasis on educational technologies in the teaching and learning of a language. As a result, several countries around the world have included computers into their educational systems (Talebinezhad &Abarghoui, 2013).

According to Allport(1967) , attitude is “ a mental and neutral of readiness, organized through experience, exerting directive and dynamic influence upon the individual’s response to all objects and situations which is related”.( (As cited in Richardson,1996,p.8).Hence, when it comes to using computers for teaching and learning both skills , this refers students’ and teachers’ views/ opinions regarding the usefulness of incorporating computers into the learning process, it means; to what extent both teachers and learners think of computers as a useful material for teaching speaking and listening skills.

## 2-Statement of the Problem

Most previous studies focused primarily on examining or describing the ways in which computer-assisted language learning (CALL) is used, most namely in the development of writing and reading skills, without paying much attention to what teachers and students

## **General Introduction**

believe about the use of CALL in the development of oral /aural skills. This issue is one of the primary motivators to conduct research in this area to explore the contributions of using CALL for teaching and learning the two skills, as well as how computer facilitated their instruction despite their difficulty.

### **3. Research Questions**

This study attempts to provide answers to the following research questions:

1-What are the attitudes of the EFL students and teachers towards the use of computer-assisted language learning (CALL) in teaching speaking and listening skills at M'sila University?

2-To what extent is CALL an effective tool for improving students' speaking/listening skills?

3-What are the drawbacks and challenges of using CALL for teaching?

### **4. Research Hypothesis**

The goal of this study is to find out how students and teachers think about using CALL in the classroom. As a result, we predict that EFL students and teachers would have positive perceptions towards the usage of CALL for teaching speaking/listening skills.

### **5. Significance of the Study**

This research is significant because it seeks to analyze the attitudes of EFL teachers and learners towards the use of computers for teaching/ learning speaking and listening skills in English department at M'sila University. Simply put, it provides a great opportunity to effectively teach the two skills while also facilitating the learning process .It is particularly significant to learn more about the attitudes/beliefs of third-year students and teachers in

## **General Introduction**

learning and teaching the two skills ( speaking /listening) as a result of the data collected by the instruments during the research.

### **6. The Aim of the Study**

The study investigates the present position of M'sila University's department in terms of teaching / learning of the speaking/listening through the usage of CALL .The current study's objectives are to explore into the attitudes of EFL students and teachers on using computers to increase their second language competence and their two skills. Furthermore, there is an urgent need to investigate whether EFL teachers and learners have positive or negative attitudes/perceptions towards the use of CALL in oral expression classes in order to conclude does the computer has benefits or negatives in education.

### **7. Research Methodology**

This section discusses the research methods that were employed, the study sample, data collection instruments, and the dissertation structure.

#### **7.1 Methods**

The purpose of this research is to look into how CALL can be used to teach speaking and listening skills. Both qualitative and quantitative methods are used in the descriptive method .It is a better option for our study .The method was chose since the work focuses mostly on definitions, descriptions, quantitative and qualitative data analysis,as well as descriptive statistics theme interpretation.

#### **7.2 Population and Sampling**

Third –year students were chosen as the population and sampling technique for this dissertation because they might have more experience with speaking/listening classes over the

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course of three years .Additionally, EFL teachers of English from the University of M'sila were selected as the teachers' target population . The target population consists of 140 students . A total of 57 students, or 43,8% of the population , participated in the questionnaire. While 5 teachers from a population of 11 EFL educators were interviewed.

### **7.3.Data Gathering Tools**

In order to test the research hypothesis, a questionnaire was given to third- year students to examine their perceptions of the CALL, and an interview was held to teachers to explore their attitudes/beliefs toward CALL in the case of teaching the two skills.

### **7.4. Structure of the Dissertation**

There are two chapters in the current study: The first chapter is devoted to a study of the literature, while the second one covers fieldwork and the results of the research instruments.

There are two sections in the first chapter. The first section attempts to define the both skills ( speaking/ listening) and provides a historical background. It also supplies insight into traditional and modern teaching of the two skills, it illustrates the reasons behind teaching speaking/listening skills , and their importance. The second section covered the definition, the history, the advantages/disadvantages of computer assisted language learning. Additionally ,it clarifies the CALL's applications and tools. It also discusses how computer can improve all four skills, but particularly speaking and listening.

The second chapter is the experimental part for this study, in which the data were collected through using questionnaires and interview for both EFL students and teachers of

English at The Department of M'sila University, together with discussion of the findings, an interpretation of the data ,recommendations, and pedagogical implications .The

## General Introduction

dissertation concludes with a broad statement that summarizes everything covered in the two chapters

# **CHAPTER ONE**

*An Overview about Computer-Assisted Language  
Learning ; Teaching and Learning Speaking/Listening  
Skills*

# **Chapter One: An Overview about Computer-Assisted Language Learning, Teaching and Learning Speaking /Listening Skills**

## **Section One: Teaching and Learning Speaking/ Listening skills**

### **1.1.Introduction**

Different educationists hold different ideas regarding the concepts of teaching and learning that both of them are interrelated. Morrison (1934) stated that “Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter” (p. 5-8), and Dewey (1934) expressed the concept of teaching in quote as “Teaching is learning as selling is to buying”(p.5-8). In the words of John Brubacher (1939), “Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so”(p. 5-8). Learning a second language involves mastering the four skills (writing, reading, listening and speaking), and among them all, Bahadorfar&Omidvar (2014) noted that speaking is deemed to be the most important in learning as second or foreign language. As stated by Ur (1996), speaking included all other skills of knowing that language. In the 21st century, various creative current technologies are being introduced to educate and learn spoken English both inside and outside of classrooms. Technology is the means through which we can enter this updated world. Even while the internet, the computer and other technologies are being used more effectively in other areas of life, educational institutions and teachers have yet to realize their full potential, those technologies regarded as essential tools that teachers and students of the English language can utilize to properly teach and learn language oral skill.

### **1.2.Teaching Speaking:**

In the human species, speech is universal. It is the primary means of human interaction. Florez (1999) illustrated that speaking entails an interactive process of meaning

## **Chapter One: An Overview about Computer-Assisted Language Learning, Teaching and Learning Speaking /Listening Skills**

construction that includes not only the production but also the reception of spoken information. Speaking is defined by Chaney (1998) as "the process of creating and communicating meaning in a variety of circumstances via the use of verbal and nonverbal symbols" (p.13). Speaking is an important aspect of learning and teaching a second language; it is a form of communication and one of four productive abilities that must be learned when studying a foreign language. Despite the primacy of speech in these various respects, speaking has traditionally played a minor role in foreign language study. Learning grammatical principles, describing sentence patterns, rote memorization of vocabulary, and translating literary sources have traditionally been prioritized in foreign language instruction (Thanasoulas, 2002).

Language learning was widely regarded until the mid-twentieth century as a collection of rules gained by L2 learners for the purpose of learning foreign language principles as they applied to textual translation. However, a century earlier, protests to a sole focus on grammar-translation as applied to written texts had surfaced. A market for books and instruction in foreign language oral communication arose as Europeans' communication opportunities grew. With the production of the Gouin text series and the establishment of the Gouin language schools, the Frenchman F. Gouin (1831-1896) is often credited with creating a need and a resource for the study of speaking abilities. Richards and Rodgers (2001) noted that Cognitive and sociolinguistic theories of language and language development affected language education in the 1970s. These provide a larger emphasis on meaning in language use, implying that students must understand how messages are presented and interpreted, as well as how to express themselves clearly and listen to what others are trying to say. And according to Richards (1983) They must also comprehend how language is employed in connection to the social structure in which the target language is used.

## **Chapter One: An Overview about Computer-Assisted Language Learning, Teaching and Learning Speaking /Listening Skills**

As a result of these effects and a renewed focus on serving the requirements of L2 learners, language teaching has shifted its focus to communication, which includes the expression, interpretation, and negotiation of meaning in a particular situation (Lee and Van Patten, 1995). The term "communicative language teaching" was coined to describe this focus (CLT). "In real-life situations, CLT stresses speaking and listening " . and..."tends to encourage active student participation in a wide range of activities, tasks, and communication strategies"(Warschauer, 2001, p.217). With the growing popularity of communicative approaches, teaching speaking has become increasingly important throughout this time (Pica et al ,1996) . As teaching speaking is important aspect in language learning process, it is a crucial part of second language learning and teaching. However , it is not an easy task to do it entails instructing students on how to :

- Make use of word and phrase emphasis, intonation patterns, and the second language's rhythm .
- Choose acceptable words and sentences for the audience, situation, and topic matter in the appropriate social setting .
- Arrange their thoughts in a logical and relevant order .
- Make use of language to express values and judgments .
- Fluency is defined as the ability to speak a language swiftly and confidently with few artificial pauses (Nunan, 2003 ) .

## **Chapter One: An Overview about Computer-Assisted Language Learning, Teaching and Learning Speaking /Listening Skills**

### **1.3.Reasons for Teaching and Learning Speaking:**

Many activities are conducted in order to develop student capacity in spoken English language, which appears to be difficult and challenging for English teachers. Why is it necessary for an English teacher to teach speaking in the classroom? There are several causes behind this question :

- Speaking is an essential part of learning and teaching a second language, its activities provide opportunities for rehearsal and the chance to practice real-life speaking in the security of the classroom .Moreover, allowing students to have a free discussion outside of the classroom allows them to practice having a discussion. As a result, pupils will feel as though they are conversing in a real-life situation .

- For many second language or foreign language students, mastering English speaking abilities is a primary concern that is because speaking activities help students to activate the various language elements they have learned and stored up to their brain. The more students practice the target language, the autonomous learner they will be. As the result, students will be able to speak without very much thought. Finally, the use of good activities is intrinsically enjoyable that it will stimulate students to do the task in the classroom .

- Students and teachers frequently assess their language learning progress as well as the efficiency of their English course based on how much they believe their spoken language ability has improved , as speaking activities give both the teacher and the student feedback. Giving students feedback is well recognized for motivating them to perform their best in class and assisting the teacher in determining how well the students understand the lesson, as well as identifying the students' problems during the learning process .

## Chapter One: An Overview about Computer-Assisted Language Learning, Teaching and Learning Speaking /Listening Skills

### 1.4. The Role of Students in Learning Speaking:

There are some categories that can be used as the role of learners in developing speaking skills in the classroom, Brown (1994) stated the following :

- **Intensive:** It goes beyond imitation to cover any speaking performances aimed at improving phonological or grammatical skills .
- **Responsive:** It consists of brief responses to questions or comments posed by the teacher or students .
- **Transactional**(dialogue) : Transactional language is an expanded form of responsive language used for the goal of expressing or exchanging specific information .
- **Interpersonal**(dialogue) : Its primary function was to preserve social relationships rather than to transmit facts and information. These discussions are more difficult for students since they can include any or all of the following factors: slang and sarcasm, a casual register, colloquial language, emotionally charged language.
- **Extensive**(monolog): The tone is more formal and deliberate here. It can be planned or spontaneous .

### 1.5. Teaching and Learning Speaking Using Technology:

Learners can be immersed in a number of circumstances using technology to encourage their playfulness. Learners can engage in self-directed actions, self-paced interactions, privacy, and a safe atmosphere where errors are remedied and specific feedback is provided thanks to technology. The capacity of a machine to track faults and link the student to activities that focus on specific problems adds to the value of machine feedback. Qualitative feedback in software is becoming more important, that what was confirmed by Olsson&Bosch (2015). The usefulness of technology is further enhanced when links are offered to find

## **Chapter One: An Overview about Computer-Assisted Language Learning, Teaching and Learning Speaking /Listening Skills**

explanations, extra help and references. Technology supported the audio-lingual instructional approach which emphasizes the teaching of listening and speaking before reading and writing. Language labs in which students were typically equipped with tape decks, microphones and headphones were deemed necessary for the audio-lingual methodology technique. Interaction was limited in language laboratories, and drill-based lab activities were regarded tedious but necessary (Singhal, 1997). The availability of Computer Assisted Language Learning (CALL) opens up new possibilities for a variety of technological applications in language instruction. Building practice vocabulary, grammar, pronunciation tutoring, spell checking, writing, and reading programs are among CALL's features, as are other authoring packages that let instructors to construct their own exercises to enhance existing language courses (Singhal, 1997). In that CALL offers one-to-one tutoring with immediate feedback on progress, computer-assisted language instruction is held to motivate students in second language learning (Blake, 1987, as cited in Singhal, 1997). Modern technologies available in education today are:

- Communication lab
- Speech recognition software
- Internet
- TELL (Technology Enhanced Language Learning)
- Pod casting
- Quick Link Pen
- Quicktionary

## Chapter One: An Overview about Computer-Assisted Language Learning, Teaching and Learning Speaking /Listening Skills

### 1.5.1. How to use Technologies :

- **Communication Labs** : Speaking skills can be improved with software. By adding appropriate software through computers, students will be able to play it over and over again with their own interest, attempting to develop their speaking skills, which are critical in today's modernized IT environment. The use of headphones in the lab increases student interest in the subject and encourages them to repeat it again and over instead of becoming bored .
- **Speech Organization Software**:Speech recognition software can translate spoken words into machine-readable input, which can help pupils improve their speaking skills. The technology detects the accuracy of what was read and either provides positive reinforcement such as "You sound fantastic!" or allows the user to try again, allowing the learner to determine if he is reading correctly or not. The technology reads less material as the user's proficiency grows, allowing the learner to read more. This software also assesses and grades grammar, pronunciation, comprehension, and provides the right forms; for example, if a pupil mispronounces a word, the learning tool will immediately recognize it and assist in correcting it .Because distance learners do not have a teacher who can correct their speech, this gadget can be very effective in helping them improve their speaking skills .
- **Internet** :The term "internet" is widely recognized and used by people all around the world. In order to study English, students increasingly use the Internet in class. Inside the classroom, online teaching appears to be engaging and encourages pupils to seek out appropriate materials. Students are expected to complete the grammar assignments found on the internet. We can gather data from many sources for any instruction using the Internet.Students can use Skype, MSM Messenger, Google Talk (used to have online

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conferences) and other applications to improve speaking skills by connecting with friends, other students, teachers, and even native speakers. These methods of learning have been shown to improve oral proficiency in students and compensate for the lack of native speakers in the areas where students live. Furthermore, on-line conferences improve intercultural awareness, motivation, and racial awareness .Students can access a variety of learning materials on the internet, such as audio, video, radio and television shows, games, voice recordings, quizzes, podcasts, and so on. This exposes students to a large amount of target language and helps them strengthen their speaking skills .

- **TELL:** TELL refers to the use of computer technology, including as hardware, software, and the internet, to improve language teaching and learning. It provides students with access to all accessible technology for improving their English study. Students are permitted to utilize online dictionaries, chat, and view current events from across the world .
- **Pod Casting :**Podcasts can be uploaded or downloaded; they help learners familiarize themselves with the target language, and teachers can use them as useful audio material in class for activities such as discussions. Additionally, there are specific podcasts for ESL learners on the web, which can include pronunciation for students' specific needs. Podcasts unquestionably assist learners in communicating. Pod casting is the use of audio files to feed our own materials and distribute them both inside and beyond the classroom. Students listen to their favorite music files on their iPods. Similarly, kids receive their knowledge through entertainment .Students can use their tech-based entertainment systems for instructional reasons by listening to podcasts. We may move away from traditional face-to-face teaching while maintaining the student-trainer contact that is so important in any learning process. Students and teachers can share material with anybody at any time through podcasts. An absent student can obtain the missed lectures by downloading the

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podcast of the recorded lecture. They could also attend expert seminars that would otherwise be unavailable due to geographical distance or other factors .

- **Quick Link Pen:**Learners can use the Quick Link Pen to copy and save printed text and Internet links. It facilitates the flow of data to computers and allows the reader to look up the definition of a term in a built-in dictionary. It appears that using this sort of machine is more convenient. Translation engines such as GO Translator and Bablefish are examples of recent breakthroughs in machine translation .
- **Quicktionary:**It's a pen-like device. It enables the reader to quickly scan a word and receive its definition and translation on the device's LCD screen. Learners can use technology like Enounce and Sound-Editor to change the speech rate of listening materials to aid comprehension, as well as show a spectrum of speech waves and graphic portrayals of mouth and tongue movement to make learning and pronunciation easier .

In short , throughout the time teaching speaking has been always a matter of discussion, from drills to the modern teaching speaking using various tool of technologies . In one of her publications, Sokolik (2001) states that technology are being used as tools for communicating rather than for delivering automated exercises. The internet has revolutionized the sector of education and improved English proficiency. In one of his research, Smith (1997) uses the term virtual regalia to refer to authentic content in the language acquisition process .To put it differently, digitized items, objects, and photos from the target culture are brought into the classroom as examples in language teaching and learning. These aids are used to encourage the development of spoken language. Ganesan&Shalini (2011) discuss videoconferencing for improving speaking abilities in another study.Despite inevitable criticism of technologies, techniques, or resources, speaking is widely regarded as the most basic talent to learn. It has been treated as the ultimate objective of language training since the beginning of

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the communicative era, and its appropriate development has become the focus of both teachers and learners. However, it is well acknowledged that acquiring proficiency in a foreign language in a classroom setting is a difficult task .Speaking skill is interrelated to the listening one , and that will be seen in the next part of study .

### **1.6.Teaching Listening**

The importance of listening is increasing in the world, and technological advances in global communication have made listening by non-native speakers even more crucial. Grant (1996) reported that the potential for misunderstanding has therefore also increased, making the teaching of listening comprehension (henceforth “listening”) even more important. Listening, is inextricably linked to and intertwined with the other language skills of speaking, reading, and writing. Written method was dominant in language acquisition until the late nineteenth century, when hearing became more important in language education. Because of new tactics that contribute to good listening, the challenges of teaching listening are now more recognized, and the broad availability of technology aids language learners in improving their listening abilities. Still, the evaluation of their listening skills lags far behind current hearing perspectives, necessitating new approaches to listening instruction and development. Teaching listening discusses the importance of hearing in language acquisition and the difficulties in achieving listening competency, as well as some ways for overcoming them.

#### **1.6.1 Definition of Teaching Listening :**

Listening is one of the four major skills in language acquisition, and it plays a crucial role in learning. Despite the importance of other abilities such as reading, speaking, and writing in developing language fluency, listening is one of the essential soft skills, it indicates a person's ability to receive and interpret information in the communication process .

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Listening is a receptive skill that initially develops in a human being, and it awakens awareness of the language. Language competence is improved by learning to listen to the target language. The language's sound, rhythm, intonation, and stress can only be perfected through listening. One must be able to listen in order to grasp the intricacies of a language. It is simpler to acquire other abilities and gain confidence once we have a good understanding of spoken language. Number of scholars defined listening, Tucker (as cited in Bouache, 2010) listening as " An analysis of the impressions resulting from concentration where an effort of will is required " and Rankin (1926) Stated that listening is "The ability to understand spoken language " . In addition Barker ( 1954) described listening as " The selective process of attending to, hearing, understanding, and remembering aural symbols "(p. 3-17). Ila also defined listening as " The process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages " (p.1-20) .

Listening was not widely recognized until the late 1940s as a major language skill that develops quicker than speaking and influences the development of reading and writing skills in a foreign language. At the time, successful transmission and reconstruction of messages were used to define listening. The difficulty with this perspective was that it assumed that exposure to language would lead to competence in language listening skills acquisition . Listening was characterized as processing and classifying data such that it could be stored and retrieved quickly throughout the 1960s, following the influence of behaviorism on language learning. Back then, the perception and decoding of sounds phonemes, word stress, and sentence-level intonation were all taught. Drills for distinguishing sounds at the word and sentence levels based on a linear processing of information were the main listening activity . Language acquisition was once thought to be a near-mechanical response to stimuli. The growth of students' comprehension and memory capacities was thought to be limited . While speaking, reading, and writing got direct teaching, learners were expected to develop their

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listening skills by osmosis and without any help. According to the osmosis strategy, also known as the audio-lingual method, learners can increase their listening comprehension skills by listening to the target language on a regular basis. As a result, listening was heavily influenced by productive skills pedagogy in the 1960s .

In the 1970s and 1980s, the definition of listening was widely accepted as evaluating the cultural relevance of speech behavior. The primary theoretical frameworks of learning and understanding were interactionism and sociolinguistic movements. In the field of hearing, the educational focus was on practicing listening skills based on socially and contextually appropriate responses to spoken texts. At the time, the input instruments were actual recordings, face-to-face learner conversation, and expert speaker-learner engagement. Scholars such as Rubin and Stern proposed in 1975 that some decent language learners might be employing tactics for second or foreign language acquisition rather than merely having an ear or innate capacity for language learning.

The term "listening" was coined in the 1990s to describe the concurrent processing of input. At that time, Krashen's views on understandable input (later projected in Asher's whole bodily reaction) gained traction. Furthermore, with the introduction of communicative language teaching (CLT) methodologies and a focus on listening as a common modality of human communication, a strong need for language listening skills was realized. The use of listening tactics for improving comprehension and coping with challenges became fashionable with the introduction of social-cognitive models of comprehension, as well as the existing interactionist and sociolinguistic paradigms of comprehension . Some models have been proposed to characterize the nature of listening comprehension since the 1990s . One of them was *Anderson's Three Stages of Listening Comprehension*, he suggested three interconnected

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and recursive processes to explain listening comprehension: perceptual processing, parsing, and utilization. Anderson presented his model in 1985.

### **1.7. Reasons for Teaching Listening:**

Michal &Opitz (2004) stated five reasons for teaching listening which are :

- Learners develop an ability to discriminate sounds (Listening involves recognizing the differences between sounds) .
- Students realize the value of listening (Expanding their perspectives on listening and the advantages of good listening skills can have an impact on how students use listening both within and outside the classroom ) .
- Students learn to listen for a variety of purposes ( listening serves a variety of objectives, including determining a speaker's intended message, responding carefully to a speaker's message, and appreciating music ) .
- Listening enhances children's ability to use the other language arts (Students can follow orders, grasp expectations, and make sense of oral communication when they are taught to listen. Children learn to apply the same tactics to strengthen their command of the other language arts as their listening skills grow ) .
- Students understand the relationship between listening and reading (Listening, like reading, is a dynamic activity. Listening and reading both involve similar thinking processes to attend to the communicated message for the development of meaning, such as prediction and self-monitoring. And don't forget that hearing a word first makes reading it much easier).

As these five reasons demonstrate, intentionally teaching listening helps students become critical listeners.

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### **1.8. Strategies for Effective Teaching of listening :**

Listening strategies are tactics or activities that help people remember what they've heard. In recent years, a variety of listening strategies have been developed to match a variety of listening situations, and as a result, language learners are aided in adjusting their listening behavior to deal with a variety of situations, types of input, and listening purposes when learning listening skills. Top-down and Bottom-up listening tactics are two types of listening strategies conducted by Renukadevi (2014) :

Top-down methods are based on the listener's background knowledge of the issue, listening context, text type, and language; they assist the listener in interpreting the concepts he has heard. Top-down strategies are for :

- listening for the main idea
- predicting
- drawing inference
- summarizing

Bottom-up tactics, on the other hand, are text-based and rely on listeners' language understanding to comprehend information. To get at the final message, the listener relies on the language in the communication, that is, the combination of sounds, words, and grammar . Bottom-up strategies are to :

- concentrate on specific details while listening
- recognize word-order patterns

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However, listening comprehension should not be limited to top-down or bottom-up processing; rather, it should be a participatory, interpretative process in which listeners use prior knowledge as well as linguistic knowledge to comprehend communications. Metacognitive methods are also used by strategic listeners to plan, monitor, and assess their listening .

Metacognitive development can be defined as conscious growth in metacognitive abilities, such as increasing knowledge, awareness, and control over one's learning, selecting strategies, monitoring learning progress, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies as needed . Metacognitive methods activate one's thoughts and result in increased learning performance in general. Metacognitive methods prepare language learners to deal with the challenges of listening. It is clear that metacognitive methods boost their learning efficiency, allowing them to optimize the amount of information acquired and hence improve their listening skills. According to Wenden (1998) learners who employ their metacognitive talents appear to have the following benefits over others :

- Learners become more strategic.
- Progress in learning is faster with improved quality and speed of their cognitive development.
- They are confident in their abilities to learn and hence can provide accurate assessments of why they are successful learners.
- They think clearly about inaccuracies when failure occurs during an activity.
- Their tactics match the learning task and adjustments are made to reflect changing circumstances.

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- They perceive themselves as continual learners and can successfully cope with new situations

### **1.9. The Importance of Listening in Communicative Language Teaching :**

Metacognitive methods prepare language learners to deal with the challenges of listening. It is clear that metacognitive methods boost their learning efficiency, allowing them to optimize the amount of information acquired and hence improve their listening skills. According to Wenden (1998) learners who employ their metacognitive talents appear to have the following benefits over others .

Furthermore, every study on the development of language abilities has shown that when we communicate, we gain 45 percent of our language competency through hearing, 30 percent through speaking, 15 percent through reading, and 10 percent through writing. Listening has to be considered a language precursor since it has the largest proportion of involvement in the sharing of information in effective communication. Listening, in comparison to other language abilities, is perceived by learners to be more challenging; it includes all of the associated sub skills of receiving, understanding, remembering, assessing, and responding . However, with the introduction of communicative language training and a focus on competency, listening began to receive greater attention. Listening, on the other hand, is not yet fully incorporated into the curriculum and requires greater attention in a language learning situation .

### **1.10. Technology in Language Teaching and Learning listening :**

To develop listening skills, technology is required as a medium and source. The goal of teaching listening is to provide learners with the ability to listen in order to comprehend what others are saying and this was according to Yagang and Adnan (2013). A wide range of

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audio-visual technologies has been introduced to language teaching and learning over the last two decades. The personal computer has had the greatest influence among these tools for teaching and learning. Individual learners can now manipulate analog and digital music and visuals in addition to interacting with computer-generated text and graphics. Putting together intelligent, pedagogically oriented media from these various sources, teachers face a hurdle when it comes to material.

Language teachers have had access to a range of instructional resources over time. Charts, slides, tape recorders, videos, overhead projectors, and a slew of other technology advancements have partially replaced traditional chalk and board. Individual listening practice with use web applications, educational websites helped build a learner's ability to understand and speak the target language not long ago, and a language laboratory was frequently employed in teaching listening. Listening skills are cultivated using modern computer-based technology, which provides a plethora of opportunities to listen to spoken language. To immerse their students in the spoken language experience, a skilled language teacher will be informed of current and new technologies. Listening competency, according to Jack Richards (1985), is made up of a series of "micro skills" which means when seeking to make sense of aural input, good listeners use several techniques to master a good comprehension. Multimodal processing opportunities for language learners in a multimedia environment can interact to help language learners improve their listening skills through :

- *Retention of information in short term memory:* Most modern multimedia applications provide students considerable control over the rate at which the language is presented.
- *Discriminate the sounds of the target language:* Learners can also use facial gestures to grasp the sound-meaning correlation in the target language when they can see the faces of persons speaking in the video.

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- *Recognize patterns of stress, rhythm, and intonation and how they signal information and intent* : Learners can be directed to study the visual and spoken reactions of interlocutors in the video presentation when various words are emphasized and intonation patterns are used.
- *Understand reduced speech* : Multimedia is very useful for assisting learners in comprehending reduced versions of target language speech.
- *Recognize core vocabulary and the rules and patterns of words used to communicate* :An appropriate laboratory for student problem-solving at the level of individual words and sentence structures is a computer screen that displays coordinated audio, visual, and textual information at the same time.
- *Understand communicative functions of utterances according to context* :Learners with control over the rate and order of video presentation in a multimedia format can take use of the ability to start and stop the activity in order to study language in a well-represented context.
- *Process different speech styles, different rates, and performance errors*: The rate and style of audio naturally varies depending on the video genre.
- *Recognize that meanings can be expressed in different grammatical forms* : Users can be prompted to highlight phrases and sentences that have the same or similar meanings in a multimedia format, and/or the learner can be prompted to highlight phrases and sentences that she feels express comparable meanings.
  - *Infer meaning and make predictions using personal knowledge, experiences, and Strategies* : The viewing/comprehension tactics can be cued and guided in a multimedia format by posing pre-viewing questions on top of the stilled first frame of

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the sequence they are going to see, for example. As a result, inference, prediction, and recalling prior knowledge and experience can all be used .

### **1.11. The Challenges of Teaching Listening:**

According to Yagang (1994), listening difficulties are caused by four factors: the message, the speaker, the listener, and the physical environment. Speech rate, vocabulary, and pronunciation were thought to be the source of the issues. The students' concerns, according to Flowerdew & Miller (1996), were speed of delivery, new vocabulary and concepts, difficulty focusing, and the physical surroundings.

The following are the main reasons why students find listening difficult:

- Inability to comprehend each and every word while listening. They struggle to transfer their L1 skills to a second language, especially in L2 acquisition.
- Failure or unwillingness to gradually increase their vocabulary, which has a significant impact on their listening and keeps them depressed in their language learning.
- Listeners have difficulty with varied pronunciations and accents since they only use one articulation .
- The concentration strength or listening stamina of the listener has a significant impact on their listening skills, which is not the case while learning other language skills (reading, speaking, and writing), even when carried out over a longer length of time.
- Distraction caused by the physical surroundings or setting in which listening is to be done. For an ordinary student, this becomes an additional challenge, and even for good listeners, it becomes a major challenge .

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Listening activities commonly cause anxiety and stress in students because they need them to actively participate in interpersonal and interpretive types of communication. Unlike other language abilities, it is not under the learner's control and can be performed at varying speeds because the listener is not in complete control at all times .

### **1.12.Conclusion**

All in all , listening and speaking present key ability in language learning. Learners will never be able to communicate successfully unless they have good listening and speaking abilities , and technology has a fundamental role in facilitating the learning process of both skills . Basically CALL comes into fashion in recent years and this what will be discussed in the following part .

## **Section Two :Computer –Assisted Language Learning**

### **2.1.Introduction**

Technology has infiltrated every domain, including education. Since the very first computer was employed in education, many scholars and research have emphasized on the computer's role and benefits in the field of teaching. With the entrance of new technologies into the classroom in general, and language classroom in particular, a new term for this situation emerged: "Computer Assisted Language Learning", or it is known by CALL. Before discussing computer assisted language learning, it is necessary to define the term "computer". Computer is a tool that can quickly process information by identifying, storing ,presenting ,and sending information from one computer to another, they are able to assist in the production of information(Gunduz,2005,p.195).

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In the following section, we are going to highlight the objectives of placing computers in education, the definition of computer assisted language learning ,and its relating terminology. The debate will continue to address the role of computer in education, a brief history of CALL, and the advantages/disadvantages of CALL.

### **2.2.The Objectives of Placing Computers in Education:**

It is nearly hard to find a school that does not use computer technology in this day and age. Computers are becoming increasingly significant in education as a learning tool for learners as well as a means of keeping track of all students. In addition to that, computers make it easier for learners to acquire more knowledge ,and by usage of computer devices leaners might be more independent and chargeable for their learning (Brarethy,2015).

Nowadays , computer introduced in education and many teachers relied on it for several objectives which are:

- Enhancing the learning capacity for students and the learning process.
- Increasing the teaching productivity.
- Teaching methods in order to facilitate language learning.
- Making teaching more interesting and sustainable.
- Improves studies paintings& allows in speaking with specific education companies.
- Improving the quality of education.

### **2.3.The Role of Computers in Education:**

With the usage of computer in education and with the changing of educational methods, computer performs different roles, These roles can be divided into two main categories: a tutor, and a tool .But, when reviewing a CALL program, it is critical to understand whether it

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is a tutor or a tool because they have various functions and should be evaluated using different criteria.

### **2.3.1. Computer as Tutor**

At the first time, computer used in education as a tutor but, it does not mean that computer replaces the teachers as tutors due to the fact that teachers play a significant function in delivering information. However, all teachers have to be aware towards computer's activities and being well educated. In the tutor role, computer uses in a way which presenting instructions through different forms such as : texts, graphics ,videos , vocabulary ,writing, pronunciation, and audios that provide learners feedback . Also PC gives many various resources and information. It examines the students' responses and records them completely ( Torut,1999).

### **2.3.2. Computer as Tool**

The computer's function changes from that of a tutor to that of a tool. According to Kennedy(2008)stated that the initial focus of the CALL was on tutorials, but now the general trend is towards the tool and the intermediate tools in particular. In the role tool, a CALL program assists a teacher in a language learning environment .A program to teach German verbs or Chinese pronunciation , for example, could be used as a tool by a teacher to improve the learning experience. Furthermore, the computer might serve as a typewriter or drafting table in this position and this can be accomplished using word processors, graphics programs, presentation software, emails, electronic ,dictionaries, concordances, and databases, among other applications.

Generally, there is no comments to the user. Extra trainer input, each the making plans and utilization stages is needed with a tool

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### **2.4. Definition of CALL**

Computer-assisted language learning (CALL) is a method of learning a language that makes use of technology in the field of education (Januszewski&Molenda, 2013). In other words, Computer-assisted language learning (CALL) is a way of learning and teaching (Muir-Herzig, 2004). The main goal of using CALL in education is to improve and strengthen their learning process by applying educational games for students especially younger ones, since good educational games might make a learner forget they are learning. In addition to that, learners might be motivated to learn by playing games and both of the teacher and the student can see an immediate report on their progress with a particular ability after they finish a game. As well as , the use of electronic textbooks on computer are another way to reinforce learning process because students are often unaware that they are learning, interactive learning is often more engaging and enjoyable. So, the learners can also get voice software which is available in digital editions to read parts of the text by themselves (Embong,2012).This is very valuable for students with varying learning abilities and words that are difficult to pronounce.

Many scholars have their own definitions for the term .CALL is a term that has a lot of different definitions as “any process in which a learner uses computer and as a result improves his or learning” (Beatty,2010,p.7).This description ,according to Beatty (2010), is broad ,but it is the most applicable because it explains how computers are employed in teaching and learning. Also, CALL is “the search for and study of application of computer in language teaching and learning”(Levy,1997,p.1).This Levy’s definition explains the method of studying computer application in teaching language and learning. Davies and Steel used the term “CALL” for the first time in a conference paper in 1981. The term was widely used in the UK a year later,in1982 the CALL relates periodical “CALL BOARD” was produced by Ealing College of Higher Education in the same year. TESOL also founded the up CALL

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special interest group( Kenner,1996;Stevens,2003) which quickly became a big hit in the field .Although the precise date of the first appearance of CALL word is unknown( Davies, Otto&Ruschhoff,2013) . Moreover, The literature on technological applications in pedagogy uses a variety of words, the first term has been applied in language education was called computer-Aided Instruction(CAI) which refers to learning at computer without the use of a computer; also, the term ‘instruction ‘ refers to a teacher-centered method. The next term that emerged was Computer-assisted learning (CAL) is similar to CAI, except it focuses on the learners. The name of the professional association computer-assisted language instruction Consortium was changed to Computer-Assisted language Instruction(CALI) (CALICO).

Unlike CAI, Computer-Assisted learning (CALL) focuses on learning instead of instruction, therefore, it is ruminating a student-centered approach instead of a teacher-centered one. New term has been emerged (CAT) which is completely different from CAL; computer –assisted teaching depends on gaining knowledge of any problem at computer. And then, computer-Based training (CBT) is one that is used to teach specific language skills. Computer-Mediated Communication (CMC) is the term or a computer –based conversation environment in which students must interact with natural speakers of the target language. Computer-Mediated Instruction (CMI) is an extension of CMC which means the use of some type of computer software or hardware in the classroom to facilitate learning by allowing students to speak with a distant teacher .This phrase .like the CAI demonstrates a teacher-centered approach. Intelligent Computer- Assisted language learning (ICALL)is a software-based method that gives learners personalized feedback based on their performance. As an alternative term to CALL, which first originated in1980s, Technology-Enhanced language learning (TELL) refers to any use of technology in the classroom. Finally, Web-Enhanced Language learning refers to a situation in which the internet serves as the primary teaching medium (Tafazoli,2019).

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**2.5. The History of CALL:** This section provides a quick overview of the evolution of CALL.

In early days of CALL, the United States (USA) was the pioneering country in the 1950's. The ongoing evolution and change of pedagogical theories and technology has had a direct impact on CALL, which has been attempting to stay up with this transformation. Some scholars in the field (Davies, 1997; Levy, 1997; Sanders, 1995) attempted to examine the history of CALL from various angles. As a result, three distinct forms of CALL emerged at various times (Lee, 2000).

Warschauer (1996) was the first to enumerate these three stages attempting to categorize the temporal shifts that have marked by interplay between pedagogy and technology since the latter's development. As a result, he has discovered three distinct stages of CALL development as follows: (Behavioristic CALL, communicative CALL, and Integrative CALL), each lasting around a decade. Thus, each phase has its own characteristics, and each one begins with a critique of the preceding phase and a connection to the dominant language learning theory. However, the start of a new phase does not always imply the end of previous phase's programs and procedures; rather, the older is incorporated into the newer (Warschauer, 1996).

Warschauer's (1996) classification is based on a variety of factors, including the sort of technology used, language education and the eras in question, as well as learning methodologies, ELT and ELL ideologies, teaching and learning areas where technology is employed, and the overall goals of using it.

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### The Three Stages of CALL

| Stage                                     | 1970s-1980s<br>Structural CALL              | 1980s-1990s<br>Communicative<br>CALL             | 21 <sup>st</sup> century<br>Integrative CALL             |
|---|---|--|--|
| <b>Technology</b>                         | Mainframe                                   | PCs  | Multimedia and<br>Internet                               |
| <b>English-<br/>Teaching<br/>Paradigm</b> | Grammar<br>Translation<br>And audio-lingual | Communicative<br>Language Teaching               | Content Based,<br>ESP/EAP                                |
| <b>View of<br/>language</b>               | Structural( a formal<br>structural system)  | Cognitive ( a<br>mentally-constructed<br>System) | Socio –cognitive(<br>developed in social<br>interaction) |
| <b>Principal Use<br/>of Computers</b>     | Drill and Practice                          | Communicative<br>Exercises                       | Authentic<br>Discourse                                   |
| <b>Principal<br/>Objective</b>            | Accuracy                                    | and Fluency                                      | and Agency   |

**Table 01: Warchauer,2000, p.63**

### 2.5.1. Behaviouristic CALL:

Behaviouristic CALL is the first phase of computer assisted language learning .It was influenced by behaviorist learning theories ,those theories are psychology-based pedagogical bodies of thinking predicated on the assumption that behavior can be scientifically examined

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without taking into account cognitive states. The behaviorists believed that the primary hypothesis is that learning is entirely impacted by physical characteristics, such as environmental or material reinforcement. It dominated from the 1960s to the 1970s. The computer was viewed as tutor and as a time-saving tool that provides rapid feedback during this phase of CALL, and it was also distinguished by drill and practice which designed to review content/feedback and assist learners in mastering individual language skills such as (reading, writing, listening, speaking) and to teach grammar principles. Drill and practice are used because, according to Warschauer (1996), it is vital to expose the learner to the same material is viewed as significant and beneficial to learning. Furthermore, for proponents of behaviorist CALL, the computer was regarded as “a mechanical tutor which never grew tired or judgmental and allowed to work at an individual pace” (Warschauer, 1998, p.57); which means, the computer is a better tool for repeated drills and practices since it never reached the point of boredom and delivers non-judgmental feedback.

Finally, practices and drills can be offered on an individual basis, allowing students to devote more time in class to other activities and it made it possible for the teacher to better manage class time. However, theoretically and pedagogically, Behaviorism and Audiolingualism were rejected due to a number of reasons including the drill and practice programs that did not allow for enough authentic communication to be useful. At the same time, the development of microcomputers opened up new possibilities. (also, audio-lingual method emphasized on drilling, repetition, and habit formation as key components of instruction which did not assist students to gain communicative skills in the target language (Mitsikopoulou, 2014)

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### **2.5.2.Communicative CALL:**

Communicative CALL is the second phase of Call that appeared in the 1970s and 1980s, this method was developed as a result of “cognitive theories which recognized that learning was a creative process of discovery ,expression, and development” (Meihami&Varmaghani,2013,p.51).

On both a theoretical and pedagogical level, communicative was rejecting the behavioral approach to language education at this time .Warschauer(1998)believed that “drill and practices programs of the previous decade did not allow enough authentic communicate on to be of much value” which means drills and practices methods were not useful to teach language due to they did not allow for enough authentic conversation to be of much use. this phase characterized by focusing on using the language in context , non-drill practice format type and applying many activities involving communication ,such as critical thinking, conversation ,written assignments ,and grammar checks, spelling , and text recreating programs, were a new model of computer in communicative CALL that refers to the computer as an implement. According to Han (2009) ,he argued that learners’ intrinsic motivation is built through CALL activities, which encourage interaction. Moreover, communicative CALL emphasized on teaching grammar implicitly, encourage students to produce language rather than manipulate the language (Brown,1994) also, it was concerned with the use of language forms , functions rather than themselves ,as well as the use of the language rather than the usage of language.

Although, one of the primary challenges for educators and CALL advocates was to overcome language learning constraints and maximize opportunities that would allow them to identify innovative ways to integrate technology into the language learning process ,this stems from the fact that the use of computer in the classroom was not properly

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integrated.(Dina&Ciornei,2013). Recent advancements in computer technology supplied them with the required conditions to the next phase.

### **2.5.3. Integrative CALL**

It is the last phase of Call in the 1990's which was a reaction to wave criticisms of the pervious phase communicative CALL. Integrative CALL's approaches to language teaching focused more on meaning of language rather than its structure Furthermore, it characterized by using internet as the main application for communicative language teaching so, according to Debski (1997);he illustrated that foreign language learning will be defined as the acquisition of content through purposeful and reflective engagement(p.47-48).

As for the function of teacher is that of a facilitator, an inseminator of ideas who draws on the motivation of the students ,as a result the student is accountable ,thoughtful, and creative. Several scholars have moved away from a cognitive approach to communicative language teaching and towards a socio-cognitive approach that emphasizes authentic language use in meaningful authentic social circumstances ; that is why Felix(1998) insisted that tasks should be relevant to students' real life interests and experiences with moving away from language usage and towards language utilization So ,this statement indicates that the following elements such as age, interest, learning styles, and motivations of students have to take them into consideration .Also all language learning skills have been combined such as ( listening, speaking, reading ,and writing ).

The main objective of integrative CALL was to break down language learning and teaching barriers, allowing for the integration of new technology into language classrooms( Han, 2009) and the same for Debski (1997), who agreed that classroom is transformed into flexible space with electronic amenities and considering the textbook as a resource in line

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with electronic resources (p.47-48). In addition to that, learners can use a variety of tools, including : magazines, journals ,and books to publish their multimedia information( Gunduz,2005) as well as , the emergence of internet and its contributions in education helps learners to Firstly, communicate with other language users, including native speakers and other language users. Secondly, practice language outside of class .Thirdly , use chat rooms to interact in real-world situations. Finally, keep up with the latest news by reading and listening (Gunduz, 2005) . All those benefits of internet gives learners many opportunities to develop their language skills, and enhance their abilities to learn the second language professionally.

### **2.6. Importance of CALL**

Obviously, technology is influencing how people learn languages nowadays. Computer-assisted language learning is the only method currently in use; it may be argued that a fully integrated phase of CALL has begun (Reinders& Thomas, 2012). It seems to be the dominant teaching approach for teaching a second language both worldwide and nationally, and CALL can be directly related to language teaching in the future (Hubbard, 2008). Technology has the potential to improve language teaching and learning by balancing the education quality between contact in both the teacher and the students while not negatively impacting educational goals (Hoopingartner, 2009). According to Bush (2008), computers promote language acquisition for pupils because they could use it as much as they want and when the moment is right. New technologies in the education system are generating changes in the teaching process that go beyond the standard lecture and group work style and provide an educational environment with games and activities (Alsied&Pathan, 2013). These innovative learning environments prompted pupils to use a second language in a setting that replicates real life and allows second language students to take charge of their own learning without

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relying on the teacher (West, 2013). One notable advantage of employing CALL from a second language perspective is the promotion of self-technology-based learning through everyday accessibility, which allows learners to utilize their foreign language regularly (Warschauer, 2010). Lin (2010) discovered in his study that When studying a second language, the learners adopted a computer-assisted learning environment. In a multilingual global culture, it is critical to include technology into the learning of a target language through CALL (Godwin-Jones, 2013)

### **2.7. CALL Programs and Materials**

Specific software; applications designed to develop and facilitate language learning , such as CD-ROMs and web- based interactive language learning exercises and quizzes , are included in CALL programs and materials . It also contains general –purpose software tools that can be used to enhance language learning, such as word processors ( word), presentation software ( power point), and speed sheets ( Excel).Web-based learning programs, online dictionaries, and cyclopedias, new magazine websites, e-texts, web- quests, and web publishing. Furthermore, it comprises computer mediated communication programs, synchronous- online chat, synchronic email , discussion forum, and message boards( Pirasteh, 2014).

CALL programs can be classified based on various criteria, such as the skills they promote or the types of activities they develop; however, the teacher is finally responsible for deciding which criteria to use in order to make the software available to the learners, as is the case in a self-access system. The teacher will suggest suitable programs for the learners' specific demands here.

### **2.8. Advantages of CALL:**

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Many scholars and educators have praised the computer's contributions to education, especially for learners and teachers how to teach the EFL effectively and rely on useless, and helpful educational methods.

Kung(2002) one of the scholars who informed that many academics recognize that using computer technology and its associated language learning programs can be useful in creating both independent and collaborative learning environments, as well as providing students with language experiences as they progress through the stages of second language acquisition. Moreover, computer-assisted language learning has a lot of advantages in various aspects particularly in motivation which supports learners to put out more effort in the classroom and consequently better language achievement (Clément et al.,1977;Samimy and Tabuse,1991). Additionally, there are some CALL elements like graphics, sound, animation, video, and audio are interesting and motivating for many learners at the same time, CALL(internet) enables authentic communication, which encourages learners to utilize language outside of the classroom. Also, CALL provides strong motivation for learning and students will often perform on a computer what they are reluctant to undertake in a textbook or a paper-pencil exercise. (Torut,1999)

The use of CALL tutorials and tools in and out of the classroom opens up new ways to improve language development by enhancing reading, writing, listening, and speaking skills, as well as grammar vocabulary and pronunciation due to a variety of sources, materials, and tools which helps learners to improve their language learning and focus on the language as whole. The same idea according to Healey(1999) who also agreed that computers could be useful in growing the studying abilities along with the reading skills such as skimming, scanning, recognizing details, foremost ideas, topic sentences, previous what is going to come next. For that reason many educators rely on applying computer in teaching all

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language's skills. Tunçok (2010) noted that today, computer technology can provide real materials, home works, many playful games, and communicative and interactive activities. These make teaching and learning less stressful, as well as allow lessons to be repeated if necessary.

Kenning and Kenning (1983) supported that “the unique property of the computer as a medium for education is its ability to interact with the students. Books and tape recording can tell a student what the rules are and what the right solution, but they cannot analyze the specific mistake the student has made and react in a manner which leads him not only to correct his mistake, but also to understand the principles behind the correct solution”(p.2). As a result, this argument confirms that computers have the capacity to offer immediate feedback to learners and holds that immediate feedback is beneficial also for them (Neri, et al., 2001). Learner autonomy is another advantage of CALL. With a CALL program, students may work at their own space, and they can devote extra time to areas that are challenging. Information and tasks can be reviewed and repeated until the student is ready to move on to new subject, also the learner has a sense of control, which increases happiness with learning process. Successful language learners take charge of their own education (Naiman et al, 1977).

It is widely accepted that a CALL program has the ability to deliver more information to learners( through linkages to electronic dictionaries, more detailed information, and links to other sites)( Egbert and Hanson-Smith, 1999). Also concerning traditional classroom setting, learners cannot usually leave if they feel overburdened. They must wait until the lesson is done, however, on the other hand, today with the utilize of computer, students can avoid information overloaded if they feel overwhelmed and leave a program to assimilate the new material.

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It is obviously many learners cannot absorb and understand information from the first time, they need to repeat it several times in order to absorb but, this problem has been solved due the CALL and its capacity to repeatedly review data (Brett,1996). Thus, learners can listen to audio segments of a CALL program until they are confident that they understand what is being said. Concerning video segments, there are several techniques of viewing (with/without sound, with/without subtitles) all those choices let students to neglect the classroom situation in which it is not always simple to request that the teacher repeat anything several times until it is clearly and understood. The same thing for teachers who find many opportunities through using CALL applications; programs, which help them to save time and improve their teaching methods and techniques(from Onsoy,2014).

### **2.9. Disadvantages of CALL:**

Although CALL programs have a lot of advantages, they also have certain drawbacks and limitations .This part discusses a few of them, as well as how they might be avoided or minimized.

As is known,the use of computer needs certain skills and knowledge in order to solve some problems such as internet connection problems, software problems, and hardware problems so , if each teachers and students are not certified in computer use to a few extent, the opportunity of fulfillment of this system will now longer be realized(Buabeng-Andoh,2012). Many teachers are afraid of the use CALL in education and they are worried about due to a number of reasons for example they think that computers will replace teachers, and many ELT teachers are scared that computer will exclude students from activities since they lack social skills and expertise in CALL theory and delivery( Torut,1999). Furthermore, CALL programs are difficult to tackle them and be aware how to apply with professional manner.

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Torut (1999) confirmed that classroom teachers have a difficult time installing and maintaining computer technology this implies .It is necessary from teacher to be knowledgeable and skillful about CALL , as well as computer images and sounds are sometimes unrealistic and unintelligible , the same goes to CD-ROMs which are not always compatible with all computers, platforms, and hardware. Another disadvantages of CALL is on various computer platforms, web pages display differently ( Windows , Mac) also, some students are occasionally perplexed by it.

As it pointed out earlier, CALL provides immediate feedback but, recently this benefit seems the opposite because the feedback is still limited ;it must rely primarily on they input, and it is occasionally on the internet-quizzes, also, evaluation and exam remain tough (Torut,1999). No doubt the use of computer and circulate it in all the educational institutions needs huge financial funding , various CALL resources, and experienced teachers .

However, the number of CALL resources available is restricted .Time and money for materials development are both finite resources( Levy,1997), with lack of teacher knowledge .Thus , this problem much applies to poor countries.

After all, there is no denying that computer has an impact on how languages are taught and learned. It can currently be stated that Computer-Assisted language learning (CALL) is a mature multidisciplinary area with a wealth of expertise from throughout the world (Warschauer,2013).Given the progress, it can be claimed that CALL has achieved a point of stability in language education; additionally, the use of language education software and applications has become a mainstream social phenomena.

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### **2.10. Limitations of CALL**

Even though computers make learning and teaching easier, they have numerous limits. Students may become bored reading on a screen if computers are used. Many pupils and teachers are not computer literate. Furthermore, computers cannot fully record the teaching and learning processes; some students require teacher assistance while working on the computer. Furthermore, software and hardware issues may impede learning and teaching. Another restriction is that computer feedback may not be the same as teacher feedback because teacher feedback may include some pedagogical components; the house can motivate their pupils by giving them feedback ( as cited in Onsoy ,2004, p.15-16).

The purpose of this paper was to describe the advantages of utilizing computers to teach English, teachers and students should be aware of the benefits of computer technology in education .Furthermore, educators should receive sufficient training on how to use computers to teach language skills. The next part will discuss the use of CALL in teaching language skills, especially for learning listening and speaking skills.

### **2.11. CALL in Teaching language Skills**

This research aims to demonstrate the value of using CALL in education, with a particular focus on teaching and learning English as a foreign language.

Obviously ,the integration of technology has transformed the practice of teaching in the classroom and will continue to transform language teaching as today's technologies advance faster than ever(Hoopingarner,2009).As well as ,there are certain skills and particular points that learner should consider when learning a foreign language. Moreover, teachers must also have specific teaching strategies for such skills: reading, writing, speaking, and listening. As Stockwell (2007) stated that for second language teaching, CALL and its applications are

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popular, some technologies can be utilized with more than one language skill. In addition to that, using video-based learning as a part of CALL to teach L2 verbs, nouns , and adjectives has an impact on students with varying degrees of proficiency (Lin,2010).Which means CALL plays a significant role in language learning and it uses as the most appropriate for language teaching. Genc(2012) believed that the CALL is based on learning and teaching and offers the students benefits such as attractive multimedia applications and interactive activities.

### **2.11.1CALL in Teaching Reading Skill:**

Reading is one of the most impacted talents by technological innovation, with virtual eBooks displacing old paper ones and gaining the lion's share of the market. This digitalization of reading materials simplified and reduced the cost of their creation, publication, storage, delivery, and sharing over the internet. As a result, EFL teachers and students now have access to a wide range of reading materials previously unimaginable.

Obviously, Learners who use CALL applications are expected to read the material in order to complete the job, which helps them build Grammar and vocabulary. Learners in these programs are immersed in a thorough examination of the text's content and structure. In addition, computer programs give sentence structure, speed reading, and close reading, which are considered alternate methods of strengthening reading skills.

One more popular reading aid is electronic dictionaries, which have made reading a less difficult task by allowing students to look up any word by simply double clicking it, saving the reader a significant amount of time and effort. Furthermore, websites and online dictionaries are thought to be very useful tools for reading comprehension classes because they help students develop a better understanding of the text and overall context.

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Hubbard(2009) mentioned that “a key area made possible by CALL is electronic glossing as a support for both vocabulary and reading.”

### **2.11.2. CALL in Teaching Writing Skills:**

Writing tools are pieces of CALL software designed to help students at various stages of the writing process. A series of researches confirm that the CALL environment improves students' compositions by assisting them in preparing the layout, organizing and presenting documents, and checking for grammar and spelling errors ( Sullivan&Pratt,1996; liu,2013; jafarian et la.,2012).

Moreover, the benefit of using a computer is the word processor, which allows students to improve their writing abilities. It also provides useful practice for both guided and free writing. Some programs assist students in the pre-writing stage by assisting them in outlining. Word processor also saves time because it allows students to check for errors while writing and help to change the text (Warschauer and Healey,1998).Meanwhile, Grundy&Brookes (2000) said that the WP software allows the students to make the necessary changes at each stage of the writing without having to rewrite everything, and helps to alert the student to mistakes and shortcomings as they arise, giving, the student submissions and feedback.

Thus, by adding tables and figures, as well as saving these changes students can also have the chance to check their writing (Onsoy,2004).

### **2.12. CALL Tools& Applications for Listening and Speaking**

Over the last two decades, educators have paid increased emphasis to spoken language skill education. The ability of second language learners to participate in meaningful

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conversational engagement in the target language is seen as an essential, if not the most important, goal of second language education. This shift in emphasis has resulted in an increased demand for teaching tools that allow for controlled interactive listening and speaking practice outside of the classroom.

Current innovations in multimedia technology mix sound, voice interaction, text, video, and animations to provide self-paced interactive learning environments that promise to greatly improve the classroom paradigm of language learning (Ehsani&Knodt, 1998). Although there are a variety of programs on the market that provide listening and speaking activities, CALL listening and speaking practice has been limited, despite the fact that technology appears to be progressing quickly enough to cope with low levels of speech signals and verbal fluency.

Many educators are hesitant to embrace a technology that is still seeking acceptability by the language teaching community as a whole (Kenning & Kenning, 1990). Ehsani and Knodt(1998) mentioned to several reasons: First, there is a lack of a coherent theoretical framework for building and assessing CALL systems. Second, there is a lack of clear empirical evidence regarding the pedagogical benefits of computers in language learning. Finally, there are existing technological limits (p.45-46).

As a result, the need for improved hearing and speaking teaching materials and practices has been hampered by the relatively delayed incorporation of technology into listening and speaking pedagogies. This section will explore the current typical practices of computer-assisted listening and speaking training in the field of foreign language teaching.

### **2.12.1. CALL in Teaching Speaking**

Today, communication and oral expression are regarded as one of the most important abilities that students must develop in language classes.

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Speaking is a skill to which many L2 learners will be introduced at the start of their English language studies. It is also a language skill where CALL is used increasingly with the advancement of technology associated with audio application that can be video, recorded, or live. Pronunciation is seen as a key aspect of communication and connection. Most foreign language learners insist on mastering perfect pronunciation in order to have a meaningful and effective communication while avoiding misunderstanding and misconception (Szyzka, 2017, p.5). Sounds through computer materials such as ( records, videos ) are more clear than teachers' voice, " most pronunciation programs now incorporate some sort of voice recording and play back to let students compare their recording with a model"( Warschauer and Healey,1998,p.59). Kirkgoz (2011) observed that task-based speaking courses to increase language learners' speaking skills through the use of technology to record their speaking is a beneficial means of allowing learners to listen and make adjustments in order to improve their pronunciation if necessary. Other vocabulary programs provide learners with speech recognition technology that allows them to determine how close they are to the target pronunciation. Moreover, Communicating by using these applications such as chat rooms, LikeSo, the art of public speaking includes quotations, and audio examples of speeches , online conferences, and voice analyst which record your voice, evaluate your loudness and pitch. Also ,your recordings can then be saved or emailed for subsequent examination. This application help you identify areas that need improvement and delivers immediate visual, auditory, and statistical feedback on voice quality. From <https://virtuallspeech.com> .All those effective applications help learners to be able to speak the language fluently hence, they can communicate with native speakers and understand their sounds .

Many scholars agreed one effective method for enhancing pronunciation teaching and learning is the use of computer technologies through build a successful atmosphere for both teachers and learners to successfully develop their abilities in the teaching and learning of

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pronunciation (Hayati,2001); also, both of teachers and students can use the target language in a variety of settings. For example Kim' study (2012) found that students' pronunciation in their second language improved as a result of the CALL. In the same vein, Lord's research(2008) emphasized that using period technology helps students to enhance their speaking and pronunciation of the language; in other words, the use of CALL in education helped learners to maintain their speaking skills and tackle their pronunciation by themselves all the time .

Today, many English pronunciation programs include video clips and animation for the mouth producing specific sounds Other vocabulary programs equip learners with speech recognition technology that allows them to determine how close they are to the target pronunciation. In addition to that, students can examine their speechwriter's graphic presentation, which allows them to get an advanced feedback (Warschauer and Healey,1998).Also, Computer-generated dialogue studies with the assistance of movies provide cultural information and body motions that improve learners' communication (Gunduz, 2005).

Within the domain of CALL, there is a wide range of software for remaking various types of activities for almost every language skill and linguistic aspect. Automatic Speech Recognition (ASR) is the most amazing technology in this area. ASR software is increasingly being utilized in education to test learners' oral talents and competency levels in pronunciation (Busà, 2008). Neri et al (2003) divided the evaluation procedure into five phases:

- **Speech recognition:** The ASR motor translate the incoming speech signal into a word sequence using internal phonetic and syntactic models.
- **Scoring:** During this phase, a global evaluation of pronunciation performance is provided in the form of a score.

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- **Error detection:** The system is able to detect errors in utterances and show the learner where he or she is making errors.
- **Error diagnosis:** The ASR technology identifies the specific type of error made by student and suggests how to improve it.
- **Feedback presentation:** This phase is essential because the learner will only benefit from all the information obtained via ASR if it is presented in a meaningful way(p.1165)

Recently, ASR software has included another technology known as Open-Response Systems, which verify the validity of employed vocabulary, grammar, and even conversational skills without limiting learners' utterances (Busà, 2008). However, many researchers contend that ASR is still not matured enough to be integrated into the classroom; hence, according to Neri et al. (2001), the majority of ASR software are unable to understand up to 25% of non-native speakers' speech, resulting in incorrect feedback.

Yet, newer applications, such as Carnegie Speech, have shown to be more efficient as they “have been able to pinpoint specific phonemes within a word or phrase that need work and offer targeted explanations and exercises for improvement” (Hubbard,2009, p.7). ASR and Open-Response Systems, two of the most promising technologies, are predicted to grow significantly in the approaching era of Intelligent Computer Assisted Language Learning (ICALL).Generally, the software programs are an open area that we cannot include them all , and the previous programs that mentioned above are the most popular ones.

### 2.12.2. CALL in Teaching listening

CALL now has greater access to a large range of audio and video sources thanks to recent technological advancements. Nowadays audio files are available to teachers and students at all times. Nachoua (2012) said that teaching listening is difficult for teachers, but

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using CALL is a stimulating way, and computers are valuable instruments to employ in second/foreign language classes to increase students' listening skills. As is known, CALL programs have variety of roles such as play back, stop, and slow down the audio/video as the student learns intonation and pronunciation of the foreign language which assist students in learning the correct pronunciation and tone from the audios or movies. During delivering the listening lesson; the teacher provides his learners with programs such as recordings, audios, dialogues, or stories that allowing them to hear native speakers authentically also, they can hear correct sounds and native pronunciation.

“one of the simplest ways of giving practice in listening comprehension is to use a multiple-choice or fill-in program in conjunction with a cassette recorder or the latest multimedia containing a recorder”(Gunduz, 2005, p.204). Using a computer for such activities allows the learner to hear the relevant part of the tape again; such activities not only help to integrate listening and writing skills, but also evaluate learners' listening comprehension skills in a more active way than is generally possible in a non-Call class (Jones and Fortescue 1987, as cited in Onsoy, 2004). The concept of utilizing a variety of multimedia tools such as digital stories and MP3s recordings or podcasts to help learners improve their listening skills. This idea evidenced by Drigas and Charami (2014).

Certainly, teachers have always attempted to make advantage of the potential multimedia to teach listening skills, especially movies representing common situations portrayed by native speakers. Basanta (2000 as cited in Jesus & Mayor, 2009) observed that the utilization of digital videos ““ can and does enhance language teaching by bringing the outside world into the classroom, and in short making the task of learning a more meaningful and exciting one”(p.112). But only if the task is planned in advance, taking into account the abilities of the learners. Moreover, the digital videos has plenty of benefits such as

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motivation, interest, confidence, nonverbal traits (gestures and body language), and participation (Basanta,2000).

Add to digital videos, there is a growing amount of software and applications that give listening resources as well as questions to assess students' listening abilities. The podcast was born in 2004 as a result of a collaboration between "Apple" and "iPod" (Robinson &Ritzko, 2009). Podcasts are audio and video multimedia files that may be downloaded from the internet and played on computers and other portable media players (such as phones, tablets, and iPods) (Liu, 2013). Many studies have been undertaken utilizing podcasts to build and enhance learners' listening abilities (Artyushina et al., 2011; Ashraf et al., 2011; Hew, 2009; McGarr, 2009), and they have all come to the same conclusion: podcasts are surprisingly effective. As a result, universities are increasingly offering online classes.

Text-To-Speech (TTS) technology, which allows users to select any type of text document format and listen to it as it is read, has high hopes among CALL practitioners. Furthermore, the vast majority of TTS programs allow users to control the reading voice's speed, pitch, and volume. There's also the option of saving an audio version of the file, as well as a variety of reading voices (male or female, British English or American English). Multimedia enhanced applications, the internet, text support, hyperlinked glossaries, L1 and L2 captions, explanatory notes, translations, and TTS are all potential EFL teaching resources(Gelan,2011).

Furthermore, the usage of CALL is a powerful technique to decorate students' motivation hence their overall performance in listening. Hence, Nachoua's study clarified that using CALL in teaching/learning ESL would improve students' motivation, thus confirming their performance in listening comprehension (Nachoua,2012). The fact that listening is a

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difficult and complex skill to teach especially to EFL students contributed to the creation of new programs that help them to improve and develop it.

### **2.13. Conclusion**

CALL's applications and programs help teachers to teach speaking/listening skills in an easy and effective way, although, learning speaking or listening seem a little bit complicated due to the most of students have no influence over speech pace, and they are sometimes unable to control how quickly speakers speak. Furthermore, the use or interference of the mother tongue, trouble understanding the speech accent, and a lack of vocabulary are all factors to consider. Also, by integrating CALL in education ; learning language skills became more easier than before due to the various programs which facilitate language' skills and improve learners' abilities to master the target language. As well as the positive effects of the use of CALL in classrooms makes it possible to be separated from education since the adoption of CALL by all EFL teachers and use it as an essential part in education especially, high education . Overall, the purpose of this chapter was to provide a theoretical overview of the significant role of technology in particular, CALL in teaching listening and speaking skills.

# **CHAPTER TWO**

*Methodology, Data analysis, Results, and  
Discussion.*

## **Chapter Two: Methodology, Data Analysis, Results and Discussion**

### **Introduction**

This chapter is solely dedicated to the fieldwork of this inquiry. The theme that captured the main idea of this study is investigating both EFL teachers' and learners' attitudes and beliefs towards the use of computer in oral expression. The first section is dedicated to a description of research design, sampling techniques, and procedures that have been followed in this research paper, in addition to a description of how data is collected, tools used, and the type of samples occupied in this research.

A separate section is devoted to display the data analysis and discussion of the results, which together help to highlight explanations and analyze answers to questions that were in the first place the primary concern of this study.

### **3.1. Research Design and Data Collection Tools**

A research design is “ a plan or protocol for carrying out or accomplishing something( such as a scientific experiment”(Meriem Webster Disctionnar,n.d).

Methods within a certain methodology, according to Jonker and Pennink (2010) and Denscombe (2014), relate to the selection of procedures or tools that allow the researcher to efficiently achieve the objectives of his study.

Because the primary goal of this study is to investigate the use of CALL in oral expression, specific design, techniques, a convincing sample plan, and tools were chosen to aid in accomplishing the research objectives

### **3.2. Method**

The purpose of this study is to characterize the usage of CALL in oral expression (speaking and listening) classrooms by third-year students at the University of M'sila. As a

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result, a qualitative and quantitative method were utilized to characterize the usage of CALL in both circumstances, as well as to collect statistics and numerical data from the questionnaire.

This study employed a mixed research method to collect the necessary data. The goal of using a mixed method is its effectiveness and ability to offer a better understanding of the research problem than either type by itself (Cresswell, 2009); additionally, it provides a more complete comprehensive understanding of the research problem than either quantitative or qualitative approaches alone, and mixing data sets can give a better understanding of the problem.

### **3.3. Research Population and Sampling:**

The current study was conducted at the English department University Mohamed Boudiaf of M'sila. It spanned the entire second semester of the 2019/2020 school year.

A population is a collection of people who share certain traits (Creswell ,2012, p.142). The participants in this study were third-year EFL under graduate students and EFL teachers at the English department University Mohamed Boudiaf of M'sila, Algeria. The main reason for this choice is that at EFL under graduate students are requested to answer the questionnaire since they had already completed more than two years of learning oral expression ; thus, they already have some back knowledge about the use of CALL in learning speaking and listening skills. As a result, they are thought to be the most appropriate population for this study.

In terms of the number of participants, Creswell (2012) stated that the descriptive method requires at least 30 participants to establish a relationship. On the basis of this argument, we chose a sample random sampling of 57 students randomly from a population of

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140 students. The investigation was conducted with 57 L3 students, which represent 43,8% from a population of 140 students. For the interview , the participants are 5 teachers of English ( of a total population of 11 oral expression teachers) at M'sila University . The results showed that 89,5 % of the sample have access to a computer, while 10,5 of them have not been accessing to a computer.

### **3.4. Research Instruments:**

According to Creswell(2012)stated that ,an instrument is a tool used by researchers to measure achievements, assess individual ability, observe behavior, develop a mental profile of an individual, or interview a person.

In this study, two data collection tools were used: an interview with teachers and a questionnaire with students . Both tools were designed with the help of our supervisor who aided in shaping and directing their content .During the course of this research, we surveyed fifty-seven (57) students( of a total population 140 students) and interviewed five(5) English teachers ( of total population of 11 teachers) at M'sila university . To achieve objectivity and reliability , we chose samples based on complete randomness and confidentiality.

#### **3.4.1. Descriptions of the Research instruments**

##### ***3.4.1.1. Description of the Students' Questionnaire***

Using various types of questionnaires is one of the most commonly recognized strategies for acquiring information in foreign language study. As a result, questionnaires have received considerable attention in the social sciences. Wilson and McLean (as cited in Cohen, Manion& Morrison, 2007), said "The questionnaire is a widely used and useful instrument for collecting information, providing structured, often numerical data, being able to be

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administered without the presence of the researcher, and often being comparatively straight forward to analyze” ( p, 245).

The questionnaire was distributed to third-year students at M’sila University's department. It focuses on determining the views of these students on the use of CALL in oral expression; the participants were chosen at random from various categories. The student questionnaire is organized into three sections, each with a set number of questions. This questionnaire involves different types of questions: The closed-ended questions require to answering by” yes” or “no” s or to tick the appropriate choice from a set of options , while the rest is Likert-type scale which is about the learners’ attitudes and beliefs towards the use of CALL in speaking and listening skills. The whole questionnaire is made up of eighteen questions which are classified under three section:

- **The first section:** contains four questions which aims at exploring students’ readiness to use computer for learning purposes.
- **The second section:** contains seven questions which aims at investigating students’ attitudes towards the use of computers inside classroom.
- **The third section:** contains seven questions which aims at looking for students’ opinions towards computer assisted language learning

### ***3.4.1.2 Description of the Teachers’ Interview***

The interview is used as a supplement to collect data from persons through conversation, either to better comprehend a situation or a topic of interest to the researcher. Interviews allow participants, whether interviewers or interviewees, to share their perceptions of the environment in which they live and convey how they view circumstances from their own point of view( Cohen et la,2007).

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In qualitative research, an interview is one of the most commonly used tools. (Edley and Litosseliti, 2010). According to Denscombe (2010) noted that “Interviews are particularly good at producing data which deal with topics in depth and detail”. Furthermore, it is a useful tool for learning about peoples’ experiences, feelings, and perspectives. Interviews, according to Denscombe, are the most flexible data collection approach because they allow for changes in the lines of inquiry during the questioning process.

There are three sorts of interviews in terms of structure. The first form, according to Dornyei (2007), is a structured interview, in which the interviewer asks a list of planned questions. Unstructured interviews, on the other hand, allow for full flexibility and do not include any predefined questions. The semi-structured interview, which sits in between structured and unstructured interviews, has a set of questions that can be changed during the interview. Because of the interview is with only five EFL teachers, we employed a semi-structured interview, which is more practical for smaller groups. A reciprocal interaction is provided by the semi structured interview. It allows the interviewer to modify the order or wording of the questions based on the responses, and it helps the interviewee to develop his or her ideas freely,

The interview consists six questions which regarding to EFL teachers’ attitudes and beliefs towards the use of CALL in speaking/listening skills. These questions are presented as follows:

At first, the teachers were asked to answer by “yes” or “no” whether they use computer in classroom, then they were requested to choose one of the language skills they prefer to use most with computer.

The next question, teachers were asked to pick up the method which they focus on listening and speaking, three questions are deal with the teachers’ opinions about the use of

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computer technology to improving speaking and listening strategies, and evaluating learners' abilities with justifying.

The last question, EFL teachers were asked to list the challenges and problems which may be struggle them when they use computer in oral expression classes.

### **3.4.2. Piloting the Research Instrument:**

A pilot study is the first step in the research protocol and is often a smaller- scale study that aids in the planning and modification of the main sty ( Junyong, 2017). The main goal of the pilot study is to test the validity and reliability of the research instruments in order to use the feedback for the purpose of modification and development.

It is critical to ensure that the instrument items are understood , but mostly feasible , and that the instructions are clear. It is also helps to determine how long it takes to answer the research instrument's questions. According to Teijlingen and Hundley (2001), conducting pilot studies does not ensure the success of the investigation

#### **3.4.2.1. Validity of Instruments:**

Validity is vital while constructing measurement instruments in general. There are several sorts of validity: content, face, construct, and criteria, each meant to ensure that measurement tools accurately assess what they are supposed to measure and that the results can be applied in real-world circumstances.

The degree to which an assessment instrument is relevant to and reflective of the intended construct it is designed to measure is measured in this study (Rusticus,2014).

Taherdoost (2016) described the judgmental technique to establishing content validity as involving literature reviews followed by evaluation by expert judges or panels (p. 30). The

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perception and awareness questionnaire was used for the majority of the pilot study. Before distributing the questionnaire to the pilot participants, our supervisor double-checked the contents. Twenty eight students were asked to answer in the pilot study in order to measure time and modifying or deleting some items.

The average time spent was about ten minutes which seems reasonable and appropriate. However, the majority of students had complained about the similarity of items in questionnaire which could be responsible for certain carelessness in the way it was answered. As a result, it was decided to reduce the questionnaire items. The final version of the questionnaire is shown in Appendix 01. The approach for deciding which elements to eliminate was based on similar- functioning sentences and sentences that were misunderstood. Whereas, the interview questions were tested by the supervisor to ensure that the structure was clear and could elicit relevant and sufficient data. A few changes were made in response to his suggestions.

### ***3.4.2.2. Measuring Reliability***

Cronbach's alpha was chosen by researchers for this study. It is a statistical indicator of a measure's internal consistency; it reflects the degree to which each scale item corresponds with each other on the same scale. Its values range from 0-1.

- Alpha > 0.7 high internal consistency.
- Alpha < 0.7 low internal consistency.
- Alpha 0 there is something wrong with in the input.

Its formula is written as bellow:

$$\text{Mean } \bar{x} = \frac{\sum x}{n}$$

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- $\sum Vi$  is the sum of the items' variance.
- $Vt$  is variance of the total scores.
- $K$  is the number of items.

**Reliability of Questionnaire:** Using SPSS25, Alpha Cronbach's reliability coefficient was measured in order to test the reliability of the questionnaire and ensure that it provides stable and consist result. Alpha Cronbach's reliability results were **0.7**

**Table02.**represents the items' number of students' questionnaire .

*Table 02.The items' number of the Students' Questionnaire.*

---

| Section                        | N° of items |
|--------------------------------|-------------|
| Section 01: students readiness | 04          |
| Section 02: using CALL         | 07          |
| Section03: students' attitude  | 07          |
| <b>All Questionnaire Items</b> | <b>18</b>   |

---

### 3.4.3. Administration of the Research Instruments:

After conducting the pilot study, the students' questionnaire which gathered their attitudes and beliefs towards the use of CALL in classroom was submitted to third- year students in the department of English language and literature at the University of M'sila, which has a population of 140.This was done to eliminate batch, gender, and age variation.

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The sample was chosen at random and virtually submitted via link using both Gmail and facebook messenger .The sample consists 57 students who have been studying aspects of oral expression for the past two years.

### 3.4.4. Procedures

To achieve the objectives of this query, a set of procedures have been done . Piloting was initiated to ensure validity and usability, it is a significant function as it ensures that the items of the questionnaire are clear, well-understood and convenient in terms of time.

Data were gathered through two main instruments: A questionnaire, and an interview. Hence, it took place into two main stages. The data collection process took place into two main stages , each will be discussed separately in following paragraphs.

#### **Students' Questionnaire**

Students were provided with a structured questionnaire which contains three sections. Each section will be analyzed quantitatively by using descriptive statistics, i.e., percentage, mean, the relative significance index (RII), and standard deviation. The results will be presented in the form of tables and graphs.

#### **Teachers' Interview**

A semi-structured interview has been distributed virtually five (5) English teacher in the department of English language and Literature in the University of M'sila, it consists 6 questions related to the usage of CALL . The teachers' answers will be presented later on.

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### 3.4.5. Statistical Tools for Data Analysis :

In the questionnaire, participants were asked to rate statements on a 5- point Likert Scale in which:

(1)= **Strongly agree** this strategy

(2)= **Agree** this strategy

(3)= **Neutral** this strategy

(4)= **Disagree** this strategy

(5)=**Strongly Disagree** this strategy

The 5-point Likert scale questionnaire data provided an integrated score for all tactics once finished. The questionnaire responses were quantitatively examined. The analysis was carried out using descriptive statistics, and the mean score (M) and standard deviation (SD) of each statement were computed to identify the tactics adopted. This prospective questionnaire was statistically analyzed using alpha.

According to Oxford (1990) classification, the criteria for interpreting mean scores are as follows: learners with a mean of 3.5 or more are considered high strategy users, learners with a mean of less than 2.4 are considered low strategy users, and learners with a mean between 2.4 and 3.5 are considered medium strategy users.

The mean, RII , and standard deviation were utilized to measure and use the data that was analyzed. The descriptive statistics aided in the process of writing about the results of the data analysis (Scherman, 2007). All relevant analyses, pathways, and graphical representations are presented. A statistical programme, EXCEL 2013 was used

To clarify things; a set of definitions are provided as following:

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- **The mean  $\bar{x}$**  is the sum of all scores divided by the number of scores. The formula for the mean is:

$$\text{Mean} = \bar{x} = \frac{\sum x}{n}$$

- $\Sigma$  = means “add up”
- $x$  = “all of the x-values”
- $n$  = means “the number of items in the sample”.

• **The standard deviation** refers to the measure which is used to quantify the amount variation or how spread out numbers are. The formula to calculate the standard deviation is:

$$S = \sqrt{\left(\sum [X_1 - x]^2 / n - 1\right)}$$

• **The relative significance index, or RII**, was calculated for the questionnaire items to determine the significant role of computer- assisted language learning for EFL students at English department of Mohamed Boudiaf University . The RII values were used to rank the statements . It was feasible to identify each attitude and belief of computer by assessing a number to it. Participants in the questionnaire used the following tactics the most .To calculate the researchers utilized the Relative Importance Index (RII) to calculate the following equation :

$$RII = \sum W / (A * N)$$

W= the weighting given to each item by the responds .

A = is the highest weight .

N= is the total number of responds .

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They referred to the following table to determine the importance level .

*Table 04:Importance Level Order*

| RII Values        | Importance Level |
|-------------------|------------------|
| $0.8 < RII < 1$   | High H           |
| $0.6 < RII < 0.8$ | High- medium H_M |
| $0.4 < RII < 0.6$ | Medium M         |
| $0.2 < RII < 0.4$ | Medium- low M_L  |
| $0 < RII < 0.2$   | Low L            |

### 3.5. Data Analysis and Interpretation of Results :

This section analyzes the data gathered from the two tools: the teachers' interview and the students' questionnaire. Furthermore, the previously discussed data enabled the researcher to collect a large amount of information concerning the use of CALL in EFL speaking and listening sessions. Furthermore, the study's primary findings are introduced and formulated in the form of tables and graphs to make the explanation obvious.

#### 3.5.1. Data Analysis of Teachers' Interview:

This interview is directed at five English teachers, with the goal of eliciting their perspectives on the usage of CALL in EFL speaking and listening lessons. Furthermore, its primary goal is to demonstrate their thoughts on how they can assess their EFL students' speaking skills and how they use CALL equipment as a teaching tool in their speaking and

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listening sessions. This interview contains six questions, which will be broken down and displayed as follows.

**Question one: a-**Do you use computer in classroom?

This question is asked to know whether EFL teachers use the computer in classroom in teaching ; all of the teachers answered with “yes”

**b-** If the answer “yes”, which skill is more used in computer? Three teachers agreed that they use computer in teaching speaking and listening skills. The rest of them said that they use it in teaching listening

**Question two:** Which method do you focus on in listening and speaking skills?

One teacher stated that they use free talk method while the others said that they use interview and dialogue method .

**Question three:** How use of computer technology can improve speaking and listening strategies for teachers /learners?

This question is posed to know the way of computer to enhance listening and speaking strategies for teachers/ learners. two teachers out of five teachers stated that each students uses his own computer during learning ;he or she can work according to his or her own space which let him feel satisfied by himself ,and learner-centered approach is applied rather than traditional approach( teacher-centered)moreover, regarding to teachers; computer helps them to improve their lesson plans and facilitate personalized learning .Moreover, It provides an exposure for native speaker environment. Other technologies such as sound recognition has helped correct pronunciation, providing feedback on performance. In addition, communication online provides exchange for practice. The rest of teachers showed that when a student practices, he learns more and computer technology has made things more

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enjoyable than ever before. In addition to that, students are engaged in a variety of learning activities that improve their retention of new concepts. For listening skill, the most interviewees agreed that the computer can be an easy tool to provide learners with different listening situations, so that they search for details and answer specific tasks or improve their vocabularies about certain topics. While for speaking, it would be automatically improved too since a good listener is a good speaker. Also, the teacher can use the computer to display some pictures related to a specific topic and ask the learners to speak about them.

**Question four:** How can computers be used as an efficient tool to evaluate learners' listening and speaking abilities inside classroom ?

This question aims at knowing the importance of computer as a tool to evaluate learners' listening/ speaking abilities. The 5 teachers stated that technology should be used in moderation. The time invested in preparation and setting up equipment should be carefully assessed in terms of cost-benefit. Furthermore, finding the good resources in terms of accent, clarity and content value is essential. The 5 teachers also said that a computer would facilitate the teaching process, where the teacher would use more vivid materials like pictures, videos or games related to the lesson. That would make the lesson more enjoyable. For the evaluation, the teacher can easily provide learners with displayed tasks about a certain topic, or can use some computer-related programs that help in checking the speaking abilities like: pronunciation.

**Question five: a-** Do you think that using computer based approach is more authentic than traditional materials when it is related to listening and speaking ?

This was an open question for EFL teachers to show their views about the CALL's materials and traditional materials. Four teachers answered that they believed using CALL is more authentic than printed ones . While the remaining teacher was neutral.

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**b- Please state why:** Teachers said that they rely more on the use of CALL's materials because they motivate students and increase their enthusiasm for learning and CALL's materials saves a lot of time and effort and provides opportunities for input and output that far exceeds traditional ways. The teachers strongly believed that CALL's materials assist them in gathering information of their choice and studying material of their own interests and time, allowing them to prosper in their field and communicate. The old boring materials would only make the lesson less interesting, whereas through the computer, the teacher would certainly succeed in meeting the students' needs, as the lessons are more vivid and enjoyable, and improve their speaking and listening skills.

**Question six:** What are the challenges / problems of listening and speaking skills when using computers?

The majority of teachers agreed that the main problem is some teachers and students lack knowledge and certain skills to handle a computer also, computers need adequate funding in order to supply every educational institutions. In addition to that, there are some programs need payment. Sometimes setting up equipment can be time consuming. It can be exclusionary if not ensuring all students receive the same quality of sound and have access to the same equipment. Pace of using them should be done in a way that respects students' different paces.

### 3.5.2. Discussion of Teachers' Interview:

The teachers' interview showed that the majority of them are regular computer users and are not unfamiliar with various sorts of computer's methods, and materials as they utilize them often in their professional lives, particularly in the teaching process.

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Moreover, instructors' constant use of technology and everyday engagement with it is a sign of a positive attitude and a predictor of future CALL inclusion (Kersaint, et al., 2003, cited in Faozieh& Abbas, 2013). In line with this theory, (Cox et al.,1999, as cited in Mumtaz, 2000) observed that regular use of technologies leads to ICT usage confidence, which not only facilitates CALL adoption but also favorably influences instructors' perceptions of CALL usefulness.

Regarding question number one, we notice that (100%) teachers answered “yes” .This means computer plays significant role in teaching. While the second part of the question ,the highest percentage (60%) teachers stated that they use computer in teaching both skills listening and speaking which illustrates that teaching the skills separately will have a detrimental impact on classroom communication .Because listening and speaking are always intertwined, teachers should teach these two abilities in combination ;thus, teachers should create real-life circumstances not only through merging listening and speaking abilities, but also by adopting information-gap assignments to improve individual communication. Around (40%) of respondents said that they use computer in teaching listening .

Concerning the second question, We realize that the majority of teachers employ interview and dialogue methods (80% ). This indicates that the significance of these methods to help students enhancing their communicative abilities in speaking English. Furthermore,they allow learners to practice their speaking skills and develop their language. These kind of methods allowed them to create a space for communication and discussion with their classmates while remaining self-confident .Whereas ,only (20%) chose free talk method .

From the EFL teachers' replies of the third, fourth and fifth questions; we note that all teachers are in total agree about the importance of integrating technology and its blessing

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for language learning in particular. This indicates that all teachers have positive attitudes towards the use of computer due to its importance and contributions in education by providing educators and learners new methods of teaching foreign language which facilitate the learning process .

Concerning the last question , after reading the teachers' answers ; we realize that all EFL teachers agree on the negative side of using computer in teaching which means even the advantages of CALL and its benefits lack of experience on how to handle a computer's programs, as well as adapt to it remains a barrier and drawbacks. In addition to that the idea of mainstreaming computer use in educational institutions as well as providing learners and teachers with individual computer or educational programs need huge financial funding and specialists in computer technology. So, this does not apply to poor countries , including Algeria.

### ***3.5.3. Data Analysis, Results, and discussion of the students' Questionnaire:***

#### ***3.5.3.1.Data Analysis for Research Question One :***

To respond to the first question:“ what are the students' and teachers' attitudes towards the use of computer in oral expression of L3 students ?” . A questionnaire was distributed to 57 L3 English students .The questionnaire consisted two background questions about the participants and consisted of three sections : the first one was devoted to :students readiness for computer learning , the second was entitled by Using computer-assisted inside classroom . Whereas the third one was tended to investigate students' attitude toward computer assisted language learning.

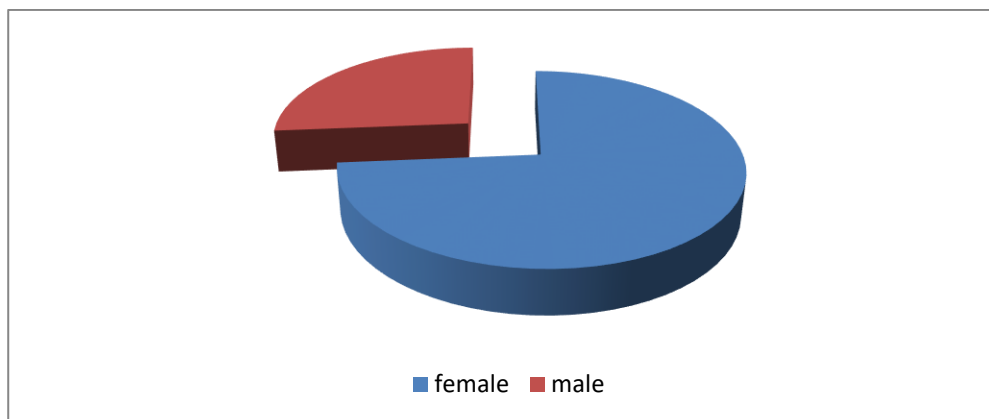
##### ***3.5.3.1.1 Background questions :***

- ***What is your gender ?***

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*Table 03.* Students Gender

| Gender | Number | Percentage % |
|--------|--------|--------------|
| Male   | 15     | 26.3 %       |
| Female | 43     | 73.7 %       |
| Total  | 57     | 100 %        |



*Graph 01 .* Students' gender

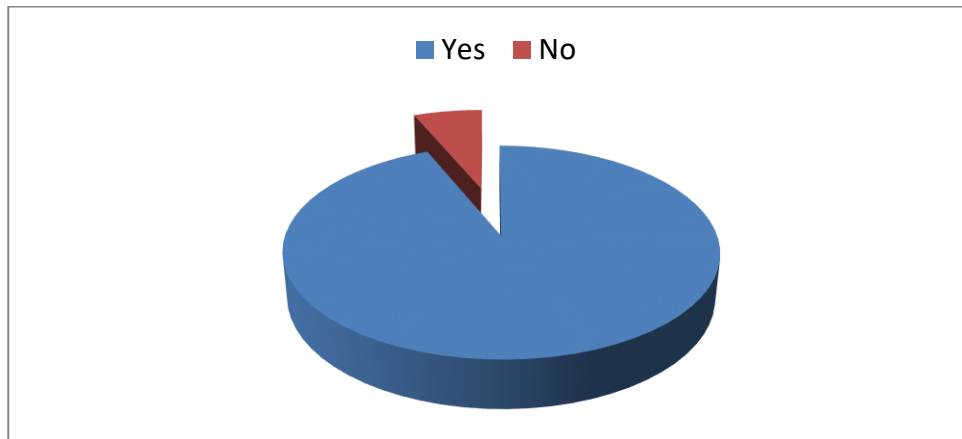
The results reveal that female learners are dominant with 43 participants (73.7% ) while the rest 15 male learners(26.3 %) out of total 57 . This adds nothing to the work except that girls had the biggest share of the answer's questionnaire .

### ● *Do you have access to computer ?*

*Table 04.*Students access to computer .

| Do you have access to computer ? | Number | Percentage |
|----------------------------------|--------|------------|
| Yes                              | 51     | 89.5 %     |
| No                               | 6      | 10.5 %     |
| Total                            | 57     | 100 %      |

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**Graph 02** .Students access to computer

Graph(2) represents the students access to computer. The percentage (89.5 %) represents students who have access to computer. While, (10.5 %) are the rate of students whose answers were negative .

**Interpretation :** From the analysis of the students background information responses about their gender and their access to computer . We can see that computer is very important in education and the students are aware of its' important since the majority of them use it in their education and their daily life in general .

### **3.5.3.1.2. Questionnaire Items :**

The results of the three sections of the questionnaire are demonstrated as follows :

#### **3.5.3.2.1. Section One : Students Readiness for Computer Learning .**

The first section of the questionnaire involved four items . This section was devoted to students readiness for computer learning .

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*Table 05 .Students Readiness for Computer Learning.*

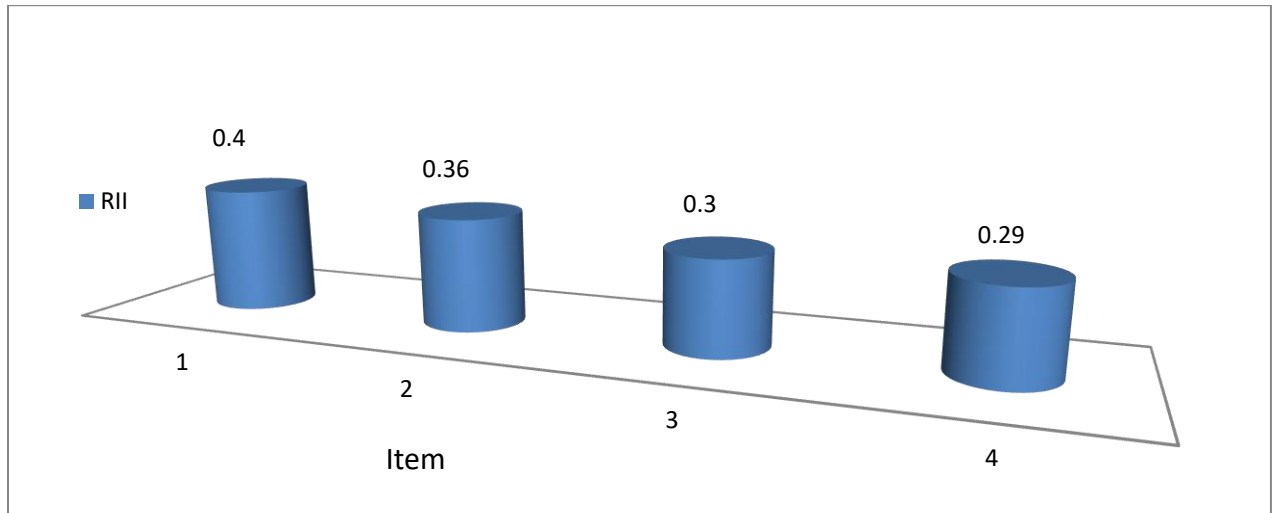
| Statement  | Mean | Std.<br>Deviation | RII  | Importance<br>Level |
|--|------|-------------------|------|---------------------|
| 1. I am ready to use computer for learning purposes.                   | 1.46 | 0.657             | 0.29 | M-L                 |
| 2. I can supply the payment of internet access for learning purposes.  | 1.82 | 0.826             | 0.36 | M-L                 |
| 3. I want to use my own computer for learning purposes.                | 1.53 | 0.570             | 0.30 | M-L                 |
| 4. I want the administration to provide me with computer for learning. | 2.23 | 1.086             | 0.40 | M-L                 |

The items were ranked by RII as follows :

*Table 06. Section One items ranked by RII.*

| Rank | Statement   | (RII) |
|------|---|-------|
| 1    | I want the administration to provide me with computer for learning. | 0.40  |
| 2    | I can supply the payment of internet access for learning purposes.  | 0.36  |
| 3    | I want to use my own computer for learning purposes.                | 0.30  |
| 4    | I am ready to use computer for learning.purposes.                   | 0.29  |

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**Graph 03.** *Students Readiness for Computer Learning.*

As the results reveal from table 6 and graph 3, students give medium importance to items 1, 2, 3 and 4 . They ranked the item 4, “I want the administration to provide me with computer for learning” as the most prominent statement related to students’ readiness for computer learning with RII of (0.40 %). The next one was item 2 entitled by “I can supply the payment of internet access for learning purposes” with RII of (0.36 %) , followed by RII of (0.30) related to the item 3 “ I want to use my own computer for learning purposes “ . Finally, item 1 which has the less importance for students in this section with RII of (0.29 %). All the four items are having medium low importance for section one “*Students Readiness for Computer Learning*” .However , there are disparity in RII rates which results the previous order .

### ***Interpretation of Section One:***

This section deals with what students think about using computer for learning purposes . The major results that are gathered in this section was about (90 %) of students who have a positive attitude towards using computer due to their view that computer is regarded as a facilitator tool for language learning , this idea draws attention to the effectiveness of

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computer as an easy mean to acquire a second language that was also confirmed by Brarethy (2015), that learners can acquire more language with the use of computers, and by using computer equipment , they can become more self-reliant and responsible for their own learning . Without being astonished , the majority of responses highlighted the importance of computer –assisted language learning since it enable students to use a variety of authentic materials such as watching and listening educational videos .

The results also confirm that third year EFL students at Mohamed Boudiaf University are aware of the significant role of computer –assisted language learning in developing language skills , most of student agree on the items related to using computer for learning purposes which undertake many tasks inside and outside classroom .

### *3.5.1.1.2.2 .Section Two: Using Computer Assisted language Learning Inside Classroom .*

The second section of the questionnaire contained seven questions . This section is more detailed in in using computers in classroom .Thus to check the effectiveness of using computer and comparing this with other materials .

*Table 07.Using Computer Assisted language Learning inside Classroom.*

| Statement  | Mean | Std. Deviation | RII  | Importance Level |
|--|------|----------------|------|------------------|
| 1. I think that computer can be used for learning purposes inside classroom. | 1.67 | 0.787          | 0.33 | M-L              |
| 2. I think computer can enhance cooperation inside classroom .               | 2.05 | 0.915          | 0.41 | M                |

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|  |      |       |      |     |
|--|------|-------|------|-----|
| 3. I think that using computer inside classroom enhance interaction.         | 2.44 | 1.053 | 0.49 | M   |
| 4. I think computer should be considered as a leaning material.              | 1.51 | 0.710 | 0.30 | M-L |
| 5. I think that computer should be encouraged inside classroom.              | 1.75 | 0.808 | 0.35 | M-L |
| 6. I think that computer is more appropriate material than printed material. | 2.77 | 1.102 | 0.55 | M   |
| 7. I think the use of computer is better than mobile devices.                | 2.19 | 1.093 | 0.44 | M   |

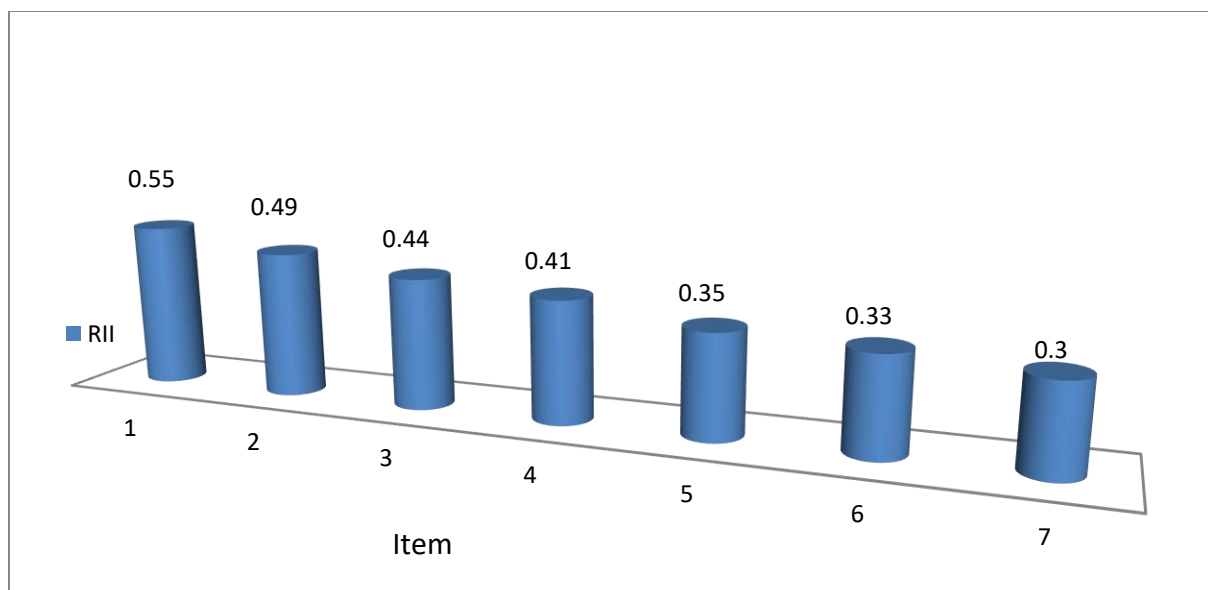
The items were ranked by RII as follows :

*Table 08. Section two ranked by RII*

| Rank | Statement   | RII  |
|------|---|------|
| 1    | I think that computer is more appropriate material than printed material. | 0.55 |
| 2    | I think that using computer inside classroom enhance interaction.         | 0.49 |
| 3    | I think the use of computer is better than mobile devices.                | 0.44 |
| 4    | I think computer can enhance cooperation inside classroom .               | 0.41 |
| 5    | I think that computer should be encouraged inside classroom.              | 0.35 |

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|   |   |      |
|---|---|------|
| 6 | I think that computer can be used for learning purposes inside classroom. | 0.33 |
| 7 | I think computer should be considered as a learning material.             | 0.30 |



**Graph04.** Using Computer Assisted language Learning Inside Classroom.

According to the results shown in graph 4 and table 8 of section two , learners' responses are confined between medium and medium-low importance , they give medium-low importance to items 1 , 4 and 5 . Meanwhile, participants give medium importance to the rest of items (2, 3, 6 and 7) . They ranked the item “I think that computer is more appropriate material than printed material” as the most efficient statement in the section with RII of (0.55%) . Then, the item “I think that using computer inside classroom enhance interaction” take the following importance with an RII of (0.49%). As shown in graph 4 , an RII of (0.44%) is given to the following the item “I think the use of computer is better than mobile devices” , that is quite number of students at Mohamed Boudiaf prefer using computers rather than mobile devices . The following item is “I think computer can enhance cooperation inside

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classroom” represents an RII of (0.41%) , followed by the item “I think that computer should be encouraged inside classroom” which has RII of (0.35%) . The item “I think that computer can be used for learning purposes inside classroom” represents (0.33%) of the RII . Finally, the last rate of RII is given the item “I think computer should be considered as a leaning material” , The seven previous statements are encouraged by students due to their relation with learning inside classroom .

*Interpretation of Section Two:*Data and remarks extract from tables and graphs of this section illustrate a very clear vision of how EFL third year students at university of Msila recognize the importance of CALL inside classroom . The majority of students’ answers showed a positive beliefs and attitudes towards using computers inside classroom and agree on the role of it in language learning . Based on the answers of item 1 the majority of students report that they are excited and motivated to use computer inside classroom because learners believe that technology facilitates learning , as also shown later teachers assigned in the interview objectives of their courses to achieve some goals like : using computer to improve both oral and aural skills ,to fulfill communication purposes and to give students opportunities to express themselves and speak freely in classroom . Furthermore , the analysis of items 2, 3,4 ,and 5 results that participants are aware of CALL’s role in developing language skills inside classroom , plenty of learners believe that computer is a proficient learning material that helps in increasing interaction and cooperation inside and outside classroom moreover this material facilitate the learning process, and that what was confirmed by teachers who set their objectives related to enhancing critical thinking , fluency , group work , free talk and vocabulary . Finally , the last two items ( 6 and 7) demonstrate a comparison between computer and traditional techniques , almost all students prefer using computer instead of printed materials due to promote students’ proficiency , saving time an efforts and motivate learners. Meanwhile , the rest rate of learners who present negative

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opinion are afraid of losing self-control and attention while using computers , besides that others suffer from financial causes .

### 3.5.1.1.2.3 . Section Three: students' attitude toward computer assisted language learning :

On five-point level scale of (dis)agreement students were asked several statement to investigate the perception awareness concerning computer if it is a good tool in listening and speaking activities . The data obtained is shown in seven statements, and analyzed both quantitatively and qualitatively.

*Table 09. students' attitude toward computer assisted language learning.*

| Statement  | Mean | Std. Deviation | RII  | Importance Level |
|--|------|----------------|------|------------------|
| 1.Computers are good tools for listening activities .                                  | 1.54 | 0.657          | 0.30 | M-L              |
| 2. Computers are good tools for speaking activities .                                  | 2.30 | 0.981          | 0.46 | M                |
| 3. Computer-assisted language learning develops my speaking and listening activities . | 1.93 | 0.863          | 0.39 | M-L              |
| 4. I prefer computers to tape recorders in listening classes .                         | 2.19 | 1.043          | 0.44 | M                |
| 5.Computer –assisted language learning helps me to improve my pronunciation.           | 1.98 | 0.813          | 0.40 | M-L              |

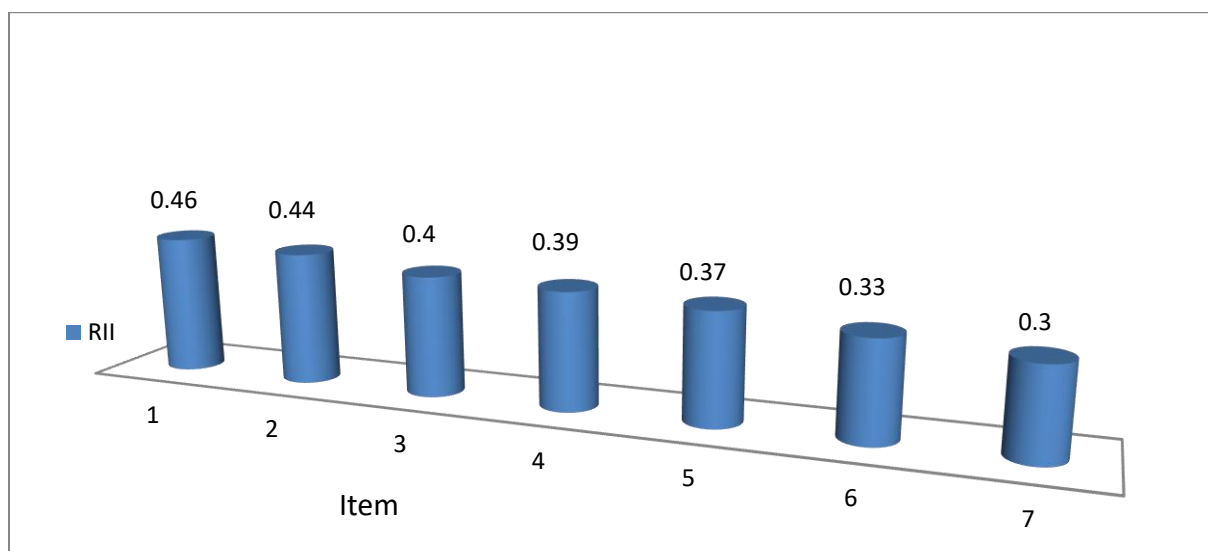
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|   |      |       |      |     |
|---|------|-------|------|-----|
| 6. Listening activities using computer helps me to correct my mistakes .  | 1.86 | 0.789 | 0.37 | M-L |
| 7. Listening via computers is more beneficial in understanding the content when supported the visual information. | 1.67 | 0.719 | 0.33 | M-L |

*Table 10. Section three ranked by RII*

| Rank | Statements   | RII  |
|------|--|------|
| 1    | Computers are good tools for speaking activities .   | 0.46 |
| 2    | I prefer computers to tape recorders in listening classes .  | 0.44 |
| 3    | Computer –assisted language learning helps me to improve my pronunciation.                                     | 0.40 |
| 4    | Computer-assisted language learning develops my speaking and listening activities .                            | 0.39 |
| 5    | Listening activities using computer helps me to correct my mistakes .  | 0.37 |
| 6    | Listening via computers is more beneficial in understanding the content when supported the visual information. | 0.33 |
| 7    | Computers are good tools for listening activities .  | 0.30 |

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**Graph 05:** Students' attitude toward computer assisted language learning.

From the results shown in tables 9, 10 and graph 5 of section three above, participants display medium importance to the items 2 and 4 .Meanwhile , they display medium-low importance to the rest five items .The items “Computers are good tools for speaking activities ” and “I prefer computers to tape recorders in listening” highlight the highest rates with RII of (0.46%) and (0.44%) in order ,which are related to role of computer in listening and speaking activities , the following item “Computer –assisted language learning helps me to improve my pronunciation” display an RII of (0.40 %) and the item of “Computer-assisted language learning develops my speaking and listening activities” has an RII of (0.39%). In addition , the sixth item “Listening activities using computer helps me to correct my mistakes” gives a medium-low importance with an RII of (0.37 %) . An RII of (0.33%) was given to the item “Listening via computers is more beneficial in understanding the content when supported the visual information”. Lastly ,the lowest RII I given to the item “Computers are good tools for listening activities” with (0.30%).

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### *Interpretation of Section Three:*

This section contains seven items which aim to explore the effectiveness of using CALL in oral expression activities. L3 learners claimed in their answers that the two skills speaking and listening are important and related to each other. The first three statements indicate that computer is good material to develop learners speaking and listening activities relying on number of techniques and strategies such as : using data-show , oral presentation , broadcasts , making personal videos or what is called “ blogs “ . The next two questions 4 and 5 demonstrate that students rely on computer to sharpening pronunciation performance ,phonetic rules and make it easy for them to listen then imitate natives that is to say CALL put learners into practicing the foreign language and they are being corrected and evaluated by their teachers using computer . Moreover , the last two statements clarify that students trust in computer to correct their speaking and listening mistakes , hence to avoid over correction that has a negative affection on students' performance .

### **3.6. Summary of the Findings :**

The findings of this study are represented in the following :

- L3 EFL learners of Mohamed Boudiaf at M'sila University have some basics concerning the use of CALL inside and outside classroom for learning purposes.
- Not all L3 EFL students are aware of the significance rule of CALL and not all of them have access to computer.
- In CALL field of study, L3 EFL students at M'sila University used computer as a learning material and compared to other traditional materials and to mobile devices .However CALL was the most interesting subject to choose among participants .

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- Among the four language skills , EFL teachers and L3 students focused mainly on their beliefs and attitudes towards CALL in oral/aural activities and the strategies used as well as the problems faced by learners .
- L3 EFL learners of M'sila University ,CALL was an interesting subject matter .However, number of participants chose to be neutral and others were opposed ,they neglected some main aspects of computer .Hence , L3 EFL learners are in need of effective training to improve their skills and abilities in terms of using computers to develop the learning process.
- EFL teachers of M'sila University have positive attitudes towards the use of CALL for teaching inside classroom
- Using computer for teaching oral expression classes helps teachers to develop the two skills and facilitate the learning process.

### ***3.7.Pedagogical Implications :***

CALL has a significant impact on the educational system, according to the study, particularly in the learning and language teaching processes. These studies show that when CALL is implemented into a classroom, it has a positive influence and appears to improve language. The findings of this study, on the other hand, showed that both teachers and students have good attitudes concerning CALL.

The researchers believe that CALL is a tool that aids in the promotion of learners' knowledge on an equal footing, as seen by the lack of substantial variations in gender, age, and study level. Furthermore, using CALL will aid in the development of pronunciation, vocabulary, and grammar. As a result, the researcher believes that using CALL will help university students gain a better comprehension of the language.

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The findings also imply that, in order to improve learning and language instruction, it may be advantageous to increase the number of hours of CALL usage in classes each week. Incorporating CALL material into their classes, for example, would be a wonderful approach to see the impact of CALL on student growth.

It is necessary to construct a language center with an academic lab to support the development of English language teaching and learning in colleges. Alternatively, within a department, teachers and learners can help each other promote CALL materials and their use in their classrooms, as well as share ideas on how to better understand and incorporate CALL into their programs.

Another idea for teaching ESL is to supply training courses for teachers and students at universities. Alternatively, the department might hold workshops and seminars for their professors to inform them about CALL and show them the benefits and drawbacks. They could also be encouraged to use CALL because it produces quick results and helps students learn better and faster.

EFL teachers appear to be more beneficial with CALL to empower their educational practice. According to the findings of this study, EFL teachers who integrate CALL programs into their teaching education improve clarity in their instruction and also support the advancement of language skills learning. Finally, to aid in dealing with CALL, all EFL teachers should participate in modern technology courses.

### **3.8. Suggestion for Further Research :**

The purpose of this study was to explore how students felt about computers and how they were integrated into foreign language education. It looked into students' attitudes regarding CALL by looking into their attitudes toward computers and foreign language

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learning as well. In addition, this study focused only on the aural and oral skills and it did not investigate the reading and the writing skills. However, the term CALL may be too broad to allow for any further assumptions. As a following step, comparable research may be conducted with a larger group of students to see how they feel about a certain CALL tool.

Furthermore, regular observations in the classroom may have an impact. They may provide a better understanding of how the software is used, which skills it improves, whether it is user-friendly or motivational, and whether the subjects are contextualized. If there is or should be a student corporation, it can be monitored. Such firsthand accounts can indicate the value of CALL in enhancing teaching, learning, and/or testing.

Incorporating teachers into the same study appears to be even more effective, as they appear to be on the receiving end of the process. They are the administrators, and as this study revealed, they play a critical role in integrating CALL into courses.

Students' achievement levels can be assessed and analyzed on a regular basis to see if there has been any improvement, and if so, to what extent and with what abilities. As a result, for further research, both the students' and teachers' attitudes toward a certain CALL tool or program can be explored, and their language progress can be tracked to determine if any changes occur.

### *Conclusion*

In order to confirm our hypothesis, we concentrated on the description and analysis of the students' questionnaires and teachers' interview in this chapter. The various responses given by our participants in this chapter provided an overview of the current state of oral/aural skills of teaching and learning, as well as the problems that EFL teachers and learners face in speaking and listening, as well as their attitudes toward those problems and activities that may help them overcome those problems. Learners' responses have been studied quantitatively and

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qualitatively and The researcher is trying to present some suggestions that may help to improve EFL learners' speaking and listening skills .

# GENERAL CONCLUSION

## General Conclusion

In the field of education, integrating technological innovations into foreign language classrooms is considered as innovative change. Regardless, it appears to be dynamic and fragmentary in language classrooms. In terms of Algeria's informative educational framework, a variety of tactics and processes are now being used in order to improve the teaching/learning process and, in particular, to assist EFL students in mastering the target language's skills.

The integration of CALL in teaching has a significant impact on students' attitudes, creativity, knowledge construction, learning environment, teaching tactics, problem-solving skills, and understanding concepts through the use of numerous tools. The goal of this study is to see if incorporating CALL into EFL speaking sessions can assist students improve their oral proficiency.

The purpose of this study is to investigate the attitudes of third-year University learners English language teachers and students toward using CALL to improve their English oral and aural skills in the department of English at M'sila University. Many English Foreign Language teachers, without a doubt, recognize the relevance of technology in the educational process as the world changes and develops . To help teachers and students follow the rapid changes in technology, it was essential to investigate their perspectives toward using CALL to improve their oral expression skills.

Our research is divided into two parts. The first is a literature review that explains some of the work's core themes, as well as a historical background of teaching oral/ aural skills , how technology is needed to teach and use these two skills in EFL classes. In addition, the first part is also consisted of general overview and explanation of the concept of CALL by providing clear definition of the term, its advantages/ disadvantages , components , programs and materials , and the role of CALL in teaching reading and writing briefly but teaching listening and speaking in details .

## General Conclusion

The next chapter encompasses the field work of investigation, the information was gathered through a questionnaire and an interview, one has been administered to third year students and the second one to the teachers at the University of Mohamed Boudiaf, to check how their answers would serve our study, this was followed by the analysis and discussion of the result. Both teachers and students was designed to explore general beliefs and attitudes of students and teachers towards computers. The result indicates that CALL use is very frequent, most students use computer to develop language skills.

The findings of this study indicated that both students and teachers have positive attitudes regarding CALL in similar ways, and that they both believe that CALL software has the potential to be a promising strategy for teaching listening and speaking. Furthermore, This study found that, despite the fact that the usage of CALL is challengeable in use, there appears to be a genuine desire on the part of instructors to participate in the rehabilitation process whenever the opportunity arises. Furthermore, the research revealed that CALL has a considerable impact on reducing some of the challenges that students have when attempting to speak the target language. The majority of students said that using CALL helped them improve their English speaking and listening ability. Despite numerous flaws, such as the participants' lack of confidence when speaking and the difficulty to capture all the scripts when listening, the results showed that students chose CALL by a large margin.

Another factor to consider in raising teacher understanding of the need of integrating CALL into their classroom is to provide training, professional development, and planning opportunities. Furthermore, instructors should be involved in the CALL implementation process so that they can personally experience the benefits of educational technology. This will require pedagogical and technological support, as well as teacher training and time.

## **General Conclusion**

On the whole, the findings from the study are supposed to open up areas for research on educational technology such as computer assisted technology in class to more expansion of use.

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# APPENDICES

## **Appendices**

### **Appendix 01**

#### **Students' questionnaire**

**Level : Third Year License**

**Dear students ,**

The aim of this investigation is to survey both EFL students and teachers attitudes and beliefs towards the use of computer assisted language learning for teaching oral expression (listening/ speaking skills)in English language classes at M'sila university.

I hereby requested you kindly to answer honestly because your answers will determine the reliability of this investigation .

**Thank you.**

## Appendices

### Participants' information:

Please **tick (v)** the appropriate choice that best fit your situation :

1. Gender [    ] : Male [    ]      Female [    ]

2. Do you have access to a computer    Yes –[    ]    No- [    ]

### Section 01 : Students Readiness for computer Learning :

Please tick ( v ) the appropriate choice that best fits your attitude

| <b>Students readiness to use computer for learning purposes .</b>   | <b>Strongly agree</b> | <b>Agree</b> | <b>Neutural</b> | <b>disagree</b> | <b>Strongly Disagree</b> |
|---|-----------------------|--------------|-----------------|-----------------|--------------------------|
| I am ready to use computer for learning purposes .                  |                       |              |                 |                 |                          |
| I can supply the payment of internet access for learning purposes . |                       |              |                 |                 |                          |
| I want to use my own computer for learning purposes .               |                       |              |                 |                 |                          |
| I want the administration to provide me with computer for learning. |                       |              |                 |                 |                          |

## Appendices

### Section 02 : Using Computer-Assisted inside Classroom :

The aim of this section is to realize your attitudes towards the use of computers inside classroom . Read the following statements carefully and give your feedback .

Please **tick** (✓ ) the appropriate choice that best fits your attitude .

| I think that .....  | <b>Strongly<br/>agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly<br/>Disagree</b> |
|---|---------------------------|--------------|----------------|-----------------|------------------------------|
| Computer can be used for learning purposes inside classroom . |                           |              |                |                 |                              |
| Computers can enhance cooperation inside classroom .          |                           |              |                |                 |                              |
| Using computer inside classroom enhance interaction .         |                           |              |                |                 |                              |
| Computer should be considered as a learning material .        |                           |              |                |                 |                              |
| Computer should be encouraged inside classroom                |                           |              |                |                 |                              |
| Computer is more appropriate material than printed material   |                           |              |                |                 |                              |
| The use of computer is better than mobile devices             |                           |              |                |                 |                              |

## Appendices

### Section 03: students' attitude toward computer assisted language

#### learning :

Please tick ( v ) the appropriate choice that best fits your attitude

| students' attitude toward computer assisted language learning  | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|----------------|-------|---------|----------|-------------------|
| computers are good tools for listening activities  |                |       |         |          |                   |
| Computers are good tools for speaking activities   |                |       |         |          |                   |
| Computer based language learning develops my speaking and listening skills                                     |                |       |         |          |                   |
| I prefer computers to tape recorders in listening classes  |                |       |         |          |                   |
| Computer based language learning helps me to improve my pronunciation  |                |       |         |          |                   |
| Listening activities using computer helps me to correct my mistakes  |                |       |         |          |                   |
| I think that computer are good tool to keep in touch with students outside classroom                           |                |       |         |          |                   |
| Listening via computers is more beneficial in understanding the content when supporting the visual information |                |       |         |          |                   |

# Appendices

## Appendix 02

### Teachers' Interview

Dear teachers

You are kindly invited to answer these questions, which aim to investigate the attitudes and beliefs of EFL students and teachers towards the use of CALL for teaching oral expression . Your view and answers will help the researchers to attain their objectives.

Thank you for your participation

1-Do you use computer in classroom ?      Yes ( )      No ( )

-If the answer is "Yes" ,which skill is more used in computer ?

- 1) listening skill ( )
- 2) speaking skill ( )
- 3) reading skill ( )
- 4) writing skill ( )

2- On which method do you focus in listening and speaking skills ?

- a) Interview ( )
- b) Dialogue ( )
- c) Free talk ( )
- d) Report ( )
- e) Other methods ( )

## Appendices

3- How can the use of computer technology improve speaking and listening strategies for teachers / learners ?

4- How can computers be used as an efficient tool to evaluate learners' listening and speaking abilities inside classroom?

5-Do you think that using computer-based approach is more authentic than traditional materials when it is related to listening and speaking? why ?

6 - What are the challenges / problems of listening and speaking skills when using computers?

## Résumé

L'innovation technologique, en particulier l'informatique, semble offrir plusieurs chances tant aux étudiants qu'aux enseignants. L'utilisation d'ordinateurs pour enseigner une langue a suscité l'intérêt de nombreux universitaires au cours des dernières décennies. La présente étude vise à enquêter sur les perceptions des étudiants en anglais de l'Université Mohammed Boudiaf de M'sila quant à l'efficacité de l'utilisation d'un ordinateur pour enseigner des sessions d'expression orale/d'écoute. Dans cette étude, on s'attendait à ce que les étudiants et les enseignants d'EFL aient des attitudes positives à l'égard de l'utilisation de CALL pour l'enseignement des deux compétences. Dans cette recherche, deux outils de collecte de données ont été utilisés : une entrevue avec les enseignants et un questionnaire avec les élèves. Au cours de cette recherche, nous avons distribué trente (57) questionnaires à des étudiants de troisième année (sur une population totale de 140 étudiants) et interrogé cinq (5) enseignants d'anglais (sur une population totale de 11 enseignants). Pour atteindre l'objectivité et la fiabilité, nous avons choisi des échantillons basés sur un caractère totalement aléatoire et anonyme. Les données des outils de recherche ont été examinées quantitativement et qualitativement. Les résultats de l'étude ont montré que les étudiants et les enseignants ont des attitudes positives concernant l'utilisation de CALL pour enseigner les compétences d'écoute et d'expression. Les deux participants ont convenu de l'importance de l'utilisation des ordinateurs dans l'enseignement et l'apprentissage des langues, ainsi que dans le renforcement des deux compétences linguistiques, et ils ont exprimé de bons points de vue sur l'influence de l'ordinateur sur les processus d'enseignement et d'apprentissage.

Mots-clés : Compétences orales, compétences d'écoute, apprentissage des langues assisté par ordinateur, processus d'enseignement et processus d'apprentissage

## المخلص

### المخلص

يبدو أن الابتكار التكنولوجي، وخاصة أجهزة الكمبيوتر، يوفر العديد من الفرص لكل من الطلاب والمعلمين. أشار استخدام أجهزة الكمبيوتر لتعليم لغة ما اهتمام العديد من الأكاديميين في العقود الأخيرة. تهدف الدراسة الحالية إلى التحقيق في تصورات طلاب اللغة الإنجليزية بجامعة محمد بوضياف بالمسيلة تجاه فعالية استخدام الكمبيوتر لتعليم جلسات التحدث / الاستماع. كان من المتوقع في هذه الدراسة أن يكون لدى طلاب ومعلمي اللغة الإنجليزية كلغة أجنبية مواقف إيجابية تجاه استخدام الكمبيوتر لتعليم المهارتين. في هذا البحث تم استخدام أداتين لجمع البيانات: مقابلة مع المعلمين واستبيان مع الطلاب. خلال هذا البحث، قمن بتسليم ثلاثين (57) استبياناً لطلاب السنة الثالثة (من إجمالي عدد الطلاب البالغ 140 طالباً) وإجراء مقابلات مع خمسة (5) مدرسين للغة الإنجليزية (من إجمالي عدد السكان البالغ 11 معلماً). لتحقيق الموضوعية والموثوقية، اخترنا عينات على أساس العشوائية الكاملة ومجهول الهوية. تم فحص بيانات أدوات البحث كما ونوعاً. أظهرت نتائج الدراسة أن كلا من الطلاب والمعلمين لديهم اتجاهات إيجابية فيما يتعلق باستخدام الكمبيوتر لتعليم مهارات الاستماع والتحدث. اتفق المشاركون على أهمية استخدام الكمبيوتر في تدريس اللغة وتعلمها، وكذلك في تعزيز المهارات اللغوية، وأبدوا وجهات نظر جيدة حول تأثير الكمبيوتر على عمليتي التدريس والتعلم.

الكلمات الرئيسية: مهارات التحدث، مهارات الاستماع، تعلم اللغة بمساعدة الكمبيوتر