Computer Assisted Language Learning (CALL) in EFL Classroom in Bangladesh

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ABSTRACT

This paper investigates an important area of learning English that is Computer Assisted Language Learning (CALL). The aim of the study is to show a complete overview of Computer Assisted Language Learning (CALL) in EFL classroom in Bangladesh. In Bangladesh most of the EFL learners do not get the facilities of learning through technology that can be one of the major reasons behind the backwardness of learners in learning a foreign language. This study is conducted among thirty students of Department of English at Tertiary level. Those students are considered as a representative of EFL learners at tertiary level. The finding of the study shows that learners are interested and want to learn through CALL but there are many obstacles and challenges of learning language through computer. This dissertation is recommended the ways of applying CALL in EFL classroom after examine the obstacles.

Key Words: CALL English, learning, foreign, language, computer, technology, tertiary, learners, obstacles, challenges, application.

1. INTRODUCTION

Today, in twenty first century learning English becomes an important issue. As a global language, we need English in every global aspect. At the same time twenty first century is considered as a technological age. If we add technology with learning English, learning will be easier and interesting for learners. In Bangladesh, Computer Assisted Language Learning (CALL) should fascinate for the purpose of effective EFL (English as a Foreign Language) learning. But it is a matter of great sorrow that most of EFL learners in Bangladesh are deprived of these opportunities. As a result, Bangladeshi learners cannot overcome their backwardness in learning English. For the development of learners as well as Bangladesh we have to overcome all the obstacles of learning through technology and we have to establish CALL in EFL classroom. The aim of this study is to find out all the obstacles and challenges of learners in learning through CALL and also show the ways of applying CALL in EFL classroom in Bangladesh.

1.1 Background of the Study

CALL's origins can be traced back to the 1960s. Up until the late 1970s CALL projects were confined mainly to universities, where computer programs were developed on large mainframe computers. The PLATO project, initiated at the University of Illinois in 1960, is an important landmark in the early development of CALL (Marty 1981). In the late 1970s, the arrival of the personal computer (PC) brought computing within the range of a wider audience, resulting in a boom in the development of CALL programs and a flurry of publications. Early CALL favored an approach that drew heavily on practices associated with programmed instruction. This was reflected in the term Computer Assisted Language Instruction (CALI), which originated in the USA and was in common use until the early 1980s, when CALL became the dominant term. There was initially a lack of imagination and skill on the part of programmers, a situation that was rectified to a considerable extent by the publication of an influential seminal work by Higgins & Johns (1984), which contained numerous examples of alternative approaches to CALL. Throughout the 1980s CALL widened its scope, embracing the communicative approach and a range of new technologies. CALL has now established itself as an important area of research in higher education. The 1980s have witnessed the spread of computers both in educational institutions and in people's homes. Since the beginning of the '80s computers have also found their way into many schools. CALL software has also become more readily available on the market (Ittelson: 2000). The emergence of inexpensive computer technology and mass storage media, including optical videodiscs and compact disks, has given instructional technologists better tools to work with. Compact disks are used to store large amounts of data, such as encyclopedias or motion pictures. In CALL centers with computers and software such as CD-ROM, CD-I, or videodiscs, a student who is interested in a particular topic can first scan an electronic encyclopedia, then view a film on the subject or look at related topics at the reach of a button. Thus, such learning centers present students with the advantages of reference materials and popularize computer-aided instruction. The computer laboratory has become an integral component of foreign-language programs in most educational institutions (Hardisty & Windeatt: 1989). Computers have been used for language teaching for more than three decades.

1.2 Statement of the problem

Although many developing countries throughout the world still use chalk and blackboard and learn without dust. Learning process without technology makes learning boring and lengthy that can be one of the reason of learners' backwardness in learning foreign language. As a result, learners lost their willingness of learning English. It becomes quite impossible for learners to learn a foreign language special for Bangladeshi learners. They cannot interact with native speakers without any access to social media or internet and other communicative sites which creates negative effect in learning a foreign language. Through a big variety of ready-made language learning software in the market such as WIDA, Oxford Advanced Learner's Dictionary on CD- ROM, Learn to Speak English, Encyclopedia. Computer would allow learners to progress at their own pace and work individually to solve problems, provide immediate feedback, and also allow learners to know whether their answers are correct or not, and provides them with the correct answers if their answers are not correct. Traditional learners do not get those facilities. In Bangladesh, it seems that many universities have not enough technological support, as a result, in spite of learner's willingness they cannot learn through computer and other technology. So, it is important to provide sufficient CALL materials to the learners and also apply CALL effectively in EFL as well as SLA classrooms.

1.3 Objective of the Study

The study would seek out the problems which learners face in Computer Assisted Language Learning at tertiary level. The objective of the study is- To highlights the obstacles of learner learning through CALL in EFL classroom in Bangladesh. To show the ways of applying CALL in EFL classrooms in Bangladesh. To find out whether learners have accessibility in technology or not. To find out whether teachers and learners are well trained in using CALL at their classrooms or not. To focus on the necessity of CALL in EFL classrooms in Bangladesh. To investigate whether institutions have sufficient CALL materials in their classroom or not. To highlights the advantages of CALL in EFL learning.

1.4 Significance of the study

Though there are many researches on Computer Assisted Language Teaching in Bangladesh but the concept of CALL is quite new in Bangladeshi context there is hardly any study in this area. So, this study can contribute to enrich the literature and theories on CALL in Bangladeshi context. Besides, if any university decides to initiate a computer assisted language course this study will inform them about the existing situation of CALL at the tertiary level. This study will help the teachers and the administrators to understand why it is important to provide sufficient CALL materials to the learners and also the necessity of using CALL in EFL as well as SLA classrooms. At the same time this study will focus on the challenges of learners in using CALL and also will suggest the ways of applying CALL in EFL classrooms in Bangladesh.

1.5 Research Questions

The study attempts to answer the following questions: What are the advantages of CALL in EFL learning in Bangladesh? What are the opinions of EFL learners at tertiary level regarding the use of CALL in language classroom in Bangladesh? What are the challenges that EFL learners at tertiary level face while using Computer assisted tools in a language classroom in

Bangladesh? What are the possible strategies to successfully overcome the challenges that EFL learners' face while using CALL pedagogical tools in a language classroom in Bangladesh? How can CALL successfully be applied in EFL classes in Bangladesh?

1.6 Purpose of the study

To implement the concept of digital Bangladesh in the educational sector, it is important to learn English through technology. But most of the cases learners face many problems while learning a foreign language assisted by Computer. So, the purpose of this study is to look at the challenges for which learners cannot learn through CALL that might be the reason behind learners' backwardness towards learning English. Another purpose of the study is to recommend the ways of applying CALL in EFL classrooms.

1.7 Computer Assisted Language Learning (CALL)

Computer-assisted language learning (CALL) is an approach to teaching and learning in which the computer and computer-based resources such as the Internet are used to present, reinforce and assess material to be learned. It usually includes a substantial interactive element. It also includes the search for and the investigation of applications in language teaching and learning. CALL has also been known by several other terms such as technology-enhanced language learning, computer-assisted language instruction and computer-aided language learning but the field is the same

1.8 Limitation of the Study

Since CALL was, quite a new concept in Bangladesh there was hardly any study on CALL in Bangladeshi context. This study was conducted on some universities in Dhaka. The scenario of the universities outside Dhaka might be different.

2. COMPUTER ASSISTED LANGUAGE LEARNING (CALL)

Technology has become an indispensable part of twenty first century and people can hardly go without the assistance of modern inventions. Education in developed countries is already dominated by computer and other modern facilities and the developing countries like Bangladesh are also heading towards that. However, while leading to technology enhanced education system. Bangladesh may face several challenges like lack of necessary equipment's, problems face by learners in applying CALL and so forth. This research attempts to find out the challenges of Bangladeshi learners in applying CALL to show the ways of applying CALL in EFL classroom in Bangladesh.

2.1 Computer Assisted Language Learning (CALL)

Computer-assisted language learning (CALL) is succinctly defined in a seminal work by Levy (1997: p. 1) as "the search for and study of applications of the computer in language teaching and learning". CALL embraces a wide range of information and communications technology applications and approaches to teaching and learning foreign languages.

Jones and Fortescue (in Gunduz 2005:197) say that in CALL setting, computer is a flexible classroom aid which can be used both by teachers and students inside or outside the classroom in a variety of ways. Many studies indicate that CALL provides an innovative and effective

alternative for language instructors (Warschauer and Healey, 1998). After analyzing all these definitions, it can be said that CALL is an approach for teaching and learning where computer and computer-based facilities are used to present, reinforce and assess materials to be learned and includes interactive elements.

2.2 Kinds of CALL Available in Learning

Though CALL has developed gradually over the last 30 years, this development can be categorized in terms of three distinct phases which are known as behavioristic CALL, communicative CALL, and integrative CALL.

Behavioristic CALL

It was formed in the late 1960s and used widely in the 1970s under the influence of Audio-lingual teaching method. In this stage of CALL, repetitive language drills, referred to as drill-and practice were used. The computer was seen as a mechanical tutor who never allowed students to work at an individual pace, which hindered motivation. Further, it included extensive drills, grammatical explanations and translation at 198 various intervals (Warschauer & Healey 1998).

Communicative CALL

It was the period of the 1980s. This period was the time that behavioristic approach to language teaching was being rejected at both theoretical and pedagogical level, and also personal computers were creating greater possibilities for individual work at school. Communicative CALL corresponded to cognitive theories which stressed that learning was a process of discovery, expression and development. Under the influence of Communicative Language Teaching defendants of communicative CALL argued that computer-based activities should focus more on using forms. In communicative CALL, the focus was not so much on what students did with the computer, but rather what they did with each other while working at the computer.

Interactive CALL

By the 1990s communicative CALL began to be criticized. New second language acquisition theories and socio-cognitive views influenced many teachers and lead them to use more social and learner-centered methods. This time, emphasis was put on language use in authentic social contexts. Task-based, project-based and content-based approaches all sought to integrate learners in authentic environments, and also to integrate the various skills of language learning and use. In integrative approaches, students are enabled to use a variety of technological tools as an ongoing process of language learning and use rather than visiting the computer lab once a week basis for isolated exercises.

2.3 CALL Methodology

Computer Assisted Language Learning (CALL) is a method by which learner are learning through computer. It makes learning easier than traditional classroom. Learners can develop their learning by CALL methodology. Computers allow the learners to carry out tasks which are impossible in other media such as providing feedback automatically on certain kinds of exercises or editing a piece of writing by deleting, moving and inserting text. It also allows learners to learn in spite of staying at home. Even learners can attend their exam through online. Now a days we do not have go miles for giving interview, we can give interview via internet.

Technology again fascinated learning by giving the opportunities of PDF download by which learners can download their books. The main characteristics of the methodology for CALL are: the use of a variety of interaction patterns in class, information-transfer and information-and opinion-gap tasks, fluency and accuracy practice

2.4 Uses of CALL in English Language Learning

This section gives a brief overview of how CALL has been used or can be used for the purpose of language learning and teaching. The use of CALL can be divided as follows:

2.4.1 Computer as drill and practice

In this use of CALL, computers are viewed as a tool for saving time with the immediate feedback. The main aim of Drill and Practice is to review the content / background knowledge, and to assist the learners to master separate language skills (such as reading, listening, etc.)

There are several types of drill and practice activities (exercises) such as Paired Associate (Matching); Sentence Completion; Multiple Choice; Part Identification; True-False; and Short-Answer questions.

2.4.2 Computer as tutor

The role of the computer as tutor is to present to the learners the content of the lesson as text graphics, video, animation, or slides, including learning activities, drills and practice. The computer serves as a means for delivering instructional materials.

The program consists of the following stages: Introduction stage (stating aims, background knowledge), Presentation of the content, exercises and/or testing; and Giving the feedback.

2.4.3 Computer as game

The main principle behind computer gaming is that "Learning is Fun." The main aim is to create a pleasurable learning environment, and to motivate the language learner. However, good educational games should have clear educational objectives.

CALL games and simulation games are similar in that both are designed to motivate students to learn through entertainment. However, they are different in certain ways. Simulation games always use simulations (real life situations) in the presentation of a game, while CALL games focus on providing fun, but challenging environment to the learner.

2.4.4 Computer as Tool for Teachers and Learners

Word Processors

The most common tool used by teachers and learners in CALL is probably word processors. Word Processors are tools for creating documents for making handouts, sheets, desktop publishing, letters, and flyers for language teaching and learning. There is a variety of word processors available, ranging from high quality programs such as *Microsoft Word*, *Coral Word Perfect*, and *Claris Words*.

Spelling Checkers

Spelling checkers are tools for ELT teachers and learners for conducting spelling check. Most high-quality word-processing programs such as *Microsoft Word*, *Word Perfect* have built in spelling checkers. However, there are separate spelling checking programs available such as *Spell it Deluxe* (1997) or *Sentry Spelling-Checker Engine*.

Grammar Checkers

ELT teachers can use grammar checker programs to check and point out grammatical problems in writing. Like spelling checkers, grammar checkers can be a separate program such

as *Grammatik* or built-in programs such as the *Grammar Check* in Microsoft Word. However, these grammar checkers still have limited abilities and are intended for native speakers. So they are not recommended for ESL/EFL learners since they may be confusing.

Concordances

Teachers and learners can use concordance software to search in huge databases to find all the uses of particular words. It might be confusing for ESL/EFL beginners. The best Concordance for ELT teachers and students is *Oxford Micro Concord*. The software includes a total of about 1,000,000 words from British newspapers.

Collaborative Writing

Collaborative writing is software that helps the learner to write collaboratively on computers, which are linked in a local area network. *Daedalus Integrated Writing Environment* is the most popular one. This software includes real-time discussion, word processing, electronic mail, brainstorming, and a dictionary.

2.4.5 Internet applications

Computers can be connected to the internet and can incorporate interactive multimedia: text, graphics, audio, video, and animation. It can be said that the explosive growth of the internet has given new life to interactive media and CALL. It is expected that the internet will become one of the most popular mediums for CALL because it allows for world-wide distance education. The followings are internet applications that ELT teachers can use for language learning.

Electronic mail (E-mail)

Computer-mediated communication makes it easy for ELT learners to have direct authentic communication with the teacher, other learners or interested people around the world by using e-mail. E-mail is an excellent method for teaching interactive writing. One of its advantages is that it provides interaction with native speakers through pen-pal correspondence. E-mail writing is considered to be more personal and meaningful than classroom writing activities.

File Transfer Protocol (FTP)

The File Transfer Protocol (FTP) is a facility for transferring files over the internet. The original FTP was available on the UNIX system. ELT teachers can use FTP to download or upload files such as software programs, texts, images, sounds, videos.

World Wide Web (www)

Computer networks have allowed to connect to information around the world, and share millions of documents—texts, graphics, sounds, and video via hypertext keywords or links. The web or www now has absorbed many of the above services. For example, the web can now do e-mail, ftp, chat and voice chat, desktop conferencing, and MOOs (Multiple-user-domains Object Oriented), which allows for real time communication. The www provides a rich resource of "authentic materials" for language teaching and learning. Learners can find information which suits their own interests and fields of study. The teacher and learner can search for the following materials on www.com. One example is <http://www.englishinaction.com/>

2.5 Advantages of CALL in Language Learning

Many educators indicate that the current computer technology has many advantages for second language learning. The following are the advantages as stated by many experts: interest and motivation, individualization, a compatible learning style, optimal use of learning time, immediate feedback, error analysis, guided and repetitive practice, pre-determined to process syllabus

2.6 Limitations of CALL

There are some limitations of Computer Assisted Language Learning in Bangladesh context. Those are given shortly below- cost, teacher's attitudes and anxiety, training, hardware, computability, and technical support, software, accessing and searching call, feedback and evaluation.

2.7 CALL and Language Skills

Computers offer learners various activities for developing different language skills. They can provide a useful and motivating medium for both integrated skills and separate activities. Warschauer & Healey (1998) describe them as follows:

Reading Skills

There are three main ways in which computers are useful in helping language learners develop reading skills. *Incidental reading, Reading comprehension, Text manipulation.*

Writing Skills

The Word Processing program is one of the most common purposes for which computers are used and it is regarded as the most powerful to use when starting to work with CALL. In order to use word processors learners, have to be familiar to the keyboard of the computer and they also have to learn the following before using the computer: learn how to start a word processor, learn how to delete and insert a letter, a word or a larger chunk of text, learn how to save text, print a text, moving words, lines, sentences, etc. around.

Word-processing programs transform the computer into a sophisticated and flexible writing aid that can improve learners' writing skills and their attitude toward writing.

Speaking Skills

Oral communication is very important in language learning process. In today's language classrooms, considerable emphasis is given to oral activities in which learners use the language they have learned to communicate with each other. These activities include simulations, role-plays and discussion. Computer simulations provide a stimulus for such a work, as they offer both a focus for oral activity and a continually changing scenario for learners to talk about. Computers have a useful contribution to the development of oral skills if they are used wisely (Hammersmith: 1998).

Listening Skills

Listening activities that use the computer are more complex than the other kinds of CALL materials since they involve equipment other than the computer itself. 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.

2.8 Learners Autonomy and CALL

Autonomic learning refers to self-directed learning. Learner autonomy refers to a student's ability to set appropriate learning goals and take charge of his or her own learning. However, autonomous learners are dependent upon teachers to create and maintain learning environments that support the development of learner autonomy.

Through Computer Assisted Language Learning learners can develop their self-directed learning. CALL motivates learners towards autonomic learning. It decreases learner's dependency on teachers. Learners can know any information through internet, computer also allows learners to correct their mistakes through error analysis. Learners can correct and practice their grammar and vocabulary while writing in word processor (which correct wrong spelling and sentence structure). Learners can also know any unknown information from internet.

2.9 CALL and other Technology Enhanced Learning

CALL can directly support the learning of individual students with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage and remember. There are numerous ways that technology in the classroom can be leveraged to address diverse learning needs. To do this efficiently and effectively requires careful selection, purposeful planning and thoughtful implementation. Technology includes physical and process applied science that can be incorporated into a project. There are several types of technology use in foreign language learning: use of computers in the classroom, creating class websites and blogs, use of digital microphones in the classroom, use of mobile devices, use of smart interactive whiteboards, use of online media.

2.10 Necessity of CALL in Bangladesh

Development of a country depends on its education system. Bangladesh can develop its condition by applying technology especially CALL in education system. There are many other reasons for which Bangladesh need CALL in learning. Those are:

- In a country of more than 140 million populations, it is not possible for the Bangladesh government to make infrastructure to admit all the students. By initiating CALL program, a small number of institutions can provide education to a large number of students.
- Bangladesh government has declared to build ICT based digital Bangladesh and CALL is a crucial part of that goal.
- CALL is very cost effective since it does not require any classroom and students also do not need to come to class or purchase reading materials. All the reading materials can be provided through internet.
- Online registration and advising save time both for the students and teachers. A number of universities have started to perform the formalities of registration through online.
- CALL provides self-learning opportunities for the students and they can continue working beside their study.

The demand for higher education is increasing but many students drop out after their higher secondary education due to various reasons like poor socio-economic condition, dearth of

universities in many areas and so forth. CALL can meet the demand of higher education and better learning materials of these students ensuring quality output.

2.11 Challenges of learners learning through CALL in Bangladesh

Using technology in the classroom is not without difficulties. Learners may face various problems such as:

- A major barrier a learner in Bangladesh may face while attempting to use technology in the classroom or workplace is lack of effective training. Without thorough understanding of the technology at hand it will be impossible to bring out optimum results.
- Issues such as tracking down appropriate information, misspelt addresses, slow connections, blocked access, system crashes, loose wires, out-of-date plug-ins, out of date websites, lack of administrative privilege and antiquated hardware can ensure that many EFL instructors avoid using the Web.
- Implementing new technologies require financial expenses for hardware, software, training and staffing. Not all students have technology at home so they may not be able to submit homework. It is not always possible to fund language programs with such high cost, especially in the developing countries.
- The educator needs to invest time to learn how to master the technology, think about how to implement it in the classroom and also evaluate whether all the hassle is worth it at all.
- The problem with Internet-based multimedia is that images, sounds, and videos need relatively large files that take a long time to download. This waiting period slows down the interactions between the student and the materials, wastes time, and creates an uncomfortable impression.
- Technology always has the possibility of malfunctioning. Moreover, in Bangladesh there is the constant threat of power failure posing the question of whether or not a plan can be smoothly carried out.

2.12 Effectiveness of CALL in Bangladesh

CALL has had several effects on the foreign language learning process. Effectiveness of CALL in Bangladesh has discussed below

- First of all, students will develop their skill in technology,
- They will overcome their backwardness in technology,
- Computer will enhance their learning process,
- Foreign language learning will be easier for them by the use of CALL program,
- It will help their autonomic learning,
- Learners can develop their listening, learning, speaking and reading skill through CALL,
- They can catch up with this technological world,
- This will help them to learn without the help of teachers,
- Learners can get news of all around the world through the use of internet,

In sum up educational system of Bangladesh will be rapidly develop through the use of CALL which will develop the social, economic, technological situation of this country.

2.13 Application of CALL in Bangladesh

Computer is one of the greatest inventions of modern technology which enhance our learning process in the field of learning a foreign or second language. Still almost most of the universities of Bangladesh are not using CALL in their learning process. This is one of the main barriers of learners to develop their learning. The following steps can be taken for applying CALL in language learning:

- A. Governments' awareness:** As a researcher I observed that government's awareness plays a vital role in applying CALL in Bangladesh. Most of the students of Bangladesh comes from middle class and poor family. Most of the time it becomes very difficult for the parents to buy computer, laptop, smart phone for their children. As a result, students are depriving from using CALL in their learning. CALL can apply in language classes if Bangladesh government provide computer or laptop for each student especially at tertiary level.
- B. Changing classroom's environment:** Classroom environment like learning material, learning process should be change for applying CALL in classroom. Following step can be taken for applying call in classroom:
- Learners can send their assignment to their teacher by email instead of paper.
 - Teachers can use slide, PowerPoint in giving lectures.
 - It will be beneficial for learners to use internet and website for reading text or any information.
 - Learners can save PDF file of their texts.
 - They can use word processor in writing documents instead of papers.
 - Learners can use online dictionary.
 - They can know each and every information from internet instead of traditional note books.
- C. Motivating learners towards CALL:** In Bangladesh learners are habited in traditional classrooms, teachers have to motivate them in learning with technology. Teachers should inform learners about the advantages of CALL which will inspire learners in learning with CALL.
- D. Changing learners' attitude:** Learners attitude is very important in using CALL. They have to rear positive attitude in technological use.

3. LITERATURE REVIEW

Literature Review

Though there were many researches on CALL in foreign countries but there are few researches on CALL in Bangladesh. In Bangladesh most of the researchers' study on Computer Assisted Language Teaching. They find out that teachers should be trained for effective language teaching by Computer. Mahmuda Akhter (2012) investigated on Computer Assisted Language Teaching in Bangladesh at tertiary level. The finding of the study shows that teachers are not well trained and learners do not get enough materials for their learning. Naima Afrin investigated on integrating Computer Assisted Instruction in the EFL classroom, the finding of the study reports that the teachers of EFL have positive attitudes towards the use of computer in general but teachers are not well trained. Nazmun Naher (2013) illustrated about what

teachers' perspectives and attitudes towards implementation of CALL in EFL classroom of the English medium and Bangla medium secondary schools of Bangladesh. She recommended that collaboration among teachers, school authority, education board and the government support are needed to implement CALL in Bangladesh for utilizing effective teaching and learning practices.

There are some other studies in foreign countries that conducted on the advantages of CALL. Fletcher and Atkinson (1972) carried out one of the earliest studies in which the students of the experimental group received eight to ten minutes of Computer Assisted Language Instruction per day for five months; the remainder of the day was the same for all students. The findings of the study revealed that the performance of most students who received computer-assisted instruction was better than the performance of those who did not. Cantos-Gomez (1997) carried out a study to investigate the use of computer-assisted language learning activities in English and their effect on the students' motivations to learn. She found that the students in the experimental group, who used computer, showed more motivations to learn English than those in the control group.

Summary of the Review

Researchers of Bangladesh and other countries investigated on the necessity of teachers training, advantages and effect of CALL. But still the challenges of learners learning through CALL and the ways of applying CALL after solving those problem are still not unfolded. Those matters are investigating in this study.

4. METHODOLOGY OF THE RESEARCH

Methodology is a science of methods of research and the method of logical description. Methodology is procedure of research techniques. It is the logic of scientific investigation. Methodology means description, explanation and justification of the entire procedure through which the research is conducted. Research Methodology includes things that make research a systematic process or mechanism. Research methodology justify and clarify the means and ways as to how the research attempts to conduct the research. Research methodology refers to the techniques and procedures that are adopted to carry out a study. Sampling, instrumentation, the data collection procedures for investigation, and the data analysis methods are discussed in this part of research. This research attempts to find out challenges of applying Computer Assisted Language Learning (CALL) at the tertiary level students. Researcher collected data from that field. To serve the purpose, researcher prepared questionnaire for students and supplied those questions to them for their opinions regarding the problems. Researcher further interviewed the students. Researcher also observed some Computer Assisted Language classes to know the real scenario of EFL classes through technology. There are various types of research and the term is usually considered to include research design, data collection, data analysis, data presentation etc.

4.1 Sample and Sample size of the Study

A sample is a part of population which is studied in order to make inferences about the whole population. The way sample are selected is called sampling. It means that sampling is a method of obtaining data of a particular population by investigating only a representative part of them. Here population is the whole field or area of observation to which the researcher is seeking

information. Methodology of a research has to clearly define the sample and the size of the study. Here the students of department of English at tertiary level are taken as sample. For this study some students of Department of English are selected. A good representative is found through the large sample size. Only one type of sample is used for the present study: Students.

4.2 Instrumentation

Instrumentation refers to the process by which investigators attempt to measure variables or items of interest in the data-collection process. It is relating to not only instrument design, selection, construction, and assessment, but also the conditions under which the designated instruments are administered. The instrument is the device used by investigators for collecting data, survey, interview, classroom observations. In this study, data collection from the learners of tertiary level. Fifteen questions are selected as a questionnaire for the learners.

4.2.1 Questionnaire

A questionnaire is a part of a quantitative research where researcher selects questions for the selected sample in a study. In a questionnaire researcher, accept a valid information from the respondents, without any biasness. A questionnaire defines as a research instrument that consists a set of questions or other types of prompts that aims to collect information from a respondent. A questionnaire is a mix of close-ended questions and open-ended questions; long form questions offer the ability for the respondent to elaborate on their thoughts.

Questionnaire for Learners

In this study researcher prepares a questionnaire for the students for getting the information regarding motivation in English Language learning. The students provide their own opinion in the questionnaire. There is a set of fifteen questions in the questionnaire where both open and close-ended questions are included in (Appendix A). Before answering the questions researcher, give clear ideas about the questions so that students can easily understand those questions. Researcher presents in the situation to get valid and reliable answer from the students and requested them to answer honestly of those questions.

Reliability of the Questionnaire

Reliability is a measure of the stability or consistency of the data collection of a research. Reliability is the degree to which a measurement instrument gives the same results each time that assumes that the underlying thing being measured does not change. It determines the truthfulness and accuracy of the results. In this research, the researcher conducted the study by using the same questionnaire for the students of two universities. Through this researcher, find the similarities in the answers of the students. Reliability of the questionnaire finds through the similarities in the answers.

Validity of the Questionnaire

Validity applies to both the design and the methods of research. Validity in data collection means that findings truly represent the phenomenon that claims to measure. Validity is one of the main concerns with research. "Any research can be affected by different kinds of factors which, while extraneous to the concerns of the research, can invalidate the findings" (Seliger & Shohamy 1989, 95). The researcher shows the questionnaire to different students, the supervisor checked the questionnaire, and he approved the validity of the questionnaire. The

questionnaire required both the face and content validity because there is a direct association with the questionnaire with the research questions.

Practicality of the Questionnaire

Along with the validity and reliability a research has to be practical. The students' questionnaire is based on research questions so undoubtedly it is practical. Because of the practicality of the questionnaire of the questionnaire, students solve it within few minutes.

4.3 Data Collection Procedure

For collecting the data, the researcher visited the chairperson of two selected universities. Researcher describes them about the aim of this research. After that, they give permission of collecting data from their department. Chairpersons of those departments introduce me with the teachers and tell them about the researcher's aim of the study.

After that two teachers of two selected universities took me in the English language classroom and introduced me with the students. They told their students to help me in answering the questionnaire, which helped the researchers helped very much. Twenty to twenty-five students in total participated in the data collection procedure.

4.4 Data Analysis

Data analysis is a process of inspecting, cleansing, transforming and modeling data with the goal of discovering useful information, informing conclusions and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, and is used in different domains. In today's world, data analysis plays a role in making decisions more scientific. In this study, data analyzed following the central research questions. The researcher analyses the data that was found from questionnaire, interview and classroom observation.

5. PRESENTATION AND DISCUSSION OF FINDINGS

This chapter includes the overview of the current research has been included the findings and discussion of learners' motivation and effectiveness of motivation in case of English language learning. Learners' motivational profile and question answers are given. Table, column and pie charts are given to show the percentage of the findings.

5.1.1 Learners opinion about the role of technology in learning a foreign language.

Figure 1: Role of technology in learning a foreign language.

In this chart, here is the opinions of learners about the role of technology in learning a foreign language. In this chart we can see that 40% students say often, 50% say always and 10% say sometimes technology plays important role in learning a foreign language. From this response we can find that learners are also aware of the role of technology.

5.1.2 Learners accessibility in internet

Figure 2: Learners accessibility in internet.

As a technological age, internet plays very important role especially in learning language through computer. For this reason, I wanted to know whether learners have accessibility in internet or not. In response 80% say they have and 20% say they have not any access in internet. Through this answer we know that still some learners do not have any access in internet which might be a barrier of learning through CALL, before applying CALL this problem should be solved.

5.1.3 Learner's classes are fascinated with by computer

Figure 3: Learner's classes are fascinated with by computer.

In the answer of the question whether learner's classes are fascinated with by computer or not. In response 13.33% say sometimes, 3.33% say often, 0% say very often and 83.33% say rarely their classes are fascinated with computer. Through this answer of learners it becomes clear that their classes are not fascinated with computer or rarely do they learn through computer.

5.1.4 Computer can help in learning a foreign language

Figure 4: Computer can help in learning a foreign language.

This chart shows learners opinion whether computer can help in learning a foreign language or it cannot. Most of the learners shows positive attitudes towards this issue. 66.66% strongly agree, 20% agree, 10% neutral, and 3.33% disagree on this issue that computer can help in learning a foreign language.

5.1.5 Different activities of computer in learning.

Figure 5: Different activities of computer in learning.

The answer of this question shows different activities of computer in learning. 26.66% learners say that they use computer for composing any document in word processor, 30% learners say that they use computer for using internet for searching any information, 23.33% learners say that they are using computer as a dictionary, and 20% learners say that they are using computer for knowing pronunciation of English word. This response reveals the use of computer in learning.

5.1.6 Computer helps to increase learner's vocabulary and grammar through error analysis on Word Processor.

Figure 6: Computer helps to increase learner's vocabulary and grammar through error analysis on Word Processor.

In this chart we can see that 66.66% learners Strongly Agree, 23.33% Agree, 6.66% Neutral, and 3.33% disagree on the issue that computer helps to increase learner's vocabulary and grammar through error analysis on Word Processor. Through this response of the question it becomes clear that computer works as an error analyzer which reflect another advantage of computer in learning.

5.1.7 Learners can practice their pronunciation, spelling and grammar without the help of teachers by using computer as a tool.

Figure 7: Learners can practice their pronunciation, spelling and grammar without the help of teachers by using computer as a tool.

In the response of this question 50% learners Strongly Agree, 33.33% Agree, 10% Neutral, and 6.66% disagree that learners can practice their pronunciation, spelling and grammar without the help of teachers by using computer as a tool. From their opinion it becomes clear that computer enrich learner's autonomic learning.

5.1.8 Learners can analyze their lacking, mistakes by their own while using call which develop their autonomic (self-directed) learning.

Figure 8: Learners can analyze their lacking, mistakes by their own while using call which develop their autonomic (self-directed) learning.

Here in this chart we can see that almost all learners show positive attitude towards CALL in autonomic learning. Around 96.66% learners agree that they can analyze their lacking, mistakes by their own while using CALL which develop their autonomic (self-directed) learning whereas very few learners 3.33% do not agree on this issue.

5.1.9 CALL motivates learners toward autonomic or self-directed learning.

Figure 9: CALL motivates learners toward autonomic or self-directed learning.

This chart shows the opinion of learners on the issue that CALL motivates learners towards autonomic or self-directed learning or not. 13.33% learners say sometimes, 23.33% say often whereas 63.33% learners say always CALL motivate learners towards autonomic learning. By learner's opinion another advantage of CALL shows that it motivates learners towards autonomic learning.

5.1.10 Learning through computer makes it easier and interesting.

Figure 10: Learning through computer makes it easier and interesting.

In this chart we can see that 46.66% strongly agree, 43.33% Agree, 6.66% Neutral, and 3.33% Disagree that learning through computer makes it easier and interesting. From this response learners make it clear that they are interested in CALL which makes learning easier.

5.1.11 Learners need CALL program for effective learning.

Figure 11: Learners need CALL program for effective learning.

I seek for learners' opinion on the issue that learners need CALL program for effective learning, 96.66% learners show positive response that they need CALL for effective learning whereas very few learners, 3.33% show negative opinion on this matter.

5.1.12 Teachers and learners should be trained for applying CALL in classroom.

Figure 12: Teachers and learners should be trained for applying CALL in classroom.

In the answer of the question whether teachers and learners should be trained for applying CALL in classroom or not, 60% learners Strongly Agree, 33.33% Agree, 6.66% Neutral and no one disagree on this issue. By the response of learners, it becomes clear that it is necessary to train teachers and learners for applying CALL.

5.1.13 Challenges of learners while applying CALL.

Figure 13: Challenges of learners while applying CALL.

In this chart we can see that learners faces various challenges while learning with CALL. 16.66% learners say they cannot use computer properly, 20% learners say there is leakage of CALL software in our institution's computer, 20% say their teachers are not well trained for this we cannot learn from them, 16.66% say their teachers hardly use CALL in our classroom, and 26.66% learners say that they do not have any individual computer in classroom. There are various challenges while applying CALL. If we want to apply CALL, we have to solve those problems.

5.1.14 EFL learners can develop their learning skill by applying CALL in classroom.

Figure 14: EFL learners can develop their learning skill by applying CALL in classroom.

In this chart we can see that 70% learners Strongly Agree, 26.66% Agree, and 3.33% Neutral on the issue that EFL learners can develop their learning skill by applying CALL in classroom. From this opinion it can be say that CALL can develop EFL learners learning skills.

5.1.15 Application of CALL can be beneficial both for learners and teachers.

Figure 15: Application of CALL can be beneficial both for learners and teachers.

From the opinion of learners 73.33% learners Strongly Agree, 20% Agree, and 6.66% Neutral on the issue that whether application of CALL can be beneficial both for learners and teachers or not. Through this opinion we can observe that CALL is beneficial both for learners and teachers.

5.2 Discussion of the Findings

The findings of the study show that most of the EFL learners in Bangladesh has access in computer and internet, but some cannot get those advantages. Along with that their language classes do not take through technology. As a result, most of the learners are deprived of those opportunities of learning through technology. There is a positive outcome that learners want to learn through technology. They think that learning through CALL make their study more interesting and effective. They also think through learning with CALL can guide their vocabulary, grammar, spelling and other side. They can learn self-directed learning through CALL. They can also overcome their fear of learning English. For applying CALL teachers and learners should train and Government should ensure the accessibility of internet in every institution.

6. RECOMMENDATIONS

Technology plays very important role in learning a foreign language. In developed countries learners enhance their learning skill in English by the help of computer assisted language learning. In Bangladesh most of the learners' do not get the opportunities of learning English with technology (CALL). As a result, they cannot catch up with modern world. In this study, I have found many challenges of learners' in case of learning with technology. Teachers, authorities, and government should take necessary step to overcome those challenges for applying call in EFL classroom in Bangladesh.

Here is some recommendation to overcome those challenges for applying CALL in EFL classroom.

- Teachers can create EFL learners web group or page where all information about EFL learning will be updated.
- Government should provide Personal Computer (PC) for EFL learners.

- Authority of private university should provide Personal Computer (PC) for EFL learners.
- Authority should increase CALL materials in their institutions.
- Institutions should have free and open internet facilities for learners.
- Government should decrease the cost of technology specially the cost of personal computer (PC).
- Teacher should made awareness about applying CALL in classroom.
- Teachers and learners should be trained for applying CALL in classroom.
- Teachers should motivate the EFL learners about the advantages of CALL.
- Teachers can give assignment via email instead of paper.
- Teachers should train learners about using CALL materials.
- Last of all as a researcher I should recommend that both teachers and learners should have positive attitude towards Computer Assisted Language Learning (CALL).

CALL has several effects on foreign language learning. Learners can develop their learning skill as well as technological skill by using CALL. It will able learners to catch up with modern technology which will be beneficial for learners as well as the whole nation.

Recommendations for further Researches

This study shows that most of the learners have accessibility in technology but some do not have so. But the positive outcome is that most of the learners have positive outcome of learning English through CALL. English language learning can be more effective if we can apply CALL in the classroom of EFL learning. There can be more research for find other positive aspect of learning through CALL and how we can make learning more effective and interesting through CALL technology.

6.2 Summary of the Findings

Learning English becomes most prominent issue in now a day. When technology and English walk together, it enhances learning with great speed. Computer Assisted Language Learning is a media through which learners can learn English effectively. It develops learner's autonomic learning skills (reading, writing, speaking, and listening). Learners get the scope of learning in spite of staying at home. It also develops learners' technological skills. In Bangladesh, most of the universities are not facilitated with CALL program. As a result, learners cannot catch up with develop countries. Application of CALL in EFL classroom will enhance learners learning as a foreign language which will be also beneficial for Bangladesh.

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