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Using Modern Technology to Develop Foreign Language skills

The Impact of Computer-Assisted Language Learning (CALL) on Foreign Language pragmatic competence

The case of: Second year master Linguistics and Second year master roads and structure students

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DEDICATION

I dedicate this dissertation to my family and my friends, a special feeling of gratitude to my loving parents, **Azzedine Gougui** and **Karima Badis**, whose words of encouragement and push for tenacity ring in my ears. My sisters **Jihane**, **Wissal** and my brother **Riade** have never left my side and are very special.

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DEDICATION

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ABSTRACT

The absence of educational technology “which is considered as a useful tool to enhance English learners’ pragmatic competence specifically and language skills in general”, at Kasdi Merbah University “English language department”, is a concern which has remained for too long with little or no attempts to resolve it. The present work is devoted to tackle this issue through the assessment of both second year master linguistics students and Roads and Structure students’ cognitive understanding of a foreign language from both a cultural and academic perspective through the use of computer-assisted language learning “CALL”. The present work is a causal research can that combines qualitative and quantitative research methodologies, as it employs a questionnaire that led to a number of findings. First, FL learners can be easily exposed to the target culture when technological tools are integrated in the classrooms, thus it is proved that social media tools are considered as authentic materials which help learners in the process of acquiring and reinforcing their skills. Second, classroom data is not always sufficient and must be aided by authentic resources.

Keywords: Educational technology, pragmatic competence, language skills, computer-assisted language learning.

ملخص الدراسة

إن التكنولوجيا التعليمية أداة مفيدة لطلبة اللغة الانجليزية حيث أنها تعزز من كفاءاتهم البراغماتية خاصة وكذا مهاراتهم اللغوية عامة و غياب أداة بهذه الأهمية في قسم اللغة الانجليزية بجامعة قاصدي مرباح أصدر نوعا من القلق لفترة طويلة مع القليل أو لا محاولات لإيجاد حل لهذا. إذ كرست الدراسة التالية لمعالجة هذا الموضوع من خلال تقييم مدى إدراك, كل من طلبة السنة الثانية ماستر تخصص لسانيات (علم اللغة) و طلبة السنة الثانية ماستر تخصص طرق و منشآت فنية, للغة الأجنبية على الصعيد الثقافي و الأكاديمي عبر استخدام الحاسوب. كما أن الدراسة مبنية على المنهج الوصفي " السببي المقارن" الذي يجمع بين منهجيات البحث النوعي و الكمي, الذي بدوره توصل إلى مجموعة من النتائج عن طريق استخدام الاستبيان. أولا, أن إدراج الأدوات التكنولوجية في الأقسام يساعد الطلاب على التعرف على ثقافة اللغة المراد تعلمها مثبتة بذلك مدى اعتبار مواقع التواصل الاجتماعي أدوات يعتمد عليها في مساعدة الطلاب على اكتساب و تعزيز مهاراتهم اللغوية. ثانيا, وهو أنه من الممكن الاعتماد على المصادر التكنولوجية الموثوقة لتدعيم المعلومات المكتسبة داخل القسم خاصة و أنها قد تكون غير كافية دائما.

الكلمات المفتاحية: التكنولوجيا التعليمية, الكفاءة البراغماتية, مهارات اللغة, الحاسوب.

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LIST OF ABBREVIATIONS

- ALM → Audio-lingual method
- CALL → computer assisted language learning
- CLT → communicative language teaching
- CMC → computer-mediated communication
- EFL → English as a foreign language
- FL → Foreign Language
- FLL → Foreign language learning
- FLT → Foreign language teaching
- GTM → Grammar Translation Method
- ICT → information communication technologies
- L1 → non-academic “Roads and Structure students ”
- L2 → academic “second year master linguistic students”
- SL → Second Language
- TEFL → teaching English as a foreign language
- TPR → Total Physical Response
- WP → word processor

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GENERAL
INTRODUCTION

1. Background of the study

In this modern age technology has developed into an integral part of the global societal fabric; reaching across borders and cultures, and bridging the gap between people and their respective barriers – more effectively than any other construct or method of communication preceding it.

Behind the curve when it comes to the demands of the 21st century – the current benchmark in educational methods has traditionally offered students a low level, basic set of skills, for what was then, day to day life (Jones, Nowakowski, Rasmussen and Valdez, 1994). Technology has since changed many aspects of day to day life, especially as it relates to communication.

From a psychological perspective, the interpretation of any form of communication is handled by two regions of the brain working simultaneously. The “low road”; consisting of the amygdale and orbital frontal cortex, which interprets more visual and emotional aspects of the data – resembling of primitive instincts. Where as the “high road” takes a more logical approach; processing data within the cortical areas of the cerebral cortex (Goleman, 1995). Working together they take into consideration all aspects of the any given form of communication both verbal and/or visual.

As this relates to foreign language learning; the integration of technology in the classroom has led to the development of Computer-Assisted Language Learning (CALL), which as appose to the traditional methods of teaching, also combines both verbal and visual information into a single message. These language learning programs allowed for numerous additional layers of embedded information that aided in the overall language skills each student learned and retained. In its structural form, CALL programs present questions that help instill grammatical rules through repetition. Four or five decades later came the communicative approach where tools like videos were used to display real world examples of communication

among native speakers. Students would then interact in these scenarios to solve a problem, taking on the role of the subject, thus being exposed to their culture.

Lastly, the most modern approach known as the integrative phase of CALL combines both previous methods into a fully integrated language learning experience. Scenarios that were previously limited in a video (like buying a cup of coffee, or stopping a taxi) were now expanded with the addition of embedded grammar and syntax checks, in real-time (Warschauer, 1996).

This interactive approach provides a fluent, self-paced, self-guided approach to learning foreign languages, allowing students to take away a conceptual foundation that they can immediately build upon in their day to day lives. The invaluable insight given into the social context of any language and its respective culture allows the student to incorporate this context into their communications resulting in the use of that language appropriately, which is also known as pragmatic competence (Taguchi, 2009).

Cross cultural communication in a foreign language affects all parties – adding to their skills and giving them deeper knowledge of each other’s culture (Anderman, G., & Rogers, M., 2005) – however; without a base understanding of common sayings and perspectives, the affect can be negative. This will usually discourage foreign language learners from being engaged with the language, limiting the use of the foreign language in their day to day lives. Some of the challenges student face include: finding others to practice or communicate with outside the classroom, and grasping how to properly conjugate sentences that translate their native cultural pragmatics into a foreign one – while preserving the meaning. Eventually, without a drive to learn, little is retained. Many users of foreign languages in foreign countries stick to learning only the basics of what they need for travel, work, etc... little effort to none is put into attaining a deeper understanding of the proper grammatical ways of using the language as well as the cultural nuances associated with that language (James, 1998).

However, as of recently these problems are being overpowered by unifying effects technology has had on society – having helped build across the globe and windows into foreign cultures.

English and its wide spread reign as a superior language, was originally a result of British colonization; however, as of recently a more intrinsic dependency on the English language has

surfaced across the globe (Kayman, 2007). It has since taken the crown as the primary “Lingua Franca” – a foreign language used by two parties to communicate (Anderman, G., & Rogers, M., 2005). This election was made by the people and aided by technology, and is most likely the result of the global attraction towards the cultural society of the western hemisphere.

Human interaction across borders and cultures, which was once contained within the capacity of an adventurous expedition, is now a common occurrence. In most cases, it is even sought out intentionally. However, successful interactions among these diverse groups require each party to connect both formal and informal expressions, to locally sited circumstances (Davies, 1989).

The skills required in entwining local culture to words and phrases are developed over the span of a lifetime. As young children they learn from interaction with advanced speakers and develop a list of references for each unique type of situation and in turn the appropriate saying (Kim, D. & Hall, J. K. 2002, as cited in, Gumperz, 1982; Ochs & Schieffelin, 1979; Schieffelin & Ochs, 1986). These experiences are not something that can be translated into ink on a page and delivered through lessons in a classroom – it is reliant on engagement and feeling. They are a part of the “low road” data ingestion process combined with analytical critique of the “high road” that come together in the brain to relate words to emotions (like empathy), actions to consequences, and so on.

That being said the English language as the global “lingua franca” is a starting point; one that ironically can possibly be aided by technology – something that has replaced human interaction with a 6 inch screen, but somehow brought about the creation of a global culture. From the silent fist bump or high five, to the expressive “by” as in “goodbye”; there are dozens of occurrences where communicative expressions have been standardized across the world, with little to no effort from institutions.

As is evident in many ways, technology has grown at such a rapid rate that reform would benefit many aspects of traditional methodology and fill the gaps with respect to efficiency and effectiveness. As this relates to foreign language learning; pragmatic competence, stands as a gap yet to be bridged until this day.

George Yule (1996) defined pragmatics in his book “pragmatics” as “the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. Pragmatics is the study of speaker meaning”.

The everyday environment of the individual has a direct impact on the formulation of pragmatic competence. These differences are what make or break competence and the perception thereof as it is received by a native from a non-native speaker. Language is much more than the literal culmination of spoken words (Anderman, G., & Rogers, M. 2005). It is the tone, the timing, the overall mannerism in which said spoken words are delivered.

In an educational setting where English, for example, is taught as a foreign language – competence is derived from peer engagement, research, and instruction. This adds to the level of competence a person develops but is directly related to the proficiency of the instructor and is limited to the environment of the classroom (Kim, D. & Hall, J. K. 2002). Hence there is a high margin for gaps during the portrayal of information.

The rules and regulations of proper communication, such as how to communicate fully and properly or understand the real intention of another human, are essential skills to learn so as to be a fully competent speaker in a different language. Such functional learning goals have been reflected in the relationship between pragmatics and socio-pragmatics (Leech, 1983). Pragmatics refers to the available linguistic structures for executing language functions, while socio-pragmatics refers to it (Taguchi, Naoko, 2012).

Issues in pragmatic competence are usually a result of non-native speakers interpreting words from the secondary language for literalisms that relate to their own culture. Their perception of how words should be used – such as the order, feminine and masculine cases, tense, etc. – can result in failure of putting words into the right context (Anderman, G., & Rogers, M. 2005, as cited in, Thomas, 1983).

Given the complexity of pragmatics including the relations between forms, basic functions and different contexts, one would naturally over time ask whether pragmatic ability is instructive. A significant number of studies in the 1990s have shown that most facets of

pragmatics are beneficial to schooling and therefore teaching is easier than pragmatic preparation. The field evolved around the issue that this question describes: Which forms of teaching would help improve pragmatic and realistic learning (Taguchi, Naoko, 2012).

Our pragmatics curriculum alternative options have also been extended by computer assisted language learning (CALL). For instance, Ward, Escalante, Al Bayyari and Solorio (2007) have successfully developed a computer program in which Arabic practitioner teachers help create backchannels by simply reacting to pre-scheduled statements. A computer then analyzes the timing and frequency and offers corrective feedback. Many educational tools available under CALL include synchronous and asynchronous computer-mediated communication (CMC) and telecollaboration. The utility of CMC in speech acts, different forms of address and modal particles (e.g. Belz) have been shown by several research studies by Belz and their colleagues (Taguchi, Naoko, 2012).

Belz and his colleagues have researched the usefulness of CMC in the education of speech acts, discussing modes and modal particles in a series of studies (e.g., Belz & Kinginger, 2003). By engaging in online dialogs with Native speakers during telecollaboration CMC provides students with a meaningful exchange background. Pragmatic messaging functions occur in a context and the feedback is still there, making it easier for students to actually identify the goals. A new virtual reality simulating the Second Life computer game is another promising new technology (Taguchi, Naoko, 2012).

Today the number of teachers and students using computers and the Internet to teach / learn a language has increased due to the technology advances (Han, 2008). In other words technology can be of a great use to both learners and instructors to receive and deliver information, plus it's easier and available all the time. The use of technology in language learning can be beneficial if teachers effectively use this technology; the efficient use of the technology takes account of language pedagogical strategies in promoting and the language learning by using all kinds of technology (Hoopingartner, 2009).

Further more in computers students can indeed access a range of target language content, such as videos, podcasts, websites and blogs, and they provide more great opportunities for communicating with native speakers (Dickinson, Brew & Meurers, 2012).

Computers are the instruments used to allow students to learn a foreign language and culture as they could previously do from first-hand. The teaching / learning through technology can indeed enhance learning. Finally, the enthusiasm of students by allowing students have the opportunity to access and communicate independently so as to allow them to gain ideas using the latest L2 vocabulary / grammar learned (Diaz, Jansson and Martínez, 2011).

The technological and linguistic field, also known as CALL, is now a reliable area focused on research and practice in the fields of language instruction, neuroscience, psychology and sociology, cognitive science, cultural studies and, above all, second language learning and computer linguistic studies. (SLA) Certain sub-areas have, much like other broad fields of study, become a subject of study, frequently influenced by advances and work in applied linguistics, whereas others are to be further explored; these include the second / foreign language (L2) technology medium pragmatic, also known as interlingua pragmatics (González-Lloret, 2019).

2. Significance of the study

One of the biggest challenges in teaching any subject is maintaining the interest and building the engagement of the student, in turn, improving the chances that they understand and retain the course content. Many factors outside the classroom also added to this challenge, especially in the development of foreign language skills as there is typically little opportunity for students of a foreign language to use that language outside of the classroom (Cavanagh, 2011).

Given the numerous challenges in developing pragmatic competence using traditional teaching methods; as well as recent methods that have become outdated in today's modern age, consideration should be given as to next level of computer-assisted language learning (CALL) and how that might impact the development of pragmatic competence specifically and language skills in general. This study will focus assessing on student's cognitive understanding of a foreign language from both a cultural and academic perspective, comparing traditional methods with new technologies.

3. Research questions and hypotheses

1. Have recent developments in technology, created a new level of computer-assisted language learning (CALL)?

- To suggest the integration of social media authentic materials to the classroom instruction to improve pragmatic competence.

5. Research methodology and design

5.1 choice of the method

The causal method would be the adequate method for this research. We have chosen it because the work is mainly based on determining whether one variable causes or affects one outcome variable; moreover, one of the objectives of this study is to highlight the impact of social media tools “CALL”.

5.2 subjects of the study

To obtain information regarding the impact of social media tools on English language learners at Ouargla University, department of English, we will deal with a sample of forty students. Twenty are second year master linguistics students, and twenty other students from Science and technology department, the group of roads and structure.

5.3 data gathering tool

For this research, we utilized the questionnaire for both groups, one was distributed randomly to students and the other was distributed online in a “Google form”, because of its usefulness, and practicality as well as it saves time and gives a clear view of the investigated problem.

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1.1 Introduction

A language at its essence – foreign or native – can be understood as a set of principles in which verbal gestures are associated with context in regards to some “thing” (manifest or immaterial); however, this also extends into non-verbal and even physical gestures. Which implies that there is an infinite number of associations that can be made with context in regards to some “thing” – proven by the fact that our methods (of communication) constantly remain dynamic – in addition to an infinite number of ways that the gesture, as well as the context and the “thing” it relates to, can be perceived; extending into the realm of the mind – introducing psychology and studies such as neurolinguistics, speech science, and more. These complex crossroads are why teaching foreign language has always been a challenge – there is no one way of delivering knowledge to learners, and even though many methods have appeared throughout the years, they are only to be outdated by new ones (Fernández, 2011).

An example of the above can be found in the linguistics discipline where grammar has two different meanings. One is known as prescriptive grammar, which is the prescribed definition of a language and its attributes, and the other as descriptive grammar, which is subsidiary system used by natives of said language (more commonly referred to as “slang”) (Fernández, 2011) – the dynamic one most likely being descriptive grammar; which as it relates to teaching pragmatics, present the aforementioned difficulties.

1.2 Historical background of foreign language teaching

The documented field of foreign language learning is said by some to have been birth during ages as early as the 17th century. Foreign Language Learning (FLL) was centered around the learning of Latin and Greek at that time and was intended to raise the overall civility of both patrons within the empire (i.e. – recently conquered lands) and those that held interactions with some regularity (Howatt & Widdowson, 2004). At present, as mentioned earlier, English has now become the “lingua franca” and hence there has been a lot of advancement; however as the

narrative suggests, current methods are outdated and do not address all the needs of students in a fashion that aligns with modern standards and is assumed to greatly benefit from the additional incorporation of technology in the classroom and as part of the learning process.

1.3 Foreign language teaching methods

By combining the teaching and learning principles with classroom practices methods were developed to address the needs in the field of teaching. As it relates to language teaching; there are few methods that have been deemed worthy and remain in mainstream use (Richards & Rodgers, 2001). The most popular being the Communicative Language Teaching method. This method considers both functional (i.e. - intended function of the communication) and structural (such as grammar) aspects of language, which brought about its widespread acceptance as a comprehensive communicative view. However, it came under criticism at the turn of the millennium, but could not be ruled out as an effective method, due to the fact that it was indeed the most superior at the time.

1.3.1 The grammar translation method

The Grammar Translation Method (GMT) where deductive learning – a method that leverages patterns usually facilitated through practice exercises – helps sharpen accuracy. The theory stands for the intellectual development of the student, and is implemented through memorization of grammatical rules that are applied while translating from the source language to understand the literature with full literacy Chastain, (1988). GTM is one of the oldest teaching methods proposed by Professor Plotz (1819-1881), whose main purpose was to simplify language learning. The benefits of this method that aided this purpose included: constructing vocabulary, and defining grammar as a part of the learning process. Learning is checked easily, preserving the work of the instructor, whose role in this method is to monitor all tasks in a very structured curriculum and instruction.

The method draws on the literature and syntax of the target language, with passages translated to and from the mother tongue. Everything is very text-based. The GTM has a number of advantages that emphasize its role in developing academic instruction for instance: the grammar-translation approach gives a deeper interpretation of the meaning of complex words and difficult sentences by distinguishing between two languages. Also, the systematic practice of

grammar rules plays a crucial role in motivating students to understand the grammar and to create sentences which are grammatically correct. It is of special significance for teaching students who have a strong grasp of the target language grammar system. The student's ability to evaluate and overcome problems is built to understand and control morphology and syntax. Moreover, the emphasis on literary text comprehension provides an excellent learning for reading and writing skills. (Advantages and disadvantages of Grammar Translation Methods, p: 02). The disadvantages are far more than the positive aspects in this case, The Grammar Translation puts too much emphasis on reading and writing and neglects listening and speaking. Knowing a large number of grammatical rules cannot ensure that students can use them appropriately in real communicative situation. Furthermore, the texts are primarily used as literary works under the Grammar-Translation method. The vocabulary taught often does not meet students 'practical needs. Alas, Grammar rules and bilingual word lists don't allow students to engage effectively in their target language.

One of the major disadvantages is the fact that Translation overemphasis will never emancipate learners from first-language dependency. (Advantages and disadvantages of Grammar Translation Methods, p: 03). The GMT drawbacks led to the appearance of the Direct Method, founded by Francois Gouin – a method where inductive learning is essential for discovery and fluency as it relates to grammar and pragmatics (Harmer, 2007). It is also known as the natural approach to learn a foreign language. In this method, teaching in the target language is done directly and students must not use their mother tongue. Grammatical rules are totally ignored and proper pronunciation is stressed. Generally, instruction is emphasized on the oral skills development.

1.3.2 The direct method

With this principle at its core, the direct method leverages visual aids (usually in the form of mimicking a visual representation of the vocabulary and/or concepts); however, instruction and student engagement is conducted in the target language, discouraging the use of the mother tongue. Activities, such as acting out real life scenarios in the target language are used to practice oral recitation of key words, which is in turn aided by the reading/writing skills and the brief foundation of grammar that is laid down simultaneously (Doggett, 1986).

The benefit of this method is that students quickly learn and use vocabulary words and idioms in the proper context, in any given scenario, it was considered as a good method because since the connection between thought and speech is strong, it allows the students to be fluent. A teacher supports students with thorough understanding of English by using a direct method. Next, while the unit of direct expression is a sentence, students learn to express full phrases without pause. And they have confidence in developing their English. (Direct Method, Basic Principles - Advantages, Disadvantages, p03) There are a number of drawback that lead to the disappearance of this method because of the over-emphasis on oral instruction leads to a great deal of lack of other skills, like reading and writing. Also, competent teachers must be available for this method. But in most regions, there is the lack of good English teachers. This system cannot be used effectively by inexperienced teachers (Direct Method, Basic Principles - Advantages, Disadvantages, p 04).

1.3.3 The audio-lingual method

A more intense and less natural method, known as the Audio-Lingual method, introduced a system that leveraged the behavioral aspects of language as it relates to patterns in the correct use of vocabulary. Through repetition and reinforcement of the correct sentences, the way to use the language is learned before the full list of words, idioms, and pragmatics is attained (Thornbury, 1999). It consists of reading and conducting lessons with a new language by hearing a dialogue. This approach involves learning a language by studying its grammar and practicing its rules through different methods of training before patterns are established in the new language and speaking is spontaneous. Students learn a new form of verbal activity by learning, imitating and executing guided activities. (The Audio lingual Teaching Method) The benefit is that learning is achieved at a faster rate, however; the scope is limited by this teacher dominant method. Usually in this method the professor typically did not give students the opportunity to use vocabulary in a constructive or communicative way, requiring message exchange, James Lee and Bill Van Patten said. There was no ALM classroom information exchange which could be built as a result of severely restricted outcomes (actual language production). Yes, many felt that students didn't have to ask what they said; they just have to know that what they said was right. (Lee, Van Patten, Communicative Language, page 10), thus, student find it difficult to seek out resources outside of the classroom and cannot practice the foreign language in day to day

activities until a high level of competence is attained. Lastly, reading and writing are neglected in this approach and students often don't pick up on pragmatics as efficiently.

1.3.4 The Suggestopedia

On the other side of the teacher driven techniques encompassed in the aforementioned method, there exists some approaches that put language learning in the hands of students. For example, Charles Curran's Community Language Learning method where teachers are more like counselor's attending to the student's motivational support needs instead of topics and curriculum. This resembles the Suggestopedia approach which also focuses on the receptivity of the student ensuring that no mental barriers exist that may inhibit language learning (English teaching methods, p: 04).

This method largely relies on students 'confidence in the efficacy of the approach, this principle seeks to give the students a broad range of choices to take responsibility for learning. It depends a great deal on the class's atmosphere and physical environment. Both learners need to feel fairly relaxed and relaxed. There is a lot of art and music involved while teachers use the Suggestopedia model. (English teaching methods, p: 04). This is usually accomplished by teaching in a relaxed, environment with ambiance relevant to the target language culture. Student morale is boosted and under no pressure to perform or incurring no scorn for mistakes they become excited to learn more.

1.3.5 The total physical response method

The Total Physical Response Method (TPR) where teaching is accomplished by allowing the learner to respond to simple commands such as "stand up", "close the book" or "to the window and open". Coupled with activities like games and skits humor is often leveraged to keep things fun and students receptive (the total physical response, p: 05).

1.3.6 The silent way

Lastly, on the extreme end along these lines is Gattegno's Silent Way which was formed on the around the theoretical basis that teaching is subordinate to learning. This then leaves all

the responsibility of learning on the students and the teacher's roles is limited to guidance in regards to staying within the scope of the curriculum (Doggett, 1986).

1.3.7 The communicative language teaching

In the late 1960's Noam Chomsky's theories gave birth to the foundation of an approach that methodically combine both functional (intent portrayed through correct composition of sentences) and structural (grammatical) aspects of a foreign language into a view that is holistically communicative in nature. This method focuses on communicative competence and ability; which is the ability to use a language appropriately, relative to social situations and taking into consideration the meaning of the sentences derived from speaking, listening, reading, and writing the language. This negotiation over the right functions, forms, and vocabulary, takes place in the mind of the student simultaneously while using the foreign language and gauging the interpretation of the person they are speaking to (Littlewood, 1981).

1.4 The challenges of foreign language teaching

All these different methods concentrate on one aspect of language learning/teaching or another. Additionally, they differ in their interactions between student-teacher/student-student, the learning process, the emotional considerations of productivity, as well as the way errors are dealt with and the means for evaluation. Traditionally these methods were developed in response to the challenges of teaching different languages to foreigners; however in our modern age the challenges faced in foreign language teaching include maintaining the balance of the aforementioned aspects while delivering the information in a modern format.

Hence, there is a usually a heavy dependence on the teacher to adapt the course to the different levels of competence among the students, as well as the pace of learning. This responsibility is a burden as teachers end up wearing multiple hats (for example; instructor, co-learners, organizer, etc.) and sometimes methods are taken out of context and blended with flavors from other methods. This is the result of a lack in training on the use of these methods as well as authentic material (such as audio visual aids) to be utilized in classroom instruction. On the other side of the fence, students also face challenges in learning foreign languages that

usually include having a limited proficiency in the foreign language, the resistance to participating in embarrassing classroom activities and the lack of motivation as well as confidence (Al Asmari, 2015).

These challenges are a normal part of developing systems intended for use among the masses to be deployed across cultural barriers (for example a culture where the use of foreign languages, such as English, is received in a negative light). This is especially true in our modern age where said challenges are only intensified by the need for instructional curricula to keep up with the ever-changing societal barriers; such as the integration of technology in our day to day lives.

It was in the face of these difficulties that it was almost agreed upon to rid foreign language teaching of the term “method”, the rebellious viewpoint of Dr. Kumaravadivelu, a professor of applied linguistics (Spada, 2007) – the claim inclining to the fact that if a method was used differently by a respective instructor (according to their style of teaching), it would result in some form of ineffectiveness in the method. This is especially evident in situations where the cultural and linguistic barriers make it hard for teachers to deliver complete methods from all perspectives, such as: prescriptive and descriptive grammar, classroom practices, sufficient vocabulary, vocal instruction, and or many more. All of this can be taken as evidence of the dynamic characteristics of foreign language teaching.

The benefit of such fluidity is the ability to easily adapt to changes in the environmental aspects of society, at the cost of gaps in pragmatic competence and use among non-native speakers of any language. However, as of recently this gap is being narrowed by the impact of technology. The rise of technology and its applications in the development of language skills has provided many benefits that can have a positive impact on teaching if appropriately leveraged.

1.5 Shortcomings of foreign language teaching in modern times

We live in an extraordinary period of opportunities to communicate with others in genuine and insightful linguistic and cultural contexts; and computers and their respective programs support vocabulary and awareness development for foreign language learners (especially of English). The issue however remains; that even with the aid of naturally occurring

technological integrations in the classroom, the ability to use language appropriately in context, known as pragmatic competence, still falls short in learners.

The process of going above and beyond the sentence structure, word definitions, and even delivery of the intended message is yet to be captured entirely by any current method in existence. To be pragmatically competent is another factor, in addition to organizational competence, which when combined makes up what we referred to earlier as “communicative competence”, the goal of the CLT method (Bachman, 1990).

Teaching pragmatics had numerous different views among the subject matter experts of the age. The first view believe that pragmatics cannot be taught (it is acquired naturally), which is the extremist view(Kasper,1997); whereas the second most notable view aims to set conditions to teach pragmatics, that’s to say, pragmatics can be easily taught only if the right conditions are obtained inside the classroom and in the mind of the student.

Apart from the qualification of teachers, the use of authentic materials is a requirement to effective instruction in foreign language (FL) classrooms. As it stands, foreign language teaching methods seem to completely neglect the ever-growing list of idioms in use among host countries of a foreign language. The main challenge is that these invaluable additions to context and vocabulary are derived from cultural activities, this was the goal of CALL (especially with the addition of multimedia); however, over the past decade technology has bridged a gap for the delivery of media, shopping, educational training, and general communication internationally; hence, it has been observed that technology has evolved and has had a greater impact on the aspects of cultural as it relates to linguistics, at a rate that is much faster than the rate at which the methods used to teach foreign languages are being updated.

The new (teacher / student) generation uses technology often and when computers, internet, smart boards, cell phones, video games, music players etc. are incorporated into any aspect of life the ability, enthusiasm and linguistic awareness of students is increased. The traditional methods of teaching are no longer inspiring and fun for students anymore and students need to develop greater engagement inside and outside the classroom as to mitigate some of the challenges being faced.

What makes the past classrooms different from modern one's is that currently the majority of educational technology falls into the category of Information Communication Technologies (ICT's). This includes any item which is capable of electronically digitally storing, collect, manipulate or transmit information. Several examples of ICT include Microsoft Word, Excel, the internet of course, PowerPoint, etc. (Firmin & Genesi, 2013).

The fact that technology has been integrated in classrooms brought many changes in the learning process in the classrooms. It changes the teacher-centered learning environment into a student-centered environment, in other word; it changes the teacher and the student roles. In the past (traditional classrooms) the teacher was the only and the primary source of information, and the learners were totally passive, they only receive the information that the teacher gave them. It is true that this role of teachers still very much in today's classes; but with the use of technology, in many classrooms the teacher's role has been changed, for example some teachers are trying to "guide" their students in order to let them be more responsible for their learning by using some technological tools to gather relevant information.

The responsibility learners get after the use of technology inside the classroom make them more active than passive learners, they become more able to interact, and to use what information they have. Moreover, technology opens new ways to learners to learn and work all together and it helps in increasing the learners' engagement, especially that they are born in a digital age, so any integration of any technological tool will definitely direct their learning.

1.6 Reasons behind the use of technology in teaching/learning

Among the different opportunities technology brings to learners inside the classrooms (facilitates their learning, motivates them, offers more interaction and participation, increases the learner's engagement). One more important reason why technology should be integrated in classes is that it provides learners with authentic materials which help in improving their skills in order to be able to communicate appropriately in the target language. Videos for example can be a useful tool to develop learner's oral proficiency, in addition to several other tools which improve other skills. Being able to communicate that generates after the use of technology in classrooms provide learners with relevant pragmatic input through the use of those authentic materials. That is to say, in addition to the linguistic knowledge the technological tools provide

learners with, the selection of authentic materials could have a crucial role in developing learners' pragmatic knowledge about the target language.

The greatest benefit of modern technology (smart phones, computers, etc.) is that it is already a part of our day to day lives and by default most people are forced to interact with a foreign languages in one way or another; this in turn promotes the natural development of language learning (sometimes even subconsciously). The single greatest platform "social media" (i.e. – Facebook, Twitter), has provided a venue for people to engage one another, have discussions, ask questions, or even just observe the use of the foreign language among natives – no longer bound by geographical limitations.

1.7 Definition of computer-assisted language learning

In the ancient world tools that students and teachers used in the classroom originated with the actual development of a written language with a defined structure. This evolved into the need to document said languages for the purpose of retaining that information. Machines like the printing press replaced these relics and with the dawn of the industrial revolution the foundation to digital technologies were laid. As things developed further modern writing utensils appeared such as paper, pencils; followed by chalkboards, and eventually in the mid-seventies the appearance of digital technologies such as projections screens and the "dry erase board" a modern equivalent to the chalkboard (Baker, 2011). As a result of these integrations of technology it was discovered that the refined teaching and learning processes resulted with education becoming more accessible and reachable (Fastiggi, 2014).

The disparity of integrating technology in education refers to its ignorance by the previous/traditional methods of teaching, and the important/crucial role it plays in the recent techniques and approaches. Computer Assisted Language Learning (CALL), as appose to the traditional methods, gives the use/integration of technology a very important role in today's classrooms. Technology used to enhance the process of teaching resulted in major breakthrough with the birth of computers in the late seventies and early eighties (Warschauer, 2009). This resulted in the birth of a modern approach that is still in use to this day when it comes to foreign language learning.

Teaching English as a foreign language knew different methods and approaches, this variety of methods refers to the shortcomings that existed in one method, which led to the generation of another one to cover what was found missing in that previous ones. Consequently, they were divided into traditional methods, which could not meet neither the learners' needs nor their expectations of language for an effective communication, and recent approaches, that ease all the difficulties existed in the previous classical methods; by providing various facilitations to the language classrooms.

Since communication and technology plays a crucial role in today's language classrooms (CLT approach), hence computer-assisted language learning (CALL) has a significant role in the process of learning; the name does not include only computers, whereas any applications of technological information to teaching and learning foreign languages can be involved.

It is one of the most beneficial recent approaches; many scholars conducted research on it, thus it has more than one definition. CALL systems are defined by *Michael Levy* as "the search for and study of applications on the computer in language teaching and learning" (1997, p. 1). Another definition was set by *Chapelle* who defined it as "the area of technology and second language teaching and learning" (2001, p.3). *Ken Beatty* offered another definition by considering CALL systems as "any process in which a learner uses computer and, as a result, improves his or her language" (2003, P.7). That is to say; using CALL systems inside language classrooms is useful since it provides, both teachers and learners with a number of benefits.

Computer Assisted Language Learning (CALL) was birthed and is defined as an approach in which computers are used as an aid to present, reinforce, and assess foreign languages and their competence in the classroom as well as on an individual level. According to Warschauer (1996), CALL is divided into three main stages referring to its development; the behavioristic CALL (1960's – 1970's) referring to the highlight on grammatical features and points of syntax used in this technique, in which computers were used as instructional tools to guide students. These early programs consisted of only text on the screen and faced difficulties in correcting student errors in an effective manner.

The communicative CALL (1980's-1990's) was based on the communicative approach (CLT), using the language rather than analyzing it was its main focus and it considered

computers as stimulus to learners. Through drills and practice scenarios, data (key information) is delivered via text based explorative interactions, with the addition of scenarios. The integrative CALL (late of 1990 onwards); was a stage where socio-cognitive views were taken into consideration. The addition of multimedia provided an authentic social context for the language use, where computers are used to facilitate leaning and the four skills were definitely integrated in this phase, neglected by the two previous stages (Tafazoli & Golshan, 2014).

1.8 Phases of computer assisted language learning “CALL”

So far, many researchers tried to trace the origin of computer-assisted language learning especially that the use of computers in teaching languages refers back to the 1960’s, thus they suggested more than a typology of CALL, according to Warschauer (1996), CALL can be divided into a three main stages which have not occurred in a rigid sequence, behavioristic “structural” CALL, communicative CALL, and integrative CALL. Each stage is based on a certain technological level and certain educational theories.

Stage	1970s-1980s Structural CALL	1980s-1990s Communicative CALL	21st century: Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English-teaching paradigm	Grammar-translation and audio-lingual	Communicative language teaching	Content-based, ESP/EAP
View of language	Structural (a formal structural system)	Cognitive (a mentally-constructed system)	Socio-cognitive (developed in social interaction)

Principle use of computers	Drill and practice	Communicative exercises	Authentic discourse
Principle objective	Accuracy	And fluency	And agency

Table 1.1: The Three Stages of CALL (Warschauer, 2000, p. 63)

1.8.1 Behaviouristic CALL

The first stage “behaviouristic CALL” was conceived on 1950s and carried out in the 1960s and 1970s; it was based on behaviorist theories of learning. Repeating language training for the programs for this stage was known as “drill and practice”, where computers were considered as tutor, the most famous tutor system was “PLATO” (Taylor, 1980, as cited in, Warschauer, 1996). In other word, computers were used as a tool to give instructions to students, and the provided materials were repetitive language drills, vocabulary, brief Grammar explanation and drill, and translation tests at various intervals.

That drill and practice was seen beneficial since the repeated exposure to the same material was seen essential for learning, and computers were suitable for conducting repetitive exercises, as the machine did not get bored with the same material and from giving instant feedback; again, the use of computers could personalize materials so that students could go to their own space and free up class time for other tasks (Warschauer, 1996).

According to Warschauer (1996), there were two factors which compromised the behavioristic CALL in the late 1970s and the early 1980s. First, at the theoretical and pedagogical level, behavioral approaches to language were rejected. Second, a whole new range of possibilities were offered by the introduction of the microcomputer. These factors opened the door to the second phase to appear, the communicative CALL.

1.8.2 Communicative CALL

Communicative CALL was based on the communicative approach (CLT), it appeared in the 1970s and 1980s as a reaction to the behaviorist approach to language learning, the focus in this stage was on using forms rather than the forms themselves (Warschauer, 1996). In other words, it was interested more about the use of language rather than its analysis, that authentic communication was provided and was given much more value in this stage rather than the previous one. The focus of paying more attention towards making students more able to communicate did not mean that it rejected or ignored the importance of teaching grammar; in fact it did teach grammar implicitly rather than explicitly.

Moreover, computers at this stage were considered a stimulus to learners (Taylor & Perez, 1989, as cited in, Warschauer, 1996), that is to say, they were a tool to encourage students 'discussions. Also computers sometimes called workhorse (Taylor & Perez, 1989, as cited in, Warschauer, 1996), that is to say, the programs were therefore not designed to provide language materials, but to enable the learners to use and to understand the language. Even those drill and practice programs, in this stage, were used differently with a more communicative form.

This stage was criticized by many, as it is mentioned in Warschauer (1996), they were not satisfied with the compartmentalized teaching of skills or structures, even though it was provided communicatively which gave the floor to the integrative CALL to immerge.

1.8.3 Integrative CALL

The third stage that emerged in the late of 1990s onwards was mainly based on a socio-cognitive view of language, where we move from a cognitive view of language teaching and learning to a socio- cognitive view that provided real language use in an authentic context, by considering computers facilitators for students' learning; in this stage, language skills were integrated in language teaching that could be taught better with the integration of technological tools too. Multimedia-networked computers, which offered communicative available tools to students, and the World Wide Web (WWW), were considered the building up of this stage (Tafazoli,D. & Golshan,N. 2014).

According to Warschauer (1996), integrative CALL was based on two key technological developments in the past ten years-multimedia and the Internet. The CD-ROM model today allows the access of multimedia technology on the same machine to various media (text, graphics, sound, animation and video).

The fact that multimedia also involves hypermedia makes it even more powerful, which indicated that the multimedia resources were connected and that students could simply pointed to and clicked on a mouse to navigate their own way. It is true that the use of multimedia involved an integration of the language skills, but what brought an authentic communication was the integration of the electronic communication and the internet.

In addition to the more integrated applications of technology, the multimedia network of computers, including information and communication tools, which can now be read, written and transferred via the computer, is now an essential feature of the modern life of developed countries. The new computer offers a range of communication tools, possibly at each student's doorstep (Warschauer & Healey, 1998).

1.9 Advantages of computer assisted language learning “CALL”

Since Computer-assisted language learning (CALL) is gaining nowadays popularity in both the teaching and learning processes of languages due to its changes. In the past the use of computers was limited to text and simple exercises, but now with the significant development in technological tools a full integration of technology “multimedia programs and the internet” is offered; the crucial role it plays, refers to several benefits and facilitations it adds to language classrooms, that’s why we find different works conducted by more than a scholar, in which a number of beneficial aspects of CALL are set (Lee, 2000).

According to Warschauer and Healey (1998), using CALL in classrooms provide a multimodal practice with an immediate feedback, individualization can be gained easily through those tools of technology when it comes to parting individualized instruction , also. Not forgetting to mention the variety of available resources, and the different learning styles which are taken into consideration through the use of different technological tools.

Lee (2000) highlights the main reasons of why CALL should be used nowadays; according to him CALL offers an experiential learning to students, where they can learn by themselves in which they become active in the class rather than being passive “receivers of knowledge”. Moreover, CALL is considered as a source of motivation for learners, either because it is related to fun and games, or because it is considered fashionable. This increases the motivation of learners, particularly when a variety of activities are provided to encourage them to feel more autonomous.

Furthermore, Network-based instruction can help students develop their language skills by positively influencing their attitude towards learning and by encouraging their self-education and self-confidence, that’s to say, the achievement of learners can be enhanced through the use of CALL inside the classroom, this kind of development cannot be gained unless an authentic materials are selected, and this is another option, computer-assisted language learning provide language classrooms with. The last important beneficial aspect of using CALL is that it provides learners with a global understanding of the language.

Since foreign languages are learned in a cultural context, in a world with an increasingly widespread use of the Internet, the responsibility of an English Language teacher is to make students access the Web and to make them feel that they are a global classroom citizens and make them able to communicate on a global level.

1.10 Disadvantages of computer assisted language learning “CALL”

Although computer-assisted language learning has many advantages, it has also some limitations that should not be ignored. CALL's main weakness is its failure to utilize what current technologies provide. In spite of the enormous technological developments, CALL is still not able to replicate teacher capacity to adjust learning material to suit student needs and skills, since computer programs are preprogrammed and not able to deal with unexpected scenarios (Warschauer, 2004).

In other words, the various situations that English learners may face usually are changeable; this can lead to the inability to handle the unexpected situations. Another major obstacle to the diffusion of CALL in the EFL classroom is the lack of training, computers may not be beneficial for teachers and learners who do not have basic knowledge about the use of

certain technological tools, in this case, using them can affect negatively rather than positively (Hamka, Advantages and disadvantages of CALL “computer assisted language learning, p4).

What is more important to remember is those little things that may lead to the failure of the whole lesson such as technical problems, computer problems, Internet connection issues, viruses, or simply electricity failure.

In addition to all the above, CALL programs may lead to physical fatigue, limited attention, changes in students’ attitudes and learning styles. Moreover, teacher attitudes and methods of teaching may change; all these can be included to the use of CALL systems’ limitations.

1.11 Computer assisted language learning “CALL” in teaching language skills

According to Chapelle (2001) Technological language learning has been an important fact of life for all applied linguists, particularly those who deal with aspects of second language acquisition, thus technology gain a place in language classrooms, in the sense that a strong relationship between technology and TEFL has been established.

Computer-assisted language learning among the various pedagogies of teaching languages, was the most effective teaching method, since foreign language (FL) students face a lot of obstacles such as; understanding native speakers, producing a native-like English, also FL learners are getting bored of being unmotivated and being passive in classrooms; all those are now about to disappear due to the effectiveness of CALL method in teaching.

Several efforts have been made to learn various components of language, including vocabulary, grammar, reading, writing, speaking, listening and even culture using multimedia, the internet, speech recognition technology and other software and hardware (Zhao, 2003); consequently, many benefits are brought to language classrooms in different ways, by making language learning more enjoyable and motivating learners considering them active rather than passive students. Thus computer-assisted language learning is helpful to teach and learn different aspects of a language, so it is worthy to know how CALL could assist in developing foreign language macro-skills in general and pragmatic competence in particular.

1.11.1 CALL and listening skill

It is proven that CALL systems help a lot in improving the listening skill through the use of different tools which could be used inside the classrooms by the teacher's instruction as they could be used outside since the internet invaded the world. Among the various multimedia tools that are advisable to be adopted in FL classrooms in order to enhance listening skill, *videos*, *podcasts* and *audio-books* are the most common ones.

First, *authentic videos* are the most useful tool since they transfer the real native speakers' actions; moreover learners are to receive information better when it is audio-visual because such tool provides them with a correct pronunciation of the TL represented in a real context.

According to Basanta (2000 cited in Bouchefra, 2017) the use of 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". If so, learners, as it is mentioned before, will be trained to listen to native speakers' pronunciation which will help them to overcome their obstacles of understanding natives, thus they won't break down any conversation they are making.

The use of *videos* has many other benefits such as; "1) authenticity; 2) motivation, interest and confidence; 3) the sociolinguistic and pragmatic level of language; 4) nonverbal features, such as gestures and body language; 5) active involvement and participation; 6) and real vocabulary acquisition" (Basanta 2000 cited in, Bouchefra, 2017).

The second tool that helps improving listening skill is *podcast*; it is defined as "a downloadable audio and video multimedia files posted on the internet that can be played on the computer and other portable media players (e.g., mobile phones, tablet and iPods)" (Iiu, 2013 cited in, Bouchefra, 2017). In other words, podcasts are helpful for both auditory and visual learners since there are different components depending on the podcast being used; some podcasts are using only audio, other ones are accompanied with visual representation. There is another type of podcasts which mix both audio and silent pictures.

Ramli (2018) sees that Podcasting is a dynamic tool that could be used according to the level of competence for students, as podcast offers many themes and levels of difficulty in language use and information type, he also believes that the effectiveness of using podcast for listening improvement depends on the ability of the instructor to use such a new technological tools, because they are workable only if teachers can use them appropriately to challenge learners with.

Using podcasts is vital for both teachers and learners. Teachers, through the use of such authentic tool, can bring the ICT into the classroom practices and updated their teaching atmosphere similarly to the huge technological developments in the 21st century; and learners may alter their way to listening, increase vocabulary, grammar, intonation, and improve pronunciation (Ramli, 2018).

Audio-books are another effective tool to be used in order to enhance FL learners' listening skill. According to Shokoff (2004 cited in Ekaterina, 2012) "audio-books are discreet works, different fundamentally in form from the quieter printed page", this recording tape is a very effective tool allows learners struggling their problems of being anxious while listening to native speakers talks and make them enhance their listening skill.

The use of *audio-books* and according to Ferris (1996 cited in Ekaterina, 2012) that when teachers use such an authentic material in the classroom they give learners chances to practice listening in a real-life lectures by a number of native speakers; he also believe that this useful tool offers an understandable input that needs meaning negotiation and linguistic features beyond the current level of learners competence.

Sometimes foreign learners face difficulties of understanding a TL because they are not accustomed to what is known as clausal basis of speech, reduced forms, ungrammatical forms, pausing and speech errors, delivery rate, rhythm and stress; those oral discourse factors can be easily reduced through the use of audio-books (Ekaterina, 2012).

On the whole, the use of such authentic materials in classrooms can be a very effective way to enhance FL learners' listening skill.

1.11.2 CALL and reading skill

Reading is a vital factor for acquiring knowledge; it is important in enhancing FL learners capacity of enriching their vocabulary package; due to the technological development, reading materials became more available, easy to be downloaded, and the most important is that they are inexpensive. There are a lot of multimedia reading materials that could be used by both teachers and learners in teaching and learning FL, such as the use of *eBooks*, and *online dictionaries*.

E-Books are an effective tool which can reduce FL learners reading problems, sometimes they find difficulties in understanding the TL, this lack refers to a number of reasons (e.i wrong pronunciation of some English words), where they will not be able to understand what is given to them. The best thing to do to avoid such problems is to use e-Books which are seen not only as a tool to improve foreign learners reading comprehension but also as a tool which motivate them, according to Reid (2016), “an E-book can be an effective tool that can gain students’ interest and motivate them to complete the task at hand” (Reid, 2016 cited in Bee Choo & Zainuddin, 2018). Using such a beneficial tool is a good strategy which suits better a digital age learners.

The online dictionary is another helpful electronic tool which provides new challenges to help FL learners read and is an important educational tool for English learning. Teachers, by using such a useful tool, make any piece of a text more comprehensible, it’s already mentioned that generally FL learners face difficulties of understanding what they are reading, the use of online dictionaries reduce that kind of problems.

Among the various benefits online dictionaries provide learners with, it is found that this helpful tool enables students to find word lists for expansion in their own field in order to read more credible materials; they will find information on cultural and social subjects in dictionaries to enhance their English literacy, also they give provide real time information that will provide comprehensive word information (lexical, semantic and syntactic information) and potentially have additional word information for students to have a broad knowledge in various online dictionaries (Li, 2014, p. 298-299).

Many other electronic tools could be also used by both teachers and learners in and out the classrooms in order to enhance FL learners’ reading skill, such as articles, journals, edublogs, etc. where it is found that the use of such tools make reading more and more desirable, in which

the use of computer and the internet in reading class “can encourage EFL learners and open opportunities to read widely in foreign language” resulting in “developing vocabulary ... mastering important structures in the target language ... promote extensive reading; build reading fluency and rate; develop intrinsic motivation for reading; and contribute to a coherent curriculum for student learning” (Alseid, 2013, p. 64, cited in, Bouchefra, 2017).

1.11.3 CALL and speaking skill

Speaking skill takes the lion part among the four macro-skills, which is considered the cornerstone for communication. It is the skill which FL learners will be judged upon most in real-life situations and is a significant part of everyday life; generally a learner's first impression is focused on his ability to communicate fluently and appropriately. Consequently, CALL systems are beneficial tools to be used in FL classrooms in order to help learners enhance more their speaking skill, such as *Video conferencing*, *speech recognition software*, and *quicktionary* which are effective tools to be used in FL teaching and learning processes.

Video conferencing is the key in which learners can access to others ' speech in the universe. It is a live relay system where students get the chance to instantly pose questions and get responses from experts ,whom provide learners with the ability of listening and learning about the world throughout their field (Parveen, 2016, p.122). If English teachers adopt such a tool, their learners absolutely will improve their speaking skill and enrich their vocabulary, also their pronunciation will be better, thus they could differentiate between the British ascent and the American one and adopt the most preferable to them to be used.

The speech recognition software is an extremely useful program which helps learners develop their speech skills by converting speech to machine-readable information, it recognizes the learners' accuracy and offers feedback by providing scores of grammar, pronunciation, comprehension and provided with the correct forms, and enables them to practice again until they are qualified (Parveen, 2016, p.122-123). The use of such effective programs play a crucial role in improving learners' speaking skill performance; even distance learners can benefit from this kind of programs since there is no teacher who instruct them.

It is true that speech recognition software is so beneficial for learners' speaking skill to be enhanced, this does not prevent it from being helpful for teachers too, since the machine focuses

on learners' performance then evaluates it immediately, this can reduce the teachers' pressure of paying a great attention to each word a learner pronounces. Thus English teachers are to adopt such practical programs.

English teachers can use also the quicktionary, the pen-like device which allows learners to easily search a word and get its meaning and phonetic translation on its own LCD monitor. Technology such as Enounce and Sound-editor help in adjusting the speech rates of listening material and provides mouth and tongue movements' depictions which promote learning and improve pronunciation (Parveen, 2016, p.124). It is necessary to involve such a useful tool in foreign language classrooms, since it facilitates learners' learning specially when it serves the real needs of learners and helps to improve their performance.

1.11.4 CALL and writing skill

Writing is a skill that language learners have to learn as a fundamental component; it is essential in written communication for both communicative and academic purposes. The use of effective tools while teaching writing can be helpful to result better products and good writing by FL learners. Among the various types of CALL systems' programs, *Edublogs*, *E-mails*, and *word processor*, can be a very helpful tool for enhancing the writing skill.

Edublogs, according to Rini (2011) "could be defined as an online writing space to organize thoughts and share information with others for educational purposes. They provide an opportunity for intensive writing practice, offers a context in which language is used meaningfully", thus teachers can create a class blog where learners can post their work there, in this way learners will be able to interact with peers and learn from each other by commenting on their works, this kind of interaction will let learners improve their writing fluency and increase their motivation. Using edublogs is helpful since it can be used in and out of the classrooms so the interaction will not be limited to the classroom.

In addition to the edublogs, *Emails* are another tool which can improve the learners' writing skill. It is agreed that "Email can be used in teacher-student, student-student communication including formal and informal consultations, exchange of dialogue journals and writing conferencing" (Belisle, 1996 cited in Mansor, 2007), when learners use the email to contact their teachers, they will pay a great attention to the language they are using (e.i. the

structure, the word choice, formality, etc), in this way and if teachers adopt this tool to assist their writing lessons, s/he can correct learners.

Moreover, e-mails give students chances to communicate in real and natural ways and provide independent learning opportunities which are an important key in ESL writing (Warschauer, 1995 cited in Mansor, 2007). To use emails in FL classrooms as an assisted tool to improve English learners writing skill is a very beneficial strategy that teachers could adopt.

Word processors “is a device or computer program that provides for input, editing, formatting and output of text, often with some additional features” (wikipedia). It is one of the most beneficial tools which can improve a FL learners’ writing quality, it helps users to make text modifications which would have been harder on paper. These modifications vary from basic editing (for example, punctuation correction, orthography, grammar) (Drowns, 1992).

CALL programs did not gain their importance out of nowhere; they did make radical changes in the field of education, where using technology inside the classroom provide benefits for teachers and learners alike. Generally, the quality of education and way of presentation and inspiration of learners, as well as cross-cultural awareness can be easily influenced by computer technologies.

1.12 Introduction to pragmatic

Pragmatics, a field within linguistics, focuses on the overall performance, perception and reaction of people to language functions in a social environment. Language learning requires more than grammar and lexis learning. The rules and regulations of proper communication, such as how to communicate fully and properly or understand the real intention of another human, are essential skills to learn so as to be a fully competent speaker in a different language. Such functional learning goals have been reflected in the relationship between pragmatics and socio-pragmatics (Leech, 1983). Pragmatics refers to the available linguistic structures for executing language functions, while sociopragmatics refers to it. (Taguchi, Naoko, 2012)

Given the complexity of pragmatics including the relations between forms, basic functions and different contexts, one would naturally over time ask whether pragmatic ability is instructive. A significant number of studies in the 1990s have shown that most facets of

pragmatics are beneficial to schooling and therefore teaching is easier than pragmatic preparation. The field evolved around the issue that this question describes: Which forms of teaching would help improve pragmatic and realistic learning (Taguchi, Naoko, 2012).

1.13 The use of CALL systems to improve ENG learners' pragmatic competence

Our pragmatics curriculum alternative options have also been extended by computer assisted language learning (CALL). For instance, Ward, Escalante, Al Bayyari and Solorio (2007) have successfully developed a computer program in which Arabic practitioner teachers help create backchannels by simply reacting to pre-scheduled statements. A computer then analyzes the timing and frequency and offers corrective feedback. Many educational tools available under CALL include synchronous and asynchronous computer-mediated communication (CMC) and telecollaboration. The utility of CMC in speech acts, different forms of address and modal particles (e.g. Belz) have been shown by several research studies by Belz and their colleagues (Taguchi, Naoko,2012).

Belz and his colleagues have researched the usefulness of CMC in the education of speech acts, discussing modes and modal particles in a series of studies (e.g., Belz & Kinginger, 2003). By engaging in online dialogs with Native speakers during tele-collaboration CMC provides students with a meaningful exchange background. Pragmatic messaging functions occur in a context and the feedback is still there, making it easier for students to actually identify the goals. A new virtual reality simulating the Second Life computer game is another promising new technology. (Taguchi, Naoko, 2012).

Today the number of teachers and students using computers and the Internet to teach / learn a language has increased due to the technology advances (Han, 2008). In other words technology can be of a great use to both learners and instructors to receive and deliver information, plus it's easier and available all the time. The use of technology in language learning can be beneficial if teachers effectively use this technology; the efficient use of the technology takes account of language pedagogical strategies in promoting and the language learning by using all kinds of technology (Hoopingartner, 2009). Further more In computers students can indeed access a range of target language content, such as videos, podcasts, websites

and blogs, and they provide more great opportunities for communicating with native speakers (Dickinson, Brew & Meurers, 2012).

Computers are the instruments used to allow students to learn a foreign language and culture as they could previously do from first-hand. The teaching / learning through technology can indeed enhance learning. Finally, the enthusiasm of students by allowing students have the opportunity to access and communicate independently so as to allow them to gain ideas using the latest L2 vocabulary / grammar learned (Diaz, Jansson and Martínez, 2011).

The technological and linguistic field, also known as CALL, is now a reliable area focused on research and practice in the fields of language instruction, neuroscience, psychology and sociology, cognitive science, cultural studies and, above all, second language learning and computer linguistic studies. (SLA) Certain sub-areas have, much like other broad fields of study, became a subject of study, frequently influenced by advances and work in applied linguistics, whereas others are to be further explored; these include the second / foreign language (L2) technology medium pragmatic, also known as inter-language pragmatics.(González-Lloret, 2019).

1.14 Conclusion

The aim of this chapter is to provide a detailed overview of foreign language teaching methods to readers in the first section. In the second section, extensive knowledge on CALL is provided, which demonstrates its importance, in addition to its advantages over the four macro skills in the process of teaching foreign languages. Turning to the last section on pragmatics that provides information on how technological tools improve foreign languages pragmatic ability. The following chapter will explain the methodology and procedures used in the study which consists of research instruments, data collection, and data analysis.

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2.1 Introduction

To capture the complex notions that foreign language learning may or may not be impacted by Computer-Assisted-Language a mix-method protocol has been leveraged combining quantitative aspects that measure learning capacity, satisfaction level, and improvement in skills. In addition, qualitative aspects that are utilized to gain insight into the cultural aspects of modern technology and learning (this was the original intention; however, they were not fully captured as explained in the limitations section).

Through leveraging focus groups to obtain opinions interviews will be used that will focus on the aforementioned topics as well as to perceive the phenomenology that occurs in relation to natural learning as a result of the daily use of new technology. This is the opposite of the quantitative data that will most likely focus on the aforementioned areas and analyze the statistical results thereof.

2.2 setting and participants

This study was conducted among the students at the University of Kasdi Merbah in Ouargla, Algeria. All students are presumed to have completed high school in a traditional setting and having had no exposure to English in their homes or among friends, in their day to day life before school. Students from the Science and Technology department, as well as, the Literature and Languages Department of the University participated in the study.

2.3 students

The study was conducted among twenty students from each of the two different groups of students, which represent two different levels of exposure to the English language, the first being those students from Science and Technology department “roads and structure”, whose exposure to the English language is described to be at a Level 1 capacity. These students can still be categorized as beginners; however, they have some command over the construct of common phrases with respect to speech, can understand slowly pronounced verbal interactions in that same capacity, but have little to no command over non-basic vocabulary and grammar or composition. The second group of students – with a Level 2 capacity – is expected to have a

much more advance command over the English language; those from the Department of Literature and Languages “second year English master linguistics students”. These students not only have attained a sophisticated degree of acculturation and socio-linguistic competency; but also, are proficient in both verbal and written skills requiring very little effort. However, they may lack a certain degree of full pragmatic competence

2.4 procedures

All students were asked questions, that were facilitated through a survey (appendix 01), with a focus on modern language learning and technology, foreign language adaptation, and their phenomenon occurrences. All individuals were free to answer according to their perspective. All of the personal names were removed in order to maintain confidentiality and privacy.

The study was conducted in February 2020 during the second term of the academic year. The purpose of the survey was explained to both groups beforehand. And then they were asked to answer the questions. Survey instruments were distributed randomly in the Science and technology department “Roads and Structure group” and were gathered as soon as every student finishes. As for the Level 2 group, a “Google Form” was distributed online containing identical questions as found in the paper survey distributed among the Level 1 students. And the answers were received by Emails. The return rate of the questionnaire survey was 100% among the responses of the questionnaires. The final number of questionnaires constituting the collected data was 40.

2.5 data collection

Data collection was carried with the use of the aforementioned survey. The survey itself consists of twelve questions. The questionnaire was constructed in alignment with the Pew Research Questionnaire Design methodology, whereby it identifies and measures the opinions, experiences and behaviors of the students. All questions are “closed-ended” as they require a multiple choice answer response (to whereas the student agree, disagree, or are neutral). The question wording allows for multiple interpretations to be extracted from a single question; however, still avoid using double barreled, double negatives, and other improper survey question techniques. The questions were formed in a way as to clearly discriminate against one view or another, supporting one of the hypothesized viewpoints or another (Likert, 1932).

2.6 data analysis

The main objective of any survey leveraging the Likert scale methodology is to measure quality – the data analysis will in turn take these perceptions and provide further insight by combing them with nominal data (such as Level 1 vs. Level 2), ordinal data (which gives order in the form of a hierarchal scale), and lastly – though not as relevant – interval and ratio data (measuring identical variables on different scales and then comparing them), to further quantify and qualify the theories associated with this study.

The Likert scale allows the combination of multiple responses to be combined into composite scores through the data analysis process that will represent character/personality traits regarding the subject at hand. The responses will gauge one or all four of the following attributes for some or all variables: agreement, likelihood, satisfaction, and importance. Instead of changing the responses, the questions were constructed to gauge the likelihood, satisfaction, and importance.

2.6.1 Statistical analysis

Means and standard deviations will be used to describe the scale of responses, providing insight into a number of different aspects of the opinions and views of the students. Central Tendency measurements will be used to gauge the location of the distribution, identifying the overall viewpoint of the group as a whole. Variability will be measured through the portrayal of standard deviations. This will depict the spread of the responses (Boone & Boone, Jr., 2012).

2.6.2 Central tendency

The central tendency will be measured individually among each group of students and broken down by category of variable measured. The variables identified as key indicators relevant to the hypotheses made include: benefits and transferability of knowledge in the classroom setting, engagement and retainment/receptivity in the classroom setting and with technology, as well as, the effectiveness of the current methods. All questions have been grouped under one of these variables with respect to their content and to calculate the averages we must

first sum the tally's, then derive an average, and convert that into a percentage. The formula is as follows: $((\text{variable 1 tally} + \text{variable 2 tally, etc...}) / \# \text{ of variables}) / 100$. From this we derive an average percentage of students that agree, disagree, or are neutral. It is important to note that for the purpose of this statistical representation strongly agree and disagree have been categorized under agree or disagree heading.

2.6.3 Standard deviation

The variability of our data – in other words how spread apart the data is (also known as dispersion) – will benefit us in understanding if the assumptions made about each variable is the true general consensus or just a draw of the numbers (when aggregated into averages). The deviation in this term refers to the distance from the averages we calculated in the central tendency. This method is effective and beneficial in this study because it allows us to combine two data sets (Level 1 and Level 2) and compare the data sets accordingly which aligns directly with the hypotheses questions. This is not possible with any other measure.

To measure the standard deviation you must first calculate the averages for each of the variables we want to measure. In our case we have five variables identified as key indicators relevant to the hypotheses made include: benefits and transferability of knowledge in the classroom setting, engagement and retainment/receptivity in the classroom setting and with technology, as well as, the effectiveness of the current methods. Once identified we must then find the square (to the second exponential) of each distance of each data point's from the mean. These distances are then summed, averaged and from them the square root is derived which results in the end figure.

Due to the fact that Likert survey responses are traditionally ordinal data, we must first perform some manipulation in the form of grouping the questions into categories as well as accounting for the additional data set responses. Hence if we group two questions into one category then the participant size will double. The below formula is used to derive standard deviation; however Microsoft Excel performs these calculations for us:

Standard deviation / Formula

$$\sigma = \sqrt{\frac{\sum (x_i - \mu)^2}{N}}$$

σ = population standard deviation
 N = the size of the population
 x_i = each value from the population
 μ = the population mean

Chart 2.1– Standard deviation/ Formula

2.6.4 Mean

The mean or average of the data will provide us with another method of looking at the groupings of those that agree or disagree. The mean of Likert data is calculated using the below method:

First scales are given to the responses for example strongly agree would be 1, agree would be 2, and so on (1-5). The respective value of these numbers (as in the number of responses under that category for each variable previously mentioned) is then multiplied by the scale number, and then averaged and the resulting figure is divided by the number of participants. Again, since we are combining multiple questions adjustments will be made accordingly for each variable.

2.7 Interpretation of the findings

The results of the analysis conducted will depict viewpoints regarding a number of different data sets that fall into the categories of effectiveness of current teaching methods, the classroom setting, and the use of technology. They are the benefits, transferability of knowledge, engagement, and relativity thereof.

2.7.1 General results

The below tables portrays the responses of the students to each of the survey questions:

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	L1 L2				
1	3 2	8 6	0 8	7 4	2 0

2	5 3	4 0	3 1	8 13	0 3
3	8 8	10 8	0 3	2 1	0 0
4	8 2	7 9	1 6	3 2	1 1
5	0 0	3 2	1 6	11 11	5 1
6	9 7	10 12	0 0	1 1	0 0
7	13 15	7 5	0 0	0 0	0 0
8	9 15	9 5	0 0	2 0	0 0
9	8 8	6 10	3 2	2 0	1 0
10	0 1	6 2	3 3	7 10	4 4
11	7 6	13 7	0 6	0 1	0 0
12	3 2	7 1	5 3	3 11	2 3

Table 2.1 – Student Survey Response Tally

Upon initial review of the response tally's we can see that there are numerous sets that have identical responses among both Level 1 and Level 2 students. This is curious as it is an early indication that command of the language does not have an effect on certain viewpoints (most likely related to either engagement or relativity).

2.7.2 Central tendency

The below table outlines the percentage of students that either agree, disagree, or are neutral on core variable identified through the certain questions which have been categorized subordnately.

Going down the left hand side of the column are the different variables grouped by category. Through this representation we can see that the bulk of the higher percentages all fall under the agree column for both Level 1 and Level 2 students.

STATEMENT	AGREE	NEUTRAL	DISAGREE
	L1 L2		
The Classroom Setting – Benefits			
1	55% 40%	0% 40%	45% 20%
2	45% 15%	15% 5%	40% 80%
Setting & Technology – Engagement			
3	90% 80%	0% 15%	10% 5%
10	30% 15%	15% 15%	55% 70%
Setting & Technology - Retainment/Receptivity			
4	75% 55%	5% 30%	20% 15%
7	100% 100%	0% 0%	0% 0%
8	90% 100%	0% 0%	10% 0%
9	70% 90%	15% 10%	15% 0%
The Classroom Setting – Transferability			
5	15% 10%	5% 30%	80% 60%
6	95% 95%	0% 0%	5% 5%
8	90% 100%	0% 0%	10% 0%
Effectiveness of Current Methods			

11	100% 65%	0% 30%	0% 5%
12	50% 15%	25% 15%	25% 70%
6	95% 95%	0% 0%	5% 5%

Table 2.2 – Student Survey Central Percentages

A visual depiction of the above table is found in chart 1 and chart 2 below. These charts allow us to more clearly see the trend as most of the lines on the chart are elevated (at a high percentage) on the left hand side rather than the right hand side. As a matter of fact there is only one example where the opposite is seen, which is in chart 2 (the classroom setting benefit. To better understand the variables the below key was created. This will help bridge the gap between questions and variable:

STATEMENT	VARIABLES EXPLAINED
The Classroom Setting – Benefits	
1	This question gauges the benefits as they relate to usage. Those that agree support classroom instruction where as those that disagree are in support of other means.
2	Overall benefit is limited the classroom and not day to day life. Agreeing supports this. Additional notions of transferability and relevance.
Setting & Technology – Engagement	
3	Engagement is higher outside the classroom among those that agree.
10	Those that agree are usually disengaged from classroom activity and instruction. Additional notions of receptivity.

Setting & Technology - Retainment/Receptivity	
4	Those that agree retain more using modern tools and techniques. Additional notions of benefits.
7	Those that agree are more receptive to modern tools. Additional notions include effectiveness.
8	Those that agree retain more overall. Additional notions of transferability.
9	Those that agree are more receptive overall.
The Classroom Setting – Transferability	
5	Those that agree find that all the information attained is transferable externally.
6	Transferability overall with additional notions of effectiveness.
8	Those that agree find it not transferable with additional notions of receptivity.
Effectiveness of Current Methods	
11	Those that agree support the notion that classroom instruction is less effective.
12	Those that agree support the notion that classroom instruction is not effective.

Table 2.3 – Key to understanding variables behind survey

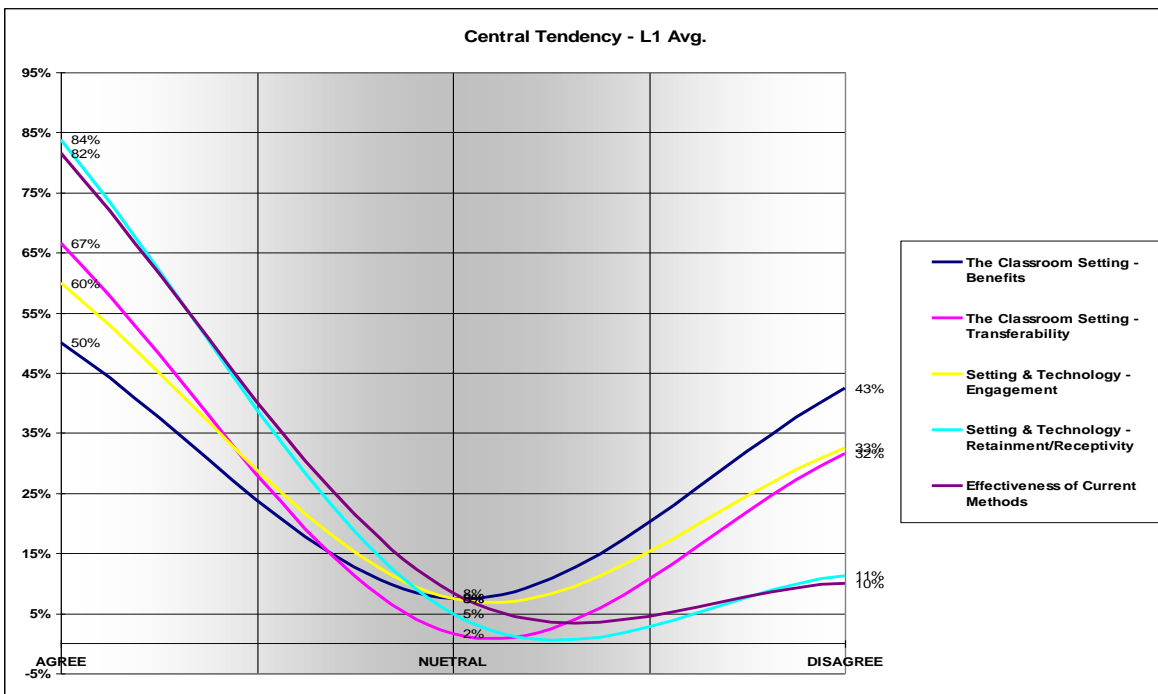


Chart 2.2– Level 1 Central Percentage

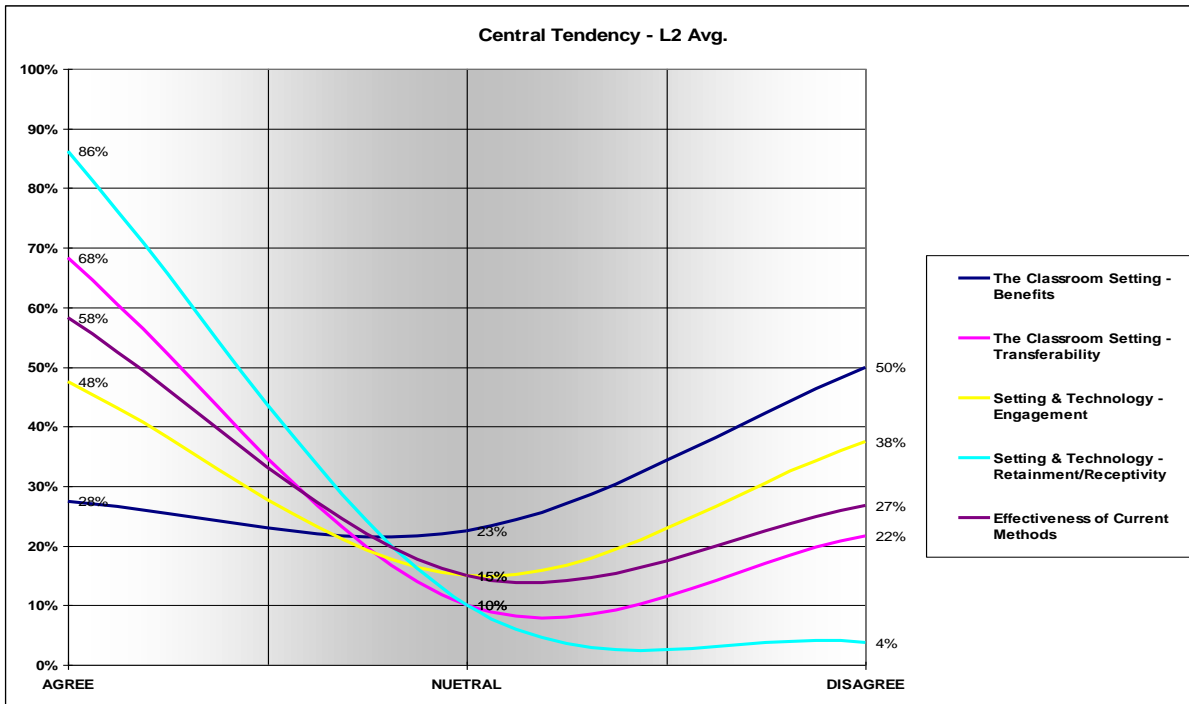


Chart 2.3 – Level 2 Central Percentage

2.7.3 Standard deviation and mean

STATEMENT		AGREE	NEUTRAL	DISAGREE
Standard Deviation	Mean	LEVEL 1		
The Classroom Setting – Benefits				
4.54	1.925	20	3	17
Setting & Technology – Engagement				
5.25	1.725	24	3	13
Setting & Technology - Retainment/Receptivity				
8.75	1.275	67	4	9
The Classroom Setting – Transferability				
5.48	1.875	22	1	17
Effectiveness of Current Methods				
7.22	1.375	30	5	5

Table 2.4 – Level 1 Means and StDev

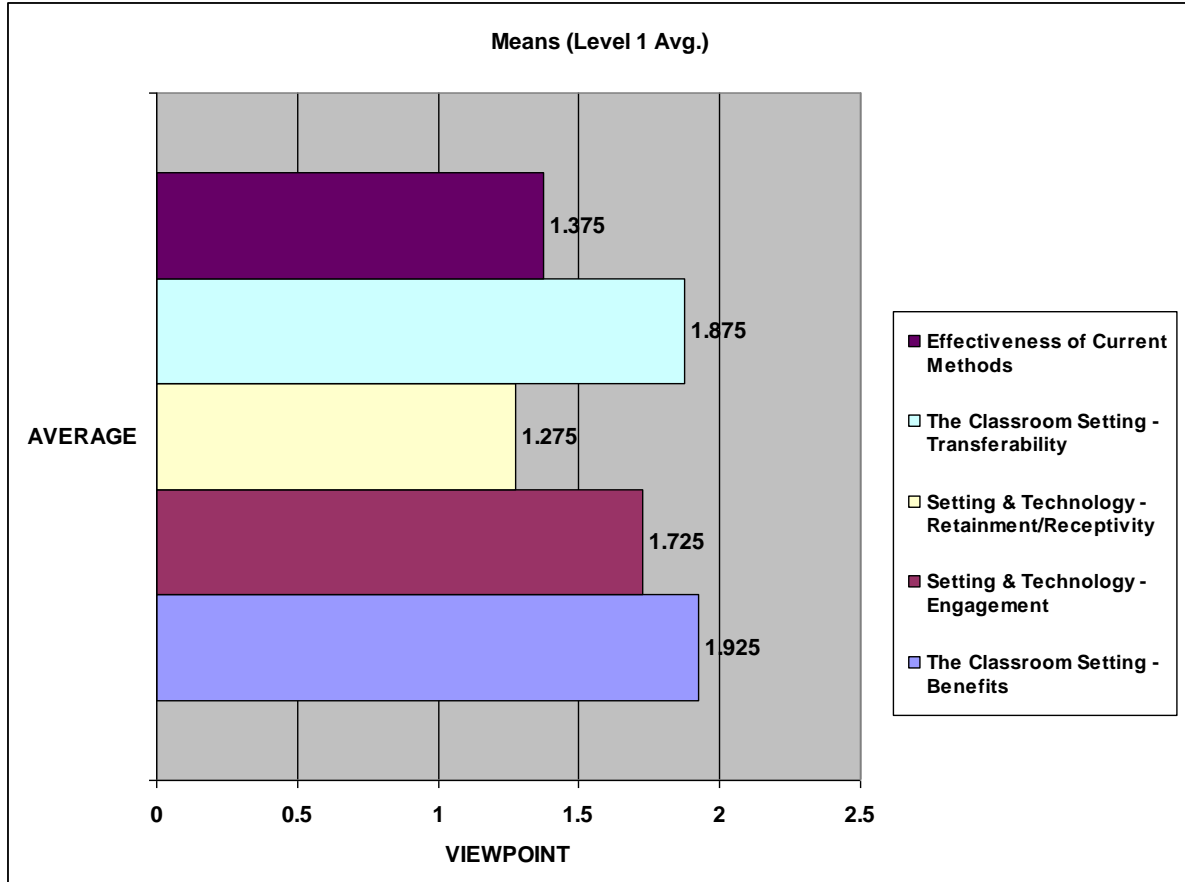


Chart 2.4 – Level 1 Means and StDev

STATEMENT		AGREE	NEUTRAL	DISAGREE
Standard Deviation	Mean	LEVEL 2		
The Classroom Setting – Benefits				
2.93	2.225	11	9	20
Setting & Technology – Engagement				
3.33	1.9	19	6	15
Setting & Technology - Retainment/Receptivity				

9.19	1.175	69	8	3
The Classroom Setting – Transferability				
3.75	1.8	21	6	13
Effectiveness of Current Methods				
1.89	1.975	16	9	15

Table 2.5 – Level 2 Means and StDev

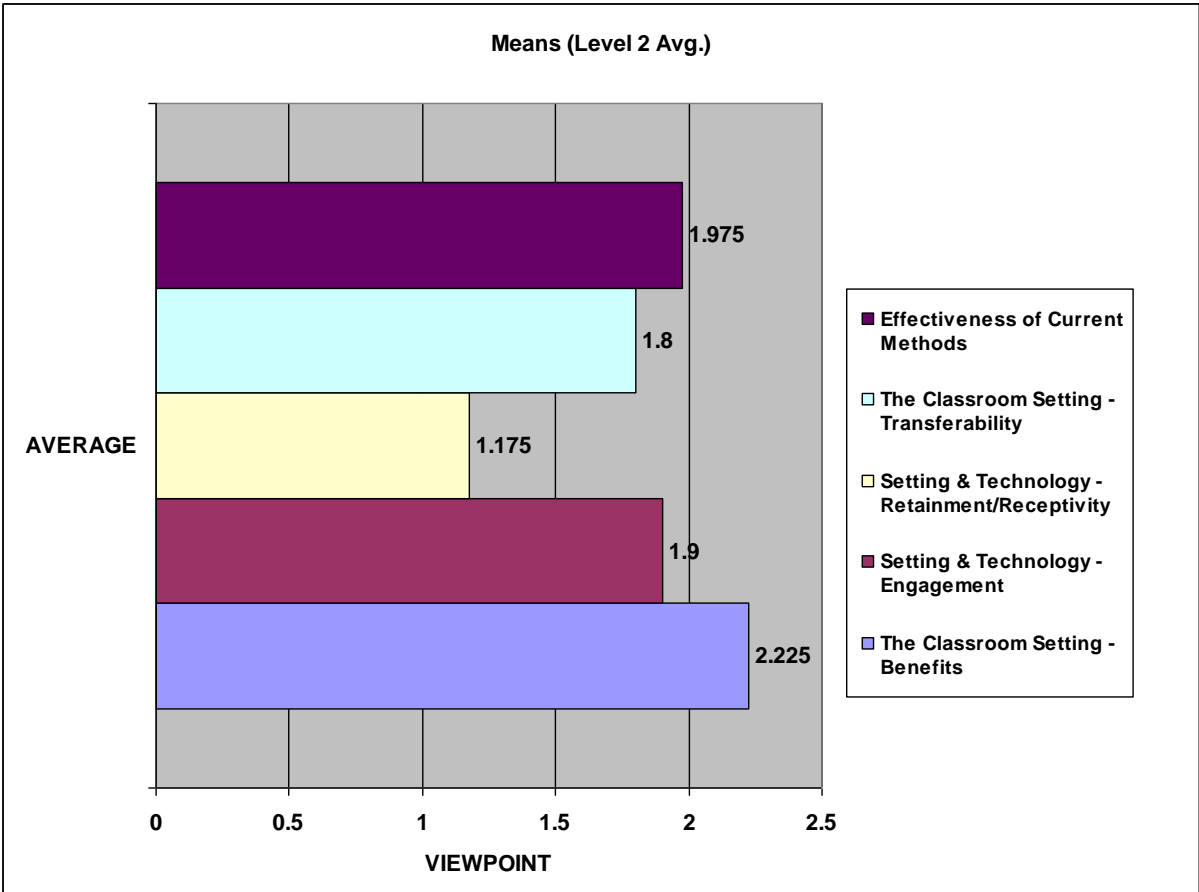


Chart 2.5 – Level 2 Means and StDev

2.8 Discussion of the findings

After reviewing the data collected the research came to draw the following results:

In our first research question we explored the possibility of a new level of CALL using methods that incorporate modern technology. As seen in the literature review CALL has remained dynamic since the beginning. However, it wasn't until the birth of the internet and modern communication platforms such as social media that technology was integrated in day to day interactions among people across geographical boundaries.

As hypothesized a phenomenon is occurring among non-native speakers of foreign languages for example (English), whereby they are introduced to socio-pragmatics with or without an institutional foundation in foreign language learning since they are bypassing any academic instruction it is safe to assume that this occurrence is unintentional. The survey results support this finding as students are naturally drawn to learning resources outside of the classroom because they are much faster, easier to understand and less boring. This is further reinforced by the results associated with the eighth question in the survey were students found themselves exposed to the culture directly through modern technology such as social media.

However, the first hypothesis is also valid with regards to having learning related issues students tend to use the internet (social media) instead of asking the help from their instructors. Availability is one of the key factors that make students drawn to using it.

Being exposed to the target languages was a challenge over the years, but with CALL and its new level (social media) it has elevated learners to be more receptive with regards to their pragmatic skills. The second hypothesis is then confirmed with the answers of the majority of the learners because they retain more when they use modern tools instead of traditional ones. Furthermore, social media can be one of the main authentic materials that students use in their day to day learning contexts since it delivers a more realistic version of native speakers 'day to day vocabulary.

In the case of examining the usefulness of recent developments in technology on the skills both in and out of the classroom, since it is unintentionally integrated in the fields of

teaching and learning, students already find it as a great source of information that can aid them in the process of acquiring and reinforcing their skills. And this was explored in the second research question.

Classroom instruction gives the learners only a basis for learning a foreign language whereas utilizing modern systems can make students promote their learning skills because it influences their attitudes by motivating them to be more confident. With reference to the answers to question number 07 teachers also should integrate modern tools in their instruction process, as it makes students more active. It also makes teachers discard some of the preconceived ideas of using traditional methods. And replace them with modern ones that can fit different learning styles.

The real contexts using of a foreign language is way too far from what is presented academically this was the issue of question number five. It is then safe to assume that there is no doubt that the data provided inside of the classroom is not always sufficient and must be aided with more authentic resources such “videos, vlogs, podcasts.... Etc”.

That being said one should not discredit classroom instruction altogether. The initial findings strongly support the fact that students do not see a one to one relation between the classroom instruction they receive and the use of the foreign language outside of the classroom. However, students do acknowledge that the foundation received through classroom instruction can be built upon. This justifies the first hypothesis and it is supported by questions number 05 and 06.

In fact, is also in alignment with the second hypothesis based on the fact that students in a level one capacity use that foundation to take their skills to the next level exploring the foreign language further outside of the classroom. Even though this will not refine the students’ linguistics ability they are still able to use what they learned to interact and observe on modern platforms such as social media.

Curiously; students that take their institutional foundation to a level two capacity end up experiencing adverse effects, as is supported by the last survey question 12. Level two students lose confidence as well as the ability to relate to native speakers especially in a non-formal setting (which is where more pragmatic competence is derived). One can assume from the results

that a higher level of classroom instruction makes the use of the foreign language rigid and constricts the students' ability to express themselves without focusing solely on rules.

It is interesting to explore the effects modern technology have in education in the classroom as well as society in whole. This research should be explored in details so that natural ways of learning can be incorporated into the classroom. This will not only require less effort but is sure to provide breakthroughs in foreign language learners' ability to retain and put to use the instruction they receive. Since a natural way of learning in this modern age now involves less systematic study habits, teachers can shift their focus from revising and correcting errors to motivating students and sharing personal experiences. These techniques are found in some existing methods but not fully leveraged as too much focus is given to structural components of foreign language learning.

2.9 Conclusion

The purpose of this study is to investigate the impact of computer-assisted language learning "CALL" on the pragmatic competence specifically and language skills in general, in order to assess student's cognitive understanding of a foreign language from both a cultural and academic perspective, comparing traditional methods with new technological tools. A students' questionnaire was designed and administered. As have been discussed above that the major findings if not all of them of the present study confirm our assumption about the influence of CALL programs on both English learners' pragmatic competence and skills.

2.10 Limitations and Suggestions for Further Research

However, the findings are subject to at least four limitations. The most relevant was that this study dealt mainly with the teaching and learning processes considered together. Since a student survey was carried out, there was also a need for an interview to give teachers insight on better approaches to incorporate these new mediums into the classroom.

In fact, the plan was to identify three groups containing three levels: zero, one and two. As there have been some issues regarding the suspension of studies, we did not have the opportunity to go to schools and administer the questionnaire to students that have little to no

English exposure to collect data at their level, and to collect their answers to the survey questions.

In order to treat the both parties equally, forthcoming investigations should be based on both teaching and learning contexts. As teachers, should guide students and lead towards the right way on how to use modern tools properly to promote their skills and reinforce them.

In addition, to illustrate for teachers how to stimulate the active engagement of students, a topic that is extremely important for academic excellence, because it is correlated with a variety of positive academic outcomes. Next, research is set up in order to effectively manage the research results of all levels. So, further research should include all the different levels to clearly compare the findings.

General conclusion

In conclusion the overall general findings statistical analysis and evaluation of the data in contrast to the research questions and hypothesized expectations indicate that the bellow:

Computer assisted language learning (CALL) over the years developed to include: the behavioristic form (1960's – 1970's), which was based on behavioral learning theories, which were at that time prevalent. Repetitive language exercises were part of the curriculum of this phase and could be called the "drill and practice". In addition to the communicative phase (1980's-1990's), that appeared because it was believed that authentic communication did not gain enough importance by the drill and practice programs, thus it was based on the communicative approach to teaching. then it appeared the integrative phase of CALL(late of 1990 onwards); which has been focused primarily on a socio-cognitive view of language, where the view of language teaching and learning changed from a cognitive to a socio-cognitive perspective that offers real language use in an authentic context. And now with the documented results and findings it would appear that a new level of CALL emerged through the integration of call techniques with technology that we use in our day to day lives, the finding supports the theory that this is impart a naturally occurring phenomenon however if institutionalized can greatly aid in teaching foreign languages. Unfortunately, since educational institutions have proven to remain behind the curve of technological advancements -as was seen with the original timeline in the current modern call- it would appear that this will require major reform.

It was realized that if students of a foreign language are to develop confidence and fluency in day to day scenarios additional exposure to those scenarios would be required. The benefit that modern technology offers is that it has been integrated in day to day interactions and crossed the threshold previously unattainable by geographical limitations. The only downside is that most people are discouraged from using foreign language in their local environment; this gap can be filled through institutional setting such as peer groups, study groups and extracurricular activities outside of the classroom

There's no question that technology has changed the way people learn the things that they value for learning as well as their styles and methods of communication it remains a critical component in keeping up with the pace of modern trends that are rapidly integrated in societal culture.

Educational institutions cannot expect to develop curriculum at the same pace of these developments hence it is impossible to maintain the current methods of teaching foreign languages, reform will happen one way or another and it is up to universities, teachers and students to adopt in reaction to this or proactively begin to integrate technology in their methods of teaching and studying.

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Appendices

Appendix “A”

Students’ questionnaire

SURVEY

Using Modern Technology to Develop Foreign Language Pragmatic Competence

NAME:
YEAR:
EXPOSURE TO THE ENGLISH LANGUAGE (Circle One) :
a) Academic (Major) b) General Use c) No Exposure

INSTRUCTIONS

For each one of the statements below, place a ✓ or ‘X’ in the column that represents the extent to which you agree or disagree:

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
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1) I learn more about the English language and its correct usage, inside the classroom more than outside the classroom.					
2) The English I learn inside the classroom does not benefit me outside the classroom.					
3) I find that learning English is less boring, much faster, and easier to understand on the internet and through social media (i.e. - Facebook, Instagram, YouTube) instead of in the classroom.					
4) Students can learn more about English by using social media and internet research instead of books and lessons.					
5) I use and see the English I learn inside the classroom being used in the same way outside the classroom (including the internet and social media).					
6) The classroom only gives me a foundation to English, but I learn better skills outside the classroom (including the internet and social media).					
7) I think that teachers should use modern tools (audio, video, social media posts, internet research) inside the classroom to English language teaching.					
8) The use of the internet (social media, movies, music videos, blogs/vlogs, memes, etc) helps me understand more about the culture of native English speakers more than the instruction in the classroom.					
9) When I have a problem or don't understand something in English I use tools like social media and the internet instead of asking my teacher.					

10) In class I am usually on my phone, thinking about or doing things, talk to my peers, and avoid participating in class instead of following along.					
11) It is easier for me to have conversation in English on the internet instead of face to face.					
12) I am confident that when I use English people understand what I mean and I am using the correct syntax, words, and tone.					

ADDITIONAL COMMENTS

Use this section to make comments or tell us something more:

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Thank you for your cooperation in completing this questionnaire.