Developing Listening Skills in English Through Computer Assisted Language Learning (CALL) Practices

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Abstract

The study aims at focusing listening skills using Computer Assisted Language Learning (CALL) techniques. The main objective of the study was to investigate how far effective is the study of CALL methodology in terms of enhancing students' listening skills at undergraduate's level at Pakistan. In this view, an experimental method has been chosen during teaching in which listening test were administered. The research design contain a questionnaire for both control and experimental groups. Sample has been chosen by adopting random sampling procedure. As the respondents were divided into two groups like, Experimental group (EG) and Control group (CG). Eighty respondents from Shaheed Benazir Bhutto University has been taken as a sample for this study. Both the groups has treated differently in a way that
Control Group has been treated in a traditional way. Whereas, the Experimental Group has given a special treatment by using Computer Assisted Language Learning (CALL) for the period of one month. Data collected analyzed by using SPSS version 20 and the test applied was Independent sample test. The findings of analysis reveal that the group which has been given special treatment through CALL period of one month has better results as compare to the group which were given traditional treatment.
Key words:
Computer Assisted Language Learning, Experimental Group, Control Group

1. Introduction

It is generally assumed that no advanced development in human life can be predicted without English language. English language is a medium of adapting and learning in any field, whatsoever. These days in all the field weather it is financial aspects, science, history, politics all the information found in English language. Today, listening skill has changed from the thought of a separate skill, which requires cooperation with the end goal to be completely gained. This new idea in the obtaining listening skill has constrained with second language instructors to elect an approach to connect with students' target language. According to Brown(2007);Cross,(2009); Vandergrift, (2003 and 2004), affirm that listening has distinguished by the integrative methodology to envelops both process as bottom–up and top-down to profit by students' past learning of sentence structure. By using such procedures, listening exercises have turned out to be more intelligent and dynamic as far as how language is utilized to the upside of second language students. The approach of technology and the usage of computer assisted language learning (CALL) has turned into a component of how the second language taught in all around the globe. Computer assisted language learning (CALL), is a system to helps us how diverse and particular mechanical assemblies with new strategies which use in the midst of language learning with showing the process to use computer.

2. Literature Review

2.1 Listening Skill

Listening is one of the four skills of language which has a major position during the process of language learning. Listening did not generally get much consideration since it was seen as an inactive expertise that did not require being taught (Khoshsima, & Mozakka, 2017). According to Nunan (2002) the knowledge of second language means, one can able to speak and write in the target language. For that reason listening was consider the secondary skill, which means to others end of skill not an end itself. It was thought that listening skill can be acquired with the exposure of second language, by product to learn other skills at a time. As a result there is no need to teach it. But, Richards and Renandya (2002), affirm that it was replaced the attention and interest about the position of listening comprehension in second language learning through powerful theories and development of the nature of language. After that it was established to get attention as a receptive skill with the help of some applied linguists, they believed that listening comprehension is the foundation of second language learning.

2.2 Computer-Assisted Language Learning (CALL)

The fundamental role of technology entered in the educational field from the second half of 20th century. CALL is an approach of teaching language and learning with the help of computer technology which is used to present, reinforce, practice, assess and learning materials. Schmidt and Richards (2010,p. 110) define CALL as "The use of computer in the learning and teaching of foreign or second language". CALL also used to assist tools to facilitate the teachings and learnings of a language. They could not be replacing for the teacher. In addition the significance of CALL is that teachers should know how to use it as an effective way to get the best results.

2.3 CALL and Listening Skill

The use of CALL in a general is to deal with teaching language and many EFL educators particularly for listening skill, has interested to do research on whether it may be an effective way of developing listening comprehension in language class. According to Reddy and Lakshmi (2015), the study conducted on listening skill could be more effective as it develop CALL environment with compare of traditional approaches. Meihaim, Meihami, & Varmaghani (2013), examines the "effect of CALL on listening of Iranian EFL learners". The findings of the research confirmed by the data obtain from the previous research done about the significant effect of CALL on the improvement of listening comprehension.

3. Research Methodology

The research questionnaire used for data collection. The selection was taken randomly for treatment and implementing the program. The research has conducted at, Shaheed Benazir Bhutto University, Shaheed Benazir Abad (SBBU, SBA); eighty participants were selected randomly, because of the easy access to respondents. The collected data was analyzed by SPSS version 20 using T-test in which obtain marks were compared with statistical test, the purpose of T- test is to find the difference in both groups. These tests has been conducted to evaluate the performance of control and experimental group.

3.1 Findings

Results of participants' perception on Listening skill through CALL

Table 1: Factor listening ability

S.No	Factor listening ability		N	Mean	Std.Deviation
01	I live to listening English	Experimental Control	40 40	3.8250 3.6500	1.90263 1.25167
02	I feel confident when listening to English	Experimental Control	40 40	2.9750 2.8500	1.31046 1.44204
03	My listening ability has improved of the result of this class.	Experimental Control	40 40	2.9500 2.8000	1.51826 1.53923

Table no 01: is about all items of "Ability of Listening skills" as item no: factor listening ability about "love to listening English" the Mean score of Experimental group is 3.8250 as compare to Control group is 3.6500 if we see the comparison of both the Experimental group has higher score than control, it shows that experimental students has more listening ability as compare to control. Similarly it can be seen in item " listening confident in English class" which also shown the major difference in Mean Score of Experimental group as 2.9750 and control 2.8500 it means the experimental group has more confidence in learning English in class as compare to the control. Because of this course the target group build their confident in class. It also demonstrates in the item no: 03 of "students' improvement of the result of class" in which the mean score of control group is 2.8000 and the Experimental group score is 2.9500 which clearly show that, it has a significant difference between both groups.

Table 2: Factor listening component

S.No	Factor listening component		N	Mean	Std.Deviation
04	My teacher's explanations about listening are useful.	Experimental Control	40 40	3.1750 2.9750	1.33757 1.20868
05	My teacher's explanations about listening activities are interesting.	Experimental Control	40 40	3.4750 3.0500	1.5442 1.33877
06	My teacher's explanations about listening activities in the class are tough to understand.	Experimental Control	40 40	2.8000 3.0000	1.18105 1.46760

In the table no 02 is about all items of "listening components" the item is "teacher's explanation in class which affirm that there is significant difference between the both groups in the mean score. It could be explained that experimental groups has grater mean score as 3.1750 than control group which is 2.9750 mean. As in the item: no 04 "teacher's explanations about listening activities are interesting" also shown the major difference in mean score of Experimental group which is 3.4750 and the mean of control group 3.0500. It shown that as compare to control group experimental group has enjoyed the activities of through CALL on the other hand traditional class was not as much affective as Experimental group.

Table 3: Factor listening strategy:

S.No	Factor listening strategy		N	Mean	Std.Deviation
07	Listening strategy of this class helps me to improve my English listening ability	Experimental Control	40 40	3.0250 2.9500	1.33757 1.37654
08	I will be able to use these listening strategies in my future classes of English.	Experimental Control	40 40	2.9500 2.8250	1.44914 1.37538
09	I will capable to use these listening strategies in my conversations with my classmates as well as English speakers.	Experimental Control	40 40	2.8250 2.6750	1.08338 1.28876
10	I will capable to use these listening strategies in the materials, such as documentary and short story in English	Experimental Control	40 40	3.1000 2.0750	1.9400 1,40306

As shown in the table no 03 in the item of "listening strategies in class" which help to improve English listening ability of both groups the major difference can be examine through the mean score in the item: has 3.0250 of Experimental group and 2.9500 of Control group. It could be said that target group's mean score is higher than control which shows CALL has affected strategies to improve the ability of listening. As seen in the item: of "using listening strategies and material, such as question answer stories and problem solving" the Experimental group's mean score is 3.1000 and Control has 3.0750 which also clarify the significant difference in the shape of score it means Target group has found improvement in

listening skills through those strategies and martial which was used in the ESL classroom.

3.2 Conclusion and Discussion

The findings of this study has reveal that the use of CALL methodology in listening skills at undergraduate level. The current study has successfully given the actual answer of all questions with the help of CALL methodology with data analysis. The present study has successfully completed the characteristics of experimental group in order to achieve the results. The findings of this study has proved that the experimental group was more motivated as compare to control group. The experimental groups' performance show the extra ordinary enthusiasm towards each listening activity which was in (https://www.edx.org/course) course and makes it important for themselves to prove the results. Likely, CALL strategies show its validity among the course and enhancing their marks. Hence it is proved that CALL is effective method as compare to traditional method. As mentioned in the Table no 01, about listening activity in table 02 listening components and table 03 listening strategies.

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