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## Integrating CALL into English Language Learning: Bangladeshi College Students' Perceptions and Challenges

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### Abstract

This study aims to explore Bangladeshi college students' perception and challenges with regard to the application of Computer Assisted Language Learning (CALL) in learning English. A mixed method research was designed and administered to obtain the purposes of the present study. One hundred undergraduate students (52 male and 48 female) of English Department studying at a government college in Bangladesh participated in the questionnaire survey while twenty students (11 male and 09 female) were purposively chosen for the semi-structured interview section. The collected data of quantitative part were analyzed by SPSS software and the responses of the qualitative part were thematically analyzed. The findings revealed that students showed positive perception towards the integration of CALL in English language learning and teaching process. The results also revealed that students' face some difficulties in using computer and other relevant technological equipment for English Language learning. The results provide concepts and suggestions to the future researchers for further investigations in relation to CALL for the benefits of learners and learning.

**Keywords:** CALL, students' perceptions, students' challenges

### Introduction

With the unparalleled rise, swift expansion and progress of globalization, English has turned out to be a widely used language for communication around the globe (Belcher, 2006). Like other developing countries, in Bangladesh, English as a foreign language receives a good attention for its multidimensional aspects including higher study, escalating job prospects both locally and globally, communicating with foreigners for various purposes, utilizing the technological boon, and travelling to other countries (Hasan, 2006). Therefore, the position and rank of English here is seen increasing than ever. But, regrettably, in Bangladesh, the students despite studying English as a required course throughout their academic life cannot comfortably use it (Khan, 2007). Hence, the opportunities globalization offers are beyond reach for many students (Souriyavongsa et al., 2013).

It is conspicuous that these days students who have been brought up in technology saturated environments cannot envisage a world without the presence of ICT tools. ICT is a new literacy and across the curriculum. ICT is not only can improve students achievement but also their character (Apriani, 2016). Teachers need to be creative in using technology (Syahrial & Syafryadin, 2020). As a result, the learners can be more benefited if the technological boon is fused in language learning process (Wheeler, 2010; Azwandi, et al. 2019; Anggitasari, et al. 2020; Handayani, et al. 2020). Hence, Computer Assisted Language Learning (CALL) has widely been accepted in the process of teaching and learning in the modern world since it pleases both visual and auditory senses of the students (Alexander, 2008). Vrasidas et al. (2007) stated that CALL is an effective model of teaching and learning English language that offers both instructors and learners a variety of effective learning opportunities.

According to Hanson-Smith (1997), learners can attain a substantial progress in language skills promptly through the use of CALL. He further mentioned that CALL ensures student autonomy by providing the learners with necessary feedback on their task and analysis of errors right away. Again, Lee (2004) expounded that CALL materials encourage learners to learn independently, motivate to continue peer interaction and help them understand their needs. In this way, learner achievements can be improved. Afshari et al., (2007) concluded that learners get motivated highly while using CALL in their language learning process. Thus, it is really necessary to consider the perception of the students toward the integration of CALL in the language learning acquisition process. That's why Zhang (2011) illustrates on the positive opinions of learners towards the efficacious use of CALL in the language learning procedure. Moreover, the Government of Bangladesh is actively giving much importance on the use of ICTs to make people avail the benefit of government's initiatives (Islam & Grönlund, 2011). So, digitalizing the language learning process can be an effective idea for it (Akinwamide & Adedara, 2012).

The tertiary education is offered by three kinds of institutions: Public Universities, Private Universities and Colleges affiliated National University (NU). Public Universities are the first choice of most students and students on the basis of merit and admission test result get admitted in these universities. On the other hand, those

who do not get either chance in admitting to public universities or desired subjects choose Private Universities to study. Moreover, students who fail to meet the admission requirement of Public Universities or cannot afford the expense of Private Universities usually enroll in the colleges affiliated National University. According to the Annual Report of UGC (2015), the annual total intake number of students in NU affiliated colleges in 2015 was 821329. Given the fact, NU has undertaken a project titled 'College Education Development Project' aiming to improve the existing teaching and learning environment of Bangladeshi colleges so that education institutions are equipped to produce graduates with more market relevant skills.

Therefore, like students of Public Universities and Private Universities, the students of the colleges should be considered since these college students contribute to the work force in the country. Nonetheless, no study has been yet to be conducted on the perception of the students of tertiary education at the government colleges in Bangladesh. This study is important because to know the usage of CALL for English teaching and learning process for students. The purpose of this investigation is to explore whether the use of CALL in the process of English language teaching and learning is actually motivating for the students in the government colleges of Bangladesh.

This study also tries to delve into challenges that students undergo in the use of CALL in the classroom and search for the feasible solutions to use CALL with ease. Besides, the ways of applying CALL into English language teaching-learning methods based on the experiences of learners will be discussed. In order to realize the intention of this research, two specific research questions have been developed. Following are the research questions of this study:

1. What are the students' perceptions to CALL for learning English?
2. What are the challenges faced by students to use CALL in learning English?

## **Methodology**

### **Research Design and Instrumentation**

The researcher has chosen mixed methods approach to conduct this investigation. However, mixed methods research involves collection, analysis and

mixture of both quantitative and qualitative data (Creswell & Clark, 2007). For the purposes of this research, the researcher has designed a questionnaire script. Questionnaire has been chosen so that it can help the researcher simplify and measure and perceptions of the learners toward the usage of CALL in learning English language (Leedy & Ormrod, 2001). The questionnaire includes thirteen five-point Likert scale (1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree) divided into three sections. The number of questions is limited so that it can be completed in ten to fifteen minutes. On the other hand, the interview script consists of five semi-structured questions. The questions for the students are designed to discuss in detail the experiences as regards integrating CALL into English language teaching and learning.

### **Sampling**

However, the researcher has selected simple random sampling for the quantitative survey and purposive sampling for the qualitative interview section of this research. In simple random sampling, the process of selecting a sample amongst population is determined for a number of various purposes (Gravetter & Forzano, 2011). It is undertaken in order to eliminate bias from the process of selection in a large sample size and ensure representative samples (Saunders et. al., 2012). Nonetheless, 100 students (52 male and 48 female) of English department in a government college of Bangladesh have been chosen for filling in the questionnaire survey forms. Thus, all the respondents have been selected based on the possibility of getting precise data. However, 20 students as the respondents have been selected for the semi-structured interview part. The data have been collected using Bangla language so that they can understand and answer without feeling hesitations and the total interview have been recorded using smart phone with their consent. The number of questions is limited so that the interviews can be conducted in a maximum of 45 minutes. Nonetheless, with a view to triangulating the data of the questionnaires and interviews, the questions of the interview have been focused on the same issues based on which the questionnaires were devised.

### **Validity and Reliability**

Comprehensive survey instruments have been used in the study to evaluate the perceptions of students toward CALL for the internal consistency of the survey instruments. Accordingly, the researcher conducted the Cronbach's Alpha method with SPSS software with a view to ensuring the reliability of the survey questionnaire (McDonald, 1999).

### **Data Analysis**

By SPSS v 25, the researcher has carefully analyzed the quantitative data. The statistical tools include tabular presentation, Cronbach's alpha method for data validity and chi-square test to investigate the correlation between gender of learners and their perception towards use of CALL. The researcher has used the mean with a view to comparing different sets of data. Besides, standard deviation is used to get the reliability of answers to each item. The results from the questionnaires are presented in the format of tables and charts. Conversely, the researcher has applied thematic analysis for qualitative semi-structured interview. Thematic analysis is used to examine classifications and show themes (Boyatzis, 1998). It illustrates the data exhaustively and deals with various subjects via explanations (Braun & Clarke, 2006).

### **Findings and Discussion**

#### **Findings**

This section incorporates various statistical analyses of quantitative data collected from the students for the study as well as qualitative analysis of semi-structured interview collected from the students of a government college in Pabna district.

**Table 1: Questionnaire result of Students' Perception about Advantages of CALL**

| No | Statement | Mean | Standard Deviation |
|----|-----------|------|--------------------|
|----|-----------|------|--------------------|

|   |   |      |      |
|---|---|------|------|
|   |   |      |      |
| 1 | CALL helps learn English language effectively                                       | 4.01 | 0.94 |
| 2 | Use of CALL in learning process saves time with immediate feedback                  | 4.17 | 0.80 |
| 3 | Using computer in learning English increases productivity and improves achievement. | 3.42 | 1.09 |
| 4 | CALL materials are easier than books for learning English language effectively      | 3.54 | 1.10 |

From Table 1, it is conspicuous that students are usually positive as regards the function of CALL in learning English language. The result implies that they have positive viewpoints about the efficacy of CALL in learning process. The above statements summarize that over three-fourths of the total respondents agreed and strongly agreed to rate it useful. One of the main reasons behind their positive rating may be traced that the CALL in English language teaching-learning process ensures learning autonomy and flexibility. Besides, through CALL materials, learners can get instant feedback on their practice and drill (Bani Hani, 2009). However, the value of standard deviation also supports the general trend of overall issue of students' perceptions to the advantages of CALL.

**Table 2: Interview result of Students' Perception about Advantages of CALL**

| No | Statement  | Sample Quotes  |
|----|--|--|
| 1  | Effective learning opportunity                     | "CALL provides me with immense opportunity to learn. When I miss a class or cannot understand a topic, I Google it and the available online resources help me a lot to learn". |
| 2  | Saving time with immediate feedback                | "With CALL materials, I get instant result and feedback on the mistakes I made while I try for any exercise. Thus, I need not wait for long time".                             |
| 3  | Increasing productivity and improving achievement. | "Trust me, I have developed spelling, grammatical rules sufficiently by dint of using computer. Really, CALL materials   |

|          |                               |   |
|----------|-------------------------------|---|
|          |                               | <i>help me a lot in this regard".</i>   |
| <b>4</b> | Easier than traditional books | <i>"I find CALL materials easier and more interesting compared to printed texts. For examples, whenever I need to know about a word meaning or grammatical rule, I Google it and get the answer promptly. But, to me, looking up the meaning or grammatical rules in the books is really monotonous".</i> |

**Table 3: Questionnaire result of Students' Perception about Using CALL in the classroom**

| No       | Statement   | Mean | Standard Deviation |
|----------|---|------|--------------------|
| <b>1</b> | Use of CALL materials in the classroom helps both students and instructors  | 4.33 | 0.60               |
| <b>2</b> | Teachers should apply CALL materials to teach English language in the classroom   | 4.43 | 0.81               |
| <b>3</b> | Use of CALL in the teaching-learning process creates a distance between teachers and students that affects the understanding of lessons | 2.55 | 0.96               |
| <b>4</b> | I prefer to attend the lectures of those teachers who apply CALL materials in the classroom   | 4.26 | 0.79               |
| <b>5</b> | Teachers should be trained for applying computer in the classroom effectively   | 3.97 | 0.95               |

Like the perceptions towards CALL in learning English language found in the table 1, the learners also hold positive and inspiring outlook as regards the application of CALL in the classroom. According to the table 3, most of the learners inform that the application of CALL materials in the class can increase their learning outcome and thus, the domination of CALL in the learning setting is beyond question (Peterson, 1998). On the contrary, their response disregards the apprehension of distance between instructors and learners created by the presence and application of CALL in the classroom (Klassen & Milton, 1999). Nevertheless, the mean scores (except

question 3) ranging between 3.75 and 4.33 imply the positive perceptions of the learners with regard to the utilization of CALL materials in the classrooms. Also, the value of standard deviation corresponds to this result.

**Table 4: Interview result of Students' Perception about Using CALL in the classroom**

| No | Statement   | Sample quote   |
|----|---|--|
| 1  | Use of CALL materials in the classroom helps both students and instructors  | <i>"I feel, application of CALL materials helps a teacher take preparation for effective teaching because the lesson plan remains well-structured. On the contrary, these days, tech-savvy students feel interested in class backed up by CALL. Hence, learners and instructors can be benefitted by the use of CALL".</i> |
| 2  | Teachers should apply CALL materials to teach English language in the classroom   | <i>"Using chalk-duster to teach in the classroom appears to be boring and in most cases, time-consuming. On the other hand, CALL materials are time-saving and cause curiosity among the students. So, CALL materials should be used in the classroom".</i>  |
| 3  | Use of CALL in the teaching-learning process creates a distance between teachers and students that affects the understanding of lessons | <i>"I do not think so. Rather, use of CALL in the classroom help build a cooperative and collaborative relationship between the teachers and learners".</i>  |
| 4  | I prefer to attend the lectures of those teachers who apply CALL materials in the classroom   | <i>"Even if I miss any part of a lecture during the class, I can take note of it because the information displayed in the projector is in order. That's why, those teachers who use CALL in the classroom are popular with us".</i>  |
| 5  | Teachers should be trained for applying   | <i>"I think it is really necessary as</i>  |



|  |                                       |  |
|--|---------------------------------------|--|
|  | computer in the classroom effectively | <i>most of the teachers have only fundamental knowledge about computer for daily purposes like using Internet or word-processing only. If they are well-trained and motivated, their teaching outcome will be enhanced, I hope".</i> |
|--|---------------------------------------|--|

**Table 5: Questionnaire result of Students' Perception about Challenges of using CALL**

| No | Statement  | Mean | Standard Deviation |
|----|--|------|--------------------|
| 1  | Teachers are not interested to use CALL in the classroom                           | 3.97 | 1.03               |
| 2  | Technical problems often hinder the learning process                               | 3.85 | 0.80               |
| 3  | While using online resources for learning English language, I often get distracted | 3.24 | 1.12               |
| 4  | CALL materials are expensive   | 3.50 | 1.15               |

Table 5 shows the challenges faced by the students to use CALL in English language teaching-learning process. The challenges incorporate the reluctance of the teachers to apply CALL in the classroom, expensive CALL materials, technical problems that hamper teaching learning process (Al-Ruz & Khasawneh, 2011). Besides, according to the responses of the students, the instructors should be trained to use CALL more effectively (Wiebe & Kabata, 2010; Almekhlafi, 2006). However, the mean value and value of standard deviation justify students' perception regarding the challenges of using CALL.

**Table 6: Interview result of Students' Perception about Challenges of using CALL**

| No | Statement                               | Students' quotes                     |
|----|---|--------------------------------------|
| 1  | Teachers are not interested to use CALL | <i>"I find, most of our teachers</i> |

|   |  |  |
|---|--|--|
|   | in the classroom   | <i>are reluctant in using ICTs in the classroom. I do not know why."</i>   |
| 2 | Technical problems often hinder the learning process                               | <i>"We do not have a technician in our department. So, when computer is out of order, we face difficulty in finding a technician around us. It really impedes our learning".</i>                                   |
| 3 | While using online resources for learning English language, I often get distracted | <i>"Frankly speaking, when I surf websites for study purpose, unwittingly I visit other social sites like YouTube, Facebook, Instagram. Hence, my time is wasted".</i>   |
| 4 | CALL materials are expensive   | <i>"In our country, prices of CALL materials like internet charge are still high. So, I have to depend on Wi-Fi connectivity in campus. It hampers my study because I cannot use internet when I really need".</i> |

### Validity and Reliability Test

In order to evaluate the validity and reliability of instruments used in this study, Cronbach's alpha method has been used. The appraised outcomes of Cronbach's alpha indicate that all items in the questionnaires are consistent as well as the whole assessment is internally reliable. However, Cronbach's Alpha value applied for the dependent and independent variables in the survey is as follows:

**Table 8: Validity and Reliability Test**

| Items                 | Number of items | Cronbach's Alpha |
|-----------------------|-----------------|------------------|
| Survey questionnaires | 13              | 0.71             |

### Discussion

One of main purposes of this study is to understand the perceptions of the students towards the use of CALL in the process of English language learning. As a

result, the questionnaire and semi-structured interview questions were developed in accordance with the intention of the research. However, in this study, the results of the questionnaire and interview prop up that the perceptions of the students toward CALL are positive. Some causes back this claim up.

At first, the researcher has checked the perception of students regarding the advantages of CALL. The majority of the students (89%) find CALL an effective strategy for saving time in the learning process, providing instant feedback on their drills and learning autonomy. It is same findings with Apriani and Hidayah (2019), she found that ICT (CALL one of them) can saving time in teaching and learning process. Besides, they find computer as a tutor guiding them. *CALL is a tools or medias that facilitate teaching and learning process in the classroom (Apriani, et.al, 2019).*

Their claim concerning the function of computer as an instructor is consistent with a study (2007) of Fisher where he found the efficacy of computer as a tutor.

Following, the responses of the learners were analyzed with a view to examining the functionality of CALL in the classroom. The results focused on the fact that like the positive perception of the learners toward CALL, their interests also revolve around the integration of CALL in the classroom teaching-learning process. The reasons behind their opinions include instructional effectiveness, classroom preparation, consistent and learning complex materials with ease (Paulus, & Nakamichi, 2002).

Finally, the researcher investigated the challenges of using CALL in the learning process faced by the students. Their responses mirrored that insufficient training and reluctance of teachers to using CALL in the classroom hinder their learning process. This statement is in harmony with the result of a study of Mumtaz (2000). Mumtaz (2000) expounded that due to insufficient training and reluctance of teachers to using CALL, learners are demotivated and discouraged. Besides, while accessing to computer for learning, they also face some technical glitch barring their learning process. This contention is in liaison with the results of a study of Mulenberg (2001) where he found reluctance of teachers, inadequate access to internet and frequent technical hitch as the challenges of using CALL. Further, Albirini (2006) contended that technical hitch and inept administrative support deter the use of CALL in a learning setting.

**Conclusion**

There are two conclusions of this research. First, the results of this research show that the students have positive perceptions towards the efficacy of CALL. Their responses reveal that CALL facilitates the learning process including saving time, providing numerous sources of information, yielding and nourishing their ingenuity, efficiency, academic attainment, and analytical skill. Besides, they feel rejuvenated and motivated to use CALL in their learning process. Second, although, they face some difficulties like reluctance of teachers to use CALL in the classroom, technical problems, expensive CALL materials, distraction of minds, and their inclination to the integration of CALL in the language learning process is not shaken. In fact, their responses hold that CALL empowers students with learning autonomy (Teo, 2006; Rumpagaporn, 2007). The students mark inadequate training and unwillingness of using CALL by the teachers as one of the major challenges. Hence, if teachers are motivated to take training on the use of CALL and apply it in the classroom, this portion of challenges could be managed. Besides, they term technical problems and insufficient administrative supports as the challenges for the integration of CALL in the language teaching-learning process.

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