

INTEGRATING COMPUTER-ASSISTED LANGUAGE LEARNING INTO ESL CLASSROOM: PERCEPTION OF ESL TEACHERS

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ABSTRACT

This study investigates the influence of technology-based instruction, also known as Computer-Assisted Language Learning (CALL), in developing language skills. The researcher aims in exploring the perception of ESL teachers, currently serving in schools in Pakistan where English is being taught as Second Language, regarding if language learners display more interest in a language classroom with CALL. This study used quantitative approach utilising questionnaire to gather primary data from the 306 in-service individuals currently teaching ESL in different cities of Pakistan where English is taught as Second Language. For the selection of institutions and/or individuals, the technique of Convenience Sampling was used. Subsequently, data was analysed with the application of Paired Sample T-Test, Independent t-Test, and one-way ANOVA. The results and findings of the study represent that ESL teachers, regardless of their age, years of experience, and gender, do perceive that integrating CALL into an ESL classroom has a significant influence on the learners and thus ESL learners display more interest in learning language strategies within a CALL-integrated classroom. In the light of the study's findings, institutions offering ESL programs should facilitate their ESL classrooms with different techniques of CALL to develop the interest of their students towards the language learning.

KEYWORDS: CALL, ESL, Independent Learning, Interesting Classroom, Technology Integration

1. INTRODUCTION

Using technology in the classroom is increasing its preference in the today's educational setting across the globe. This can be probably because information technologies (IT) has been evolving and advancing over time. Altun (2015) points out that with the Computer-Assisted Language Learning (CALL), an ESL (English as Second Language) teacher can contribute prominently to both learning experience and teaching quality. Nowadays, IT is widely believed as a "facilitating tool" in the educational setting as both students and teachers get a great deal of benefit from it. In this way, it would not be wrong to state that it is the need of a language teacher of today to learn how to integrate the CALL into teaching skills as well as how to take full advantage of it (Gomes & Gomes, 2013). Teachers need to be equipped with technology, as the use of the computer, smartphones, tabs etc. is progressively common among today's students. According to Altun (2015), "Smart boards can be instrumental in engaging and motivating the student in the class... Teachers who introduce technology to their students may get a great deal of satisfaction when they, accomplish better" (p. 22). For example, pronunciation can be taught with ease using smart boards or phones, regardless of the teacher being a native speaker or not (Sad & Goktas, 2014).

There is no sufficient publication/research work on computer-assisted language learning (CALL) yet the increased usage of “Personal Computers” into both workplace and academia cannot be denied. Nevertheless, a large number of articles associated with CALL can be stated as practical in nature providing guidelines for the implementation of software. According to Adair-Hauck, Willingham-McLain, and Youngs (2000), there are a few empirical studies putting the focus on CALL integration to increase the interest of ESL learners in learning intonation and pronunciation, computer-facilitated talk and interaction, interactive reading, and cognitive style. From this perspective, it is a fundamental need to explore deeply the impact of integrating CALL in language classroom to enhance ESL learning.

One of the main objectives of this study is to investigate the influence of CALL-integrated instruction in developing language skills. The researcher will also explore if language learners display more interest in learning language strategies integrated with CALL. In order to achieve the mentioned objectives of the study, the following hypothesis have been built:

H1: There is a significant difference between perceptions of ESL teachers regarding CALL integration and traditional method (TM) for teaching students the English Language.

H1.1: There is a significant difference between the perception of male ESL teachers and female ESL teachers regarding CALL integration into an ESL classroom.

H2: ESL teachers based on their different levels of experience perceive TM and CALL differently to be used in an ESL classroom.

H3: ESL teachers based on their ages perceive TM and CALL differently to be used in an ESL classroom.

This study will help the institutions offering English Second Language (ESL) programs to understand whether integrating CALL into language classroom to enhance ESL learning is worthwhile or not. If it has worth, it is required to further explore the effective strategies to integrate it.

2. LITERATURE REVIEW

2.1 Integrating CALL in Language Classroom

Currently, the demand for English language teaching is one of the main aspects in Pakistan. People increasingly join the English Language Institutions to enhance their English Language skills. On the other hand, a large number of parents feel pleasant to provide their children with many facilities for their enhanced learning of English language (Ali, 2016; Sarwar, 2016). For example, they always prefer to take their admission in English medium schools as well as the always try their best to bring the materials, including Electronic Dictionaries, Computers, Conversational devices etc. that can help them enhance their skills. Motteram (2013) figures out, “Parents often consider academic excellence in English to be the number one priority in terms of access to higher education, university accreditation and economic prosperity for their children. Consequently, in many Pakistan, children now begin their study of English at primary level” (p. 19).

Nevertheless, in searching the academic excellences for learners, not only the teachers but also parents prefer the use of technology (CALL) to be integrated into the classroom instruction. Almekhlafi and Almeqdadi (2010) strongly believe that integration of technology in a language classroom has significant worth to enhance the skills of learners. In this way, they state, “Technology not only gives learners the opportunity to control their own learning process but also provides them with ready access to a vast amount of information over which the teacher has no control” (p. 165). In the same way, Chun (2016) quotes the proposed theory of Chappelle (2009) who states, “Because learners communicate through technology, communicative competence needs to include the ability to communicate using readily accessible L2 technology aids (such as online bilingual dictionaries and tools that check grammar), the ability to make appropriate linguistic choices in face-to-face, remote, written, and oral modes, and the ability to choose appropriate technologies for communication and language learning” (p. 105). Chappelle (2009) also believes that the nature of the theory named as “communicative competence” can be changed with the use of CALL in a language classroom.

Isisag (2012) argues, “There is no more doubt that the use of ICT has positive effects on foreign language teaching/learning” (p. 2). The term Information Communications Technology (ICT) refers to the integration of CALL into a language classroom. Where ICT is being used into almost all of the fields in today’s societies, it is also strongly recommended to the language classes, which becomes CALL. Nevertheless, according to Isisag (2012), the impact of CALL is based on the way it is used. Some of the impacts may include that CALL makes the lecture more interesting for the learners that boost

the engagement of learners. Isisag (2012) makes a long list of the advantages of the CALL to be integrated into a language classroom. Among them, a few points include a capacity to control the presentation, novelty and creativity, feedback, and adaptability.

Yulin (2013) explains, “Since technology used in education has become more popular and more sophisticated, integrating technology into education has become a useful and alternative agenda to educators” (p. 169). Yulin (2013) also refers to the Vygotsky’s point of view regarding learning that learning takes place with learners’ creation of interaction within their social environment, known as interpersonal learning. Computer-Mediated Communication (CMC), one of the processes of integrating CALL into language class, is an effective tool that provides the learners with a great opportunity to interact with not only their peers but also those who are not in their classrooms (Rabab’ah & AbuSeileek, 2013). In this way, they have the chance to get more knowledge and information from around the whole world.

Shyamlee (2012) states, “With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favourable platform for reform and exploration on English teaching model in the new era” (p. 151). CALL offers the learners a venue where they have engaging activities, particularly in a situation in which classroom represents the mere environment for second language acquisition and practice (Buabeng-Andoh, 2012). With the possession of technology, learners are autonomous and have the opportunity connectivity and interaction, as it provides a lot of practice of reading, speaking, writing, and listening even outside their classroom.

According to Kilickaya and Seferoglu (2013) since the developing of technology as well as the technological-based tools used by students frequently have been increasing very fast, it is worthwhile for teachers to change their teaching methods. It is a very important requirement of today’s academia that teachers are to be trained in terms of technology integration. Furthermore, Ketsman (2012) strongly believes that teachers are required to be equipped with the tools based on technology in order to meet the needs of schools as well as students. However, most often programs designed for teacher training ignore the training of the usage of information and communications technology. As a result, teachers often remain less skilled and knowledgeable comparing to their students (Godwin-Jones, 2011). Golonka et al, (2014) explain that automatic speech recognition (ASR), software where a learner reads isolated vocabulary or text into the system, has the ability to facilitate the learner in improving pronunciation and in the provision of feedback effectively.

Riasati, Allahyar, and Tan (2012) count six advantages of integrating CALL into a language classroom to enhance ESL learning including engagement, improvement in academic ability, paradigm shift in learning and teaching, assessment shift, collaborative learning enhancement, and lowering learning anxiety level though they also point out some disadvantages of integrating CALL into a language classroom. On the other hand, Alemi (2016) also speaks in favour of the advantages of integrating technology into a language classroom to enhance ESL learning. For example, technology (CALL) plays a significant role in both ESP (English for Specific Purposes) and General language teaching and learning. Currently, a wide range of technologies, under the heading of CALL, is being used in ESL classrooms throughout the world, particularly because Language Teaching and Learning has become very diverse (Alemi, 2016, p. 13). Based on the reviewed literature, the theoretical framework for this study can be designed as mentioned in Figure 01:

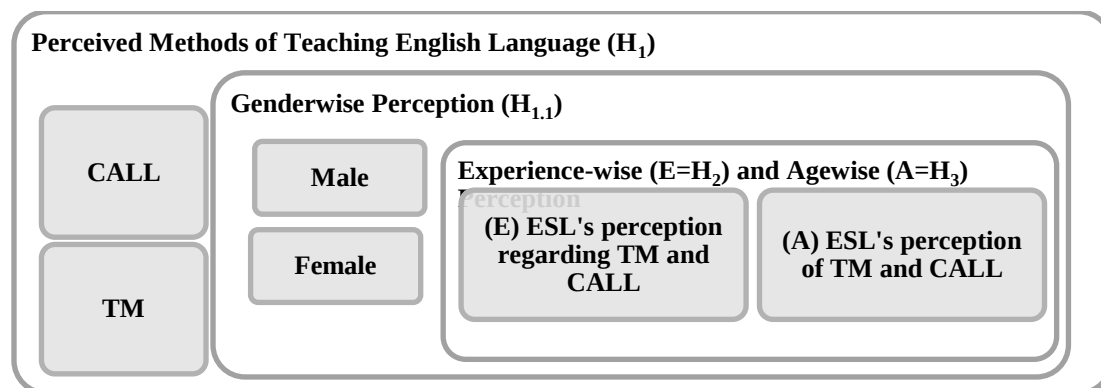


Figure 01: Conceptual Framework

3. METHODOLOGY

3.1 Study Design

The present study seeks the help of quantitative research approach to finding out the results. According to Creswell (2013), in quantitative research, the investigator uses post-positivist claims primarily in order to develop knowledge employing the strategies of inquiry including surveys and experiments and collects the data on pre-arranged instruments that yield the statistical data. The data gathered through quantitative approach includes close-ended information i.e. measuring attitudes such as rating scales, performance instruments, and behaviours such as observation checklists. In order to analyse the quantitative data, the researcher statistically analyses the scores collected on instruments such as checklists or questionnaires to test the hypotheses or to answer the research questions.

Since the present study is based on quantitative research approach, it contains the variables that have varying quantity. The two types of variables of the present study are Teaching English Language Methods and Enhancing ESL Learning. For the present study, the researcher aimed at utilising the Purposive Sampling and Convenience Sampling to choose the individuals and/or institutions easy to reach. For example, the researcher visited the websites of Secondary Schools where both English Language and Literature were taught as a compulsory subject. Individuals were also contacted through LinkedIn profiles to fill the questionnaire available online. In the result, 306 ESL teachers serving in different schools in Pakistan could be observed for the two constructs i.e. their perceptions for CALL and their perceptions for TM. For the complete graphical description of participants.

3.2 Data Collection

Through this criterion, the researcher planned to include only the teachers who teach English as a second or foreign language. Therefore, teachers who teach other languages and/or other subjects will disqualify to be observed regarding their perceptions of integrating technology into the classroom. Furthermore, the present study is not concerned with the reasons why different ESL teachers based on their age, experience, or gender perceive differently regarding the integration of technology into an ESL classroom.

3.3 Instruments

The present study applies different Statistical Models in order to look into the different perceptions of ESL teachers based on their different categories i.e. their different genders, the number of experience of teaching ESL, and their ages. For this reason, this study applies three Statistical Models including “Paired Sample t-Test”, “Independent Samples t-Test”, and “one-way analysis of variance” (one-way ANOVA). The statistical model “Paired Sample t-Test” refers to a statistical measurement that compares the means of two related groups with the same dependent variable. In this study, for example, the dependent variable is “Enhancing ESL Learning” and the “matched pairs” or “related groups” for the independent variable (Teaching English Language Method) are Traditional Method of ESL teaching and teaching ESL through CALL. On the other hand, the “Independent Samples t-Test” is used to compare the means between two different groups that are not related to each other with the same dependent variable. In the present study, for example, the researcher aims to understand whether the perception of ESL teachers regarding integration of technology into language classroom differed based on their gender. The independent variable is Teaching English Language Methods i.e. CALL and TM and the two unrelated groups are male and female.

While gathering data, the researcher observed that the independent variable might contain two more types of unrelated groups such as Teaching English Language with certain numbers of experience and ages of ESL teachers. Therefore, the researcher planned to understand all the possible unrelated groups and to run “One-way ANOVA,” a statistical model used to conclude whether the means of multiple independent (unrelated) groups are significantly different in the light of the calculation of statistics. In the present study, two types of unrelated groups are being compared including ESL teachers grouped according to their ages as well as according to the years of their experience.

4. RESULTS AND ANALYSIS

Add up to 384 questionnaires were dispersed among managers. 289 questionnaires were finished in all regards demonstrating the response rate of 75.3%. Descriptive Statistics of the study were examined using SPSS 23 (Table 1).

4.1 Descriptive Analysis

The following table 1 shows the percentage of the respondents in terms of their serving city, number of years the experience they have, their ages, and their genders respectively. From this perspective, the highest number of observed respondents was from Karachi (24.5%) and the least number of observed respondents was from Faisalabad (3.9%). Most of the respondents (35.9 %) had more than 10 years of experience in ESL teaching. It is worthwhile to note that the highest number of respondents in terms of their ages was 31-35. Tweeddale (1992) declared this age as Technology Transfer. In this age, people usually find their tasks challenging and enjoyable, and thus learn things more easily and develop new skills more readily. The number of female respondents (59.2%) was high compared to the male respondents (40.8%).

Table 1: Frequency

Country	Frequency	Percent	Cumulative Percent
Karachi	75	24.5	24.5
Hyderabad	45	14.7	39.2
Sukkur	31	10.1	49.3
Faisalabad	12	3.9	53.3
Multan	17	5.6	58.8
Bahawalpur	14	4.6	63.4
Lahore	42	13.7	77.1
Peshawar	17	5.6	82.7
Abbottabad	16	5.2	87.9
Sargodha	24	7.8	95.8
Quetta	13	4.2	100
Total	306	100	
Experience			
1--3	26	8.5	8.5
4--6	69	22.5	31
7--9	101	33	64.1
10+	110	35.9	100
Total	306	100	
Ages			
21-25	40	13.1	13.1
26-30	104	34	47.1
31-35	67	21.9	69
36- 40	44	14.4	83.3
41- 45	51	16.7	100
Total	306	100	
Gender			
Male	125	40.8	40.8
Female	181	59.2	100
Total	306	100	

4.2 Reliability Analysis

This study used “Cronbach’s Alpha” (CA), the reliability test, to report the internal consistency among the items in two constructs including Teaching via CALL integration and Teaching with TM. Ahmad and Haider (2016) point out that the coefficient of test normally usually lies between 0 and 1. As a rule of thumb, for conducting Cronbach’s Alpha reliability test following standards are normally adopted >.9=Excellent, >.8=Good, >.7= acceptable >.6=Questionable, >.5=Poor and <.5=Unacceptable. In the present study, the score of CA for CALL is excellent (.931) while the score for TM is acceptable (.720). Both values are between .9 and .7 showing good internal consistency for each construct (See Table 2).

Table 2: Reliability

Reliability Statistics for CALL				
	N	Mean	Std. Deviation	CA if Item Deleted
CALL1	306	3.81	1.089	0.934
CALL2	306	4.16	0.823	0.928
CALL3	306	3.56	1.484	0.918
CALL4	306	3.58	1.483	0.92
CALL5	306	3.76	1.199	0.907
CALL6	306	3.92	0.974	0.908
CALL7	306	3.89	1.001	0.929
Cronbach's Alpha				.931
Reliability Statistics for TM				
	N	Mean	Std. Deviation	CA if Item Deleted
TM1	306	1.79	.561	.671
TM2	306	2.04	.888	.655
TM3	306	1.98	.863	.731
TM4	306	2.11	.713	.694
TM5	306	1.84	.813	.685
TM6	306	1.92	.800	.713
TM7	306	2.28	.976	.654
Cronbach's Alpha				.720

4.3 Comparison between two Methods of Teaching

To compare the perception of ESL teachers for the two methods of ESL teaching i.e. Traditional Method (TM) and Computer Assisted Language Learning (CALL), Statistical Test titled as "Paired Samples t-Test" was applied. Table 3 shows that the mean value of CALL is 3.81 with .98 Std. Deviation and .056 Std. Error Mean, while the mean value of TM is 1.99 with .49 Std. Deviation and .028 Std. Error Mean. The number of participants (N) for each is 306. It also demonstrates the difference between the two variables i.e. -1.81. Since the value of Sig. (2-tailed) is less than .05, it can be concluded that there is a statistically significant difference between the two variables. In this way, Paired Samples Statistics reveals that the mean of the ESL teachers' perception against CALL is greater than that of the mean of the TM; therefore, it would not be wrong to state that participants do perceive the CALL method as more beneficial for ESL learners. They believe that integrating technology into Language classroom causes to enhance ESL learning.

Table 3: Paired Samples Statistics

		Mean	N	S.D	S.E Mean		
Pair 1	CALL	3.8114	306	.98828	.05650		
	TM	1.9972	306	.49554	.02833		
Paired Differences							
Mean	S.D	S.E Mean	Lower*	Upper*	t	df	Sig.
-1.81419	1.12511	.06432	-1.94076	-1.68763	-28.207	305	0

*95% Confidence Interval of the Difference

4.4 Gender Wise Comparison

Independent Samples t-Test was run to compare the mean scores between the two different groups (genders) within the sample to explore the level of preference. Table 4 reveals the Group Statistics describing mean value for male ESL teachers (N=125) as 3.80 with 1.00 Std. Deviation and .09 Std. Error. On the other hand, the mean value for female ESL teachers (N=181) was found as 3.81 with .97 Std. Deviation and .07 Std. Error Mean.

Table 4: Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
CALL	Male	125	3.8046	1.00698	.09007
	Female	181	3.8161	.97793	.07269

Table 5 shows the Levene's Test to describe the Equality of Variances (EV) to determine the difference between the two genders' perception regarding CALL. The Sig. Value of Levene's Test is .832, greater than .05, describing that the variability in the perceptions of two genders is same. In other words, the level of one gender's perception does not differ from the other gender. On the other hand, t-test for Equality of Means reveals the Sig. (2-tailed) value as .920, which is greater than .05 describing the insignificant difference between the perceptions of two genders. Therefore, it is right to say that there is no difference between the perception of male ESL teachers and female ESL teachers regarding CALL integration into an ESL classroom.

Table 5: Equality of Variances

		EV		t-test for Equality of Means						
		F	Sig.	t	df	Sig.	M Dif	S.E Dif	Lower*	Upper*
CALL	EV assumed	.045	.832	-.100	304	.920	-.01153	.11512	-.23806	.21500
	EV not assumed			-.100	261.66	.921	-.01153	.11574	-.23943	.21637

*95% Confidence Interval of the Difference

4.5 Experience and Age-Wise Comparison

The researcher also tried to understand the different perception of ESL teachers with different numbers of experience years and ages. For that, the researcher applied "One-way ANOVA" dividing the whole number of participants into 4 groups according to their years of experience and 5 groups according to their ages (See Table 6).

Table 6: Participants Groups

Groups of ESL Teachers	Ages	Years of Experience
1	21-25 Years	1-3 Years
2	26-30 Years	4-6 Years
3	31-35 Years	7-9 Years
4	36- 40 Years	10+ Years
5	41- 45 Years	

Table 7 shows N=612 because respondents were observed twice; for CALL and for TM. The sig value in the ANOVA can be seen as .663, greater than .05. In the light of this result, it can be stated that ESL teachers based on their different levels of experience do not perceive TM and CALL differently to be used in an ESL classroom. In other words, all of the respondents (based on their experience level) have the similar perception that integrating technology (CALL) into classroom causes to enhance ESL learning.

Table 7: One-way ANOVA for Experience-Wise Comparison

Descriptive					
	N	Mean	Std. Deviation	Std. Error	Min-Max
1-3	52	3.0962	1.24080	.17207	1.57-5.00
4-6	138	2.8851	1.11740	.09512	1.14-5.00
7-9	202	2.9088	1.16680	.08210	1.00-5.00
10+	220	2.8669	1.26574	.08534	1.00-5.00
Total	612	2.9043	1.19762	.04841	1.00-5.00
One-way ANOVA for CALL and TM					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.277	3	0.759	0.528	0.663
Within Groups	874.077	608	1.438		
Total	876.354	611			

Like experience wise comparison, the researcher also tried to explore the different perception of ESL teachers with different ages of ESL teachers. Table 8 shows N=612 because respondents were observed twice; for CALL and for TM. The sig value in the ANOVA can be seen as .195, greater than .05. In the light of this result, it can be stated that ESL teachers based on their different ages do not perceive TM and CALL differently to be used in an ESL classroom. In other words, all of the respondents (based on their ages) have the similar perception that integrating technology (CALL) into classroom causes to enhance ESL learning.

Table 8: One-way ANOVA for Experience-Wise Comparison

Descriptive					
	N	Mean	Std. Deviation	Std. Error	Min-Max
21-25	80	2.9750	1.15964	.12965	1.00-5.00
26-30	208	2.9931	1.13313	.07857	1.00-5.00
31-35	134	2.8028	1.16583	.10071	1.00-5.00
36- 40	88	3.0179	1.26295	.13463	1.00-5.00
41- 45	102	2.7031	1.32048	.13075	1.00-5.00
Total	612	2.9043	1.19762	.04841	1.00-5.00
One-way ANOVA for CALL and TM					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.687	4	2.172	1.519	0.195
Within Groups	867.666	607	1.429		
Total	876.354	611			

4.6 Hypotheses Assessment Summary

Three hypotheses were assessed in the present study. Table 9 represents a brief summary of the assessed hypotheses.

Table 9: Summary of Assessed Hypotheses

No.	Hypotheses	Sig. Value	Status
H1	There is a significant difference between perceptions of ESL teachers regarding CALL integration and traditional method (TM) for teaching students the English Language.	.000	Accepted
H1.1	There is a significant difference between the perception of male ESL teachers and female ESL teachers regarding CALL integration into an ESL classroom.	.920	Failed to Reject
H2	ESL teachers based on their different levels of experience perceive TM and CALL differently to be used in an ESL classroom.	0.663	Failed to Reject
H3	ESL teachers based on their ages perceive TM and CALL differently to be used in an ESL classroom.	0.195	Failed to Reject

5. DISCUSSION AND CONCLUSION

5.1 Discussion

Findings of the present study are being agreed with many of the other past studies including Almekhlafi and Almeqdadi (2010) in which integration of technology in a language classroom has been strongly recommended. On the other hand, the results of Chun (2016) are also in the favour of present study. Isisag (2012) puts more focus on ICT to enhance the learning of ESL learners. Yulin (2013) and Rabab'ah & AbuSeileek (2013) suggest that Computer-Mediated Communication is an effective tool that provides the learners with a great opportunity to interact not only with their peers but also with those who are not in their classrooms. Kilickaya and Seferoglu (2013) point out that it is worthwhile for teachers to change their teaching methods; they must come out of TM towards CALL. Riasati, Allahyar, and Tan (2012) also recommend a number of advantages in the integration of technology (CALL) into an ESL classroom in order to enhance the learning of ESL learners.

Nevertheless, there is one point appeared from the findings of the present study, can be stated as new, is that a large number of ESL of teachers still vote to the traditional method of ESL teaching yet they do not deny the usefulness of the integration of technology. For example, the mean value (1.99) of the perception of the ESL teachers regarding the TM, according to their experience level, demonstrates that they are not interested in getting rid of the traditional method of ESL

teaching. On the other hand, the same group of teachers getting strongly agreed (mean value 3.81) with the integration of technology. This notion figures out that either they do not have a complete access to technology or they are not technology-trained teachers.

The reviewed literature figures out that integrating CALL into a language classroom has significant advantages to enhance ESL learning including engagement, improvement in academic ability, paradigm shift in learning and teaching, assessment shift, collaborative learning enhancement, and lowering learning anxiety level (Riasati, Allahyar & Tan, 2012). For example, Hamamorad (2016) claims that integrating CALL into a language classroom encourages a significant engagement of students and participation not only in the process of learning but also in the process of teaching as well and thus can be applied to improve the student-content, student-student, and student-teacher interaction. Alemi (2016) speaks in favour of the advantages of integrating technology into a language classroom to enhance ESL learning. According to O'Brien and Hegelheimer (2007), technology, in terms of CALL, plays an important role in both ESP (English for Specific Purposes) and General language teaching and learning.

In the light of past studies conducted to explore the advantage of integrating technology into a language classroom to enhance ESL learning as well as the finding of present study, it would be right to state that there is a dire need of focus on the implementation of the CALL in the academic institutions. This is particularly because a large number of academic institutions in Pakistan, offering English teaching and learning, do not pay attention on the integration of technology and still following the traditional way of language teaching strategies. From this perspective, institutions offering ESL courses are required to put special focus on integrating technology in the ESL classrooms. One of the major insight received from the findings of the present study was the training of the novice and younger ESL teachers with Technology Integration, as the novice and younger ESL teachers usually do not have hands on experience of teaching. Such teachers can be trained with a wide range of technologies, under the heading of CALL, currently being used in ESL classrooms throughout the world.

5.2 Conclusion and recommendations

In the light of findings of the present study, it can be concluded that technology-based instruction is strongly believed/perceived to be a significant contributor to the quality of learning and teaching experience, particularly for English language learning classroom. It not only makes teachers easy to get their students engaged in the required activities but also increases the opportunities for learners to enhance their target language, especially in spending less time with getting the results that are more positive. In the light of the present study, institutions offering ESL courses are recommended to make sure that they put their special interest in integrating technology into the ESL classrooms, the more and advanced technology they provide the more output their learners will bring. In other words, this study recommends the institutions offering ESL to facilitate ESL classrooms and encourage the ESL teacher to seek the help of technology in order not only to develop the interest but also to increase the learning of their students.

5.3 Limitations and future directions for research

This research study had few limitations. First of all, this research study focused on ESL Classroom. In future researchers can choose different area such as bilingual education. This research study had led in Karachi, Pakistan. In future, researchers can choose different cities of Pakistan. Furthermore, institutions offering ESL courses should also put special emphasis on the training of ESL teachers with Technology Integration, particularly those who are the novice and younger in ESL teaching. For the further investigation on the integration of CALL, the researcher can make the present study base and investigate the effective strategies for the integration of technology into the English language classroom. One of the most significant limitations of the present study was collecting data from individuals. This is particularly because even well reputed and big institutions have a few ESL teachers and thus the researcher had to visit more institutions than it was expected the more individuals to be observed the more institutions to be visited. This study in future will be helpful for institutes of other developing countries.

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APPENDIX A

Questionnaire

Demographics

- In which country do you offer ESL teaching services?

- How long have you been teaching ESL?

1-3 _____ 4-6 _____ 7-9 _____ 10+ _____

- What is your age?

21-25 _____ 26-30 _____ 31-35 _____ 36- 40 _____ 41- 45 _____ 46-50 _____

- What is your gender?

Male _____ Female _____

Questions

Code	Computer-Assisted Language Learning	Source/s
CALL-1	Use of CALL makes learning interesting	(Tuncok, 2010)
CALL-2	CALL offers opportunities for better language practice	
CALL-3	Teaching English via CALL increases students' motivation to learn	
CALL-4	CALL materials encourage students to interact more frequently in target language	
CALL-5	CALL applications focus on students-centered learning	
CALL-6	CALL promotes students' use of English to communicate with peers and instructors	
CALL-7	Students feel autonomous while learning English via CALL	
Code	Traditional Method	Source/s
TM-1	Use of TM makes learning interesting	(Afrin, 2014)
TM-2	TM offers opportunities for better language practice	
TM-3	Teaching English via TM increases students' motivation to learn	
TM-4	TM materials encourage students to interact more frequently in target language	
TM-5	TM applications focus on students-centered learning	
TM-6	TM promotes students' use of English to communicate with peers and instructors	
TM-7	Students feel autonomous while learning English via TM	

Note: 1 is being the lowest level of agreement and 5 is being the highest level of agreement