Enhancing Pronunciation Skills of Intermediate Students Through Computer Assisted Language Learning (CALL)

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Abstract: The present study aims to enhance the pronunciation skills of intermediate students through Computer Assisted Language Learning (CALL). The present research study is experimental in its nature and uses both qualitative and quantitative approaches to make the comprehension better. Controlled and experimental group design is highly encouraged in social sciences. Data collection was carried out through pre-test and post-test. Data was analyzed through SPSS. In Pakistan, teachers are reluctant to adopt technology which results in the demotivation of the students towards English language. The researcher has implemented pre-test and post-test. The students were divided into controlled and experimental groups. Experimental group was taught pronunciation through CALL which results in the enhanced score as well as a positive attitude towards CALL. The findings of this research study show that CALL offers students a variety of learning approaches and that they value it highly meant that students were extremely motivated. Students did not rely substantially on their teachers. Through CALL, the current study was effective in improving intermediate students' pronunciation. This study is also efficacious in identifying improvements in the students' motivation and pronunciation.

Keywords: Pronunciation, Skills, Intermediate Students, Computer, Language, Learning

I. Introduction

In Pakistan, English has got the status of second language not official language. That's why students are very poor in English language. Due to orthodox teaching methodology, pronunciation remains ignored which ultimately leads to poor communication patterns among the people. This poor pronunciation creates embarrassment while communicating cross culturally teaching and learning of pronunciation of English language is the most challenging job for an English language teacher in Pakistani perspective. Growing demand of English language expects a lot from teachers and students. Teachers should adopt new methodologies to enable learners to compete with the growing world.

I.I Statement of the Problem

Gaining the respect of others requires effective communication, which is facilitated by clear pronunciation. Any individual or organization's success depends heavily on effective communication, which is impossible without clear pronunciation. Communication breakdown may result from poor pronunciation.

I.2 Purpose of the Study

The study's main purpose is to improve pronunciation abilities through computer-assisted

language learning. The current study also tries to determine if the students' motivation and attitude have improved.

I.3 Objectives of the Study

• To evaluate how effective CALL works for teaching pronunciation

• To understand the students' driving forces and attitudes regarding CALL.

I.4 Significance of the Study

The current study sheds insight on the potential of CALL to instruct students of various languages, and Pakistani students in particular, in English pronunciation. It also demonstrates how modern technology has the capacity to strengthen and improve communication. This study also exhorts English language instructors to keep up with the most recent academic technology developments. The current study emphasizes the value of pronunciation for both teachers and students. Additionally, it suggests that pronunciation instruction should be active and given careful thought.

I.5 Delimitations of the Study

1. Sample for the present study was selected from District Multan only.

2. Only female students of arts group were selected for the study.

3. The study was conducted in Professional college Multan.

4. Only four weeks' coaching was given to the student.

5. Owing to time and space constraint, only those words were selected which were used among students in daily routine.

6. Out of many pronunciation tests available online, only Blair pronunciation tests were used.

2. Literature Review

In the very beginning of the 21st century, computers started occupying every field of life and educational sector was highly impressed by the advancement of technology for the service of mankind .Virvou et al., (2000) states that computers began to draw individuals because of their multifarious, welcoming environment for learning any second or foreign language. Being the Lingua Franca, English is the need of the hour of every individual who wants to excel in this world. Technology started playing a vital role in helping students and teachers to make English language learning process, facilitative. Using social media has a beneficial influence on both academic drive and performance, as indicated by Ramzan et al. in 2023. Butler-Pascoe and Wiburg (2003) affirm that instructors are adopting technology at a fairly rapid rate, ensuring the viability of blended as well as virtual learning. Since birth, technology is in the service of mankind.

According to Lee (2000), the CALL technique improves students' learning experiences through experiential learning, which raises their self-esteem, motivation, and grades. Additionally, it encourages more opportunities for engagement, strengthening the students' social networks and fostering learner autonomy. Learning a second language is not less than a challenge because it requires a change in your learning habits as well as your attitude towards language. Learners prefer to learn in a friendly environment which gives them the ease of time and space. Schwienhorst (2002) strengthens the view by stating that computer technology has the abilities to promote autonomy among learners.

Stepp-Greeny (2002) also opines that CALL is the only methodology which not only enhances learner autonomy but also builds the confidence of the students. Institutions are trying to build language labs to attract more and more students towards learning in their institutions only. English language teaching has been highly appreciated only when accompanied by the technological assistance. Trends of classroom setting has changed from teacher-centered approach to learner- centered approach. Psychological factors play a role in shaping the learning abilities of ESL students (Ikramullah et al., 2023). The existence of psychological discursiveness can impact one's perception (Ramzan et al., 2023). Learners play a pivotal role in making the teaching process successful but in the past, all the teaching was teacher oriented which used to create a sense of dissatisfaction in many learners. Su and Kinshak (2002) suggest that learners should work as active participants and neglect their passive role in the learning process. It's the need of the hour to adopt technology both for teachers as well as learners. Bax (2003) supports it by saying that teachers of English language should immerse technology in the teaching practicum to attain a state of "Normalisation" .Teaching of pronunciation pays a very important role in English Language teaching. Due to growing demand of English language, the need to understand and to be understood in English is very important and a lot of researchers are interested in the teaching and comprehension of pronunciation. Pronunciation clearly mentions the ethnic, linguistics, social, racial background of the person. Poor or improper pronunciation shows the incompetency on the part of the speaker which often leads to breakdown of communication. Proper pronunciation supports other skills. Emotions have a substantial impact on language proficiency (Javaid et al., 2023). ESL learners typically encounter a moderate degree of satisfaction within their educational settings (Ramzan et al., 2023).

Kern and Warschauer (2000) opine that three significant approaches were pioneering in CALL named as: structural, cognitive, and socio-cognitive. All these approaches are the phases in which computer had played its significant role differently. These theoretical approaches to CALL are discussed here briefly. According to Seidlhofer (2001), teaching of pronunciation is a proper discipline, a methodology with certain set principles and rules and regulations.

Computers, which offered a supplemental assistance in the process of language acquisition, were being emphasized more and more. According to Hubbard (1996), individuals are now considering the different functions that computers may play in the educational paradigm. To make studying easier, a variety of course materials were available on the market, but they weren't appropriate for every circumstance worldwide. According to Hubbard (1987), individuals were more concerned with the technical elements of courseware while disregarding the possible settings for teaching and learning. A framework developed by Hubbard (1996) was intended to disprove the earlier ones put forth by Philips (1985) and Richards and Rodgers (1982). The paradigm developed by Hubbard (1996) included three modules: development, assessment, and implementation. Hubbard (1996, as referenced in Laghos and Zaphiris, 2005) said that the components of a development module are approach, design, and procedure. Approach deals with linguistic assumptions. Design consists of learner profiles and the syllabus while procedure consists of the actual presentation of the material.

Next module is evaluation module. Hubbard (1996 and cited in Laghos and Zaphiris 2005) explains it in these words that this module is dependent on three sections: teacher fit (approach), learner fit (design), and operational description (procedure). Here pedagogical issues are discussed in detail covering learning style, teaching approach, and linguistic assumptions.

Research has proved that students have positive attitude towards CALL. Lasagabaster and Sierra (2003) further strengthen the view by saying that a significantly growing number of students are in the

favour of CALL because it is all about students. This, in turn, results in the excitement of the students especially while interacting with computers. Job-related stress affects the mindfulness of educators, as stated by Javaid et al. in 2023.

Bulut and AbuSeileek (2004) successfully conducted a research in which they used CALL materials. Afterwards, students were asked about their attitude towards CALL. Results prove that students highly appreciated CALL and they were very supportive of CALL. Al Saidi (2001) also had a similar research on 100 Saudi students in which he asked students about their experiences with CALL. Analysis of the data proved that more than 90% of the students were those who positively admired CALL. Al-Bureikan (2008) administered a questionnaire to know the attitudes of students towards CALL. The analysis of the results proved the positive attitude of students towards CALL.

Ersin (2011) conducted a study which aimed at teaching grammar through software. Results proved that students were highly in favour of software because it gave the facility of independent learning. Isman, Caglar, Dabaj, Altinay (2004),also conducted a research and the findings revealed that students were highly motivated towards learning through software and they valued a lot the usage of software for learning of pronunciation. Hong, K.-S., Ridzuan, A. A., &Kuek, M.-K. (2003) also conducted a study and found that teaching through software was highly useful in the learning process. Balogun (2011) conducted a gender based study of attitudes towards the usage of ICT. Findings showed that females are less competent in the usage of computers as compared to their male counterparts. Cinkara (2013) conducted a study which consisted of an online language learning attitude test. Majority was in favour of online testing. Tuncok (2010) also conducted a study which was to know about students' attitude towards computers. Results proved that majority of the participants were in favour of usage of computers in English language learning.

According to Abdullah et al. (2006), teachers should walk side by side with the changing trends and demands of the students of this digital age. Survival of teachers relies heavily on their compatibility with the modern world. Otherwise, they will have to suffer a lot because low motivated teachers cannot produce highly motivated students. Sawhill (2007) further strengthens the view by saying that teacher's role is changing according to the changing educational paradigm. In Pakistan, students who are learning English as a second language demonstrate all four internal motivational facets, including their motivation components of the learning environment, inherent interest, immediate accomplishment, and personal growth, as reported by Ramzan et al. in 2023. The existence of resilience reduces psychological distress (Riaz et al., 2021). The provision of social support and successful social adjustment enhances the academic performance of students (Maqbool et al., 2021). Perceived social support impact quality of life (Adeeb et al., 2017). Egbert et al. (2002) conducted a research in which he engaged teachers as well as students and the data was collected through surveys and interviews. Findings proved that teachers were reluctant to opt technology because of lack of time, support and resources. According to Cornu (2001), teachers are the ones who are directly affected by the advancement of technology in academia because their roles are changing dramatically.

Lee (2000) posits out of the many reluctances of teachers towards technology, insufficient knowledge of technology, unavailability of computer hardware and software. The similar issue has been addressed by other researchers as well. Wang (2008) speak up that teachers face the problems while using CALL because of the lack of technical computer related facilities, lack of interest of administrators, threatened feeling from technology, lack of competence on the part of teachers, low or no knowledge of

technical knowledge of students and lack of serious attention from government. According to Rominaet. al. (2006), teachers are very offensive to use technology due to unpredicted problems.

An English Language Teaching reform is a mega project of HEC to bring tremendous changes in the field of teaching of English language. This institution has invited private sector to work in the field of academia. Many private and public sector institutions have come into existence. Many educational reforms have also been taken. Higher education of teachers is the prime concern. HEC has been in the struggle to update faculty members to gain more and more academic certifications. Khattak et al (2010) further talk about ELTR by saying that this project is solely intended to take ameliorative actions in the teaching of English language. Capacity building of the teachers is highly targeted. Out of the many subcommittees working under ELTR project, one is CALL subcommittee. The sole purpose of this committee is to bring revolution in the field of English language teaching. The diagrammatical representation of ELTR and its committees is given below:

Figure 2: ELTR Subcommittees Source: ELTR Project

HEC report (2005-2007) highlights the tenets of this subcommittee as:
- This committee aimed at providing quality training as well as hands on practice workshops to English language practitioners so that they may be well equipped with digital literacy to come up with the requirements of the students of the modern world.
- It was also planned to observe the existing methodologies minutely.
- It also aimed at checking and facilitating Self Access Centers (SACs) as well as their mechanisms.
- It was also decided that this subcommittee will work in close relation with teacher training subcommittee or the updation of teachers.
- It was also planned to facilitate learning, teaching and testing online. How can different websites help in achieving the targets mentioned above?
- It was also decided that different online teacher training tutorials will be developed electronically.

HEC reports (2005 to 2007) share the success stories of the project. This project was successful in training 107 English language teachers of different private and public sector higher educational institutions. Super trainers of CALL also trained 13 master trainers in the advanced level of CALL. This subcommittee could not work further because of the shortage of funds. ELTR was formed because of the farsighted vision of revolution in the field of education. This project was divided into different segments: faculty development, capacity building, on job training etc. CALL

subcommittee trained English language teachers who were successful material developers, test developers, evaluators and trainers as well.

3. Research Methodology

In the social sciences, controlled and experimental group design is strongly recommended. The present research study is experimental in its nature and uses both qualitative and quantitative approaches to make the comprehension better. The researcher has implemented pre-test and post-test. Controlled and experimental group design is highly encouraged in social sciences. Data collection was carried out through pre-test and post-test. Data was analyzed through SPSS.

3.1 Sampling

For the current study, 40 female students from Professional College, Multan's arts group were selected. Everyone was given the option to leave the study at any time, and it was guaranteed that the data would only be used for scientific purposes. These pupils were split into two groups: the experimental group and the control group. Students were divided into two groups using a technique called systematic randomization. This was done to make sure that both ends had pupils of varying academic standing, giving the researcher the chance to quickly analyze the data.

3.2 Setting

The language lab of Multan's Professional College served as the site of the current study's actual execution. This website was chosen because it was simple for researchers and students to use. Participants get access to high-speed internet with Core- i5 PCs.

3.3 Data Collection

Data collection for the current study was made feasible by the results of the students' Pre-test and Post-test as well as by the questionnaire given to the experimental group of students. A record of students' attendance was also kept, and any changes were checked for.

3.4 Research Design

Prior to beginning the research, formal approval from the principal of the Professional College, Multan, was requested in order to perform the experiment. Following that, a presentation on the current study was delivered to the students. All interested pupils were then given a formal consent form, which they were asked to carefully read and sign. A completely organized questionnaire was given to teachers prior to the commencement of the study. Teachers were questioned about their experience with CALL, classroom amenities, and other topics in this questionnaire. The main issue was the confidentiality of the participants' information. After the pre-test, the actual research began and lasted for three weeks. The researcher instructed both groups. Traditional methods of instruction were used for the control group, whereas CALL software called "Pronunciation Coach" was used for the experimental group. Three weeks later, a post-test that followed the same format as the pre-test and had the same marks and timing distribution was administered. Students in the experimental group were given a post-research questionnaire to measure their perceptions of CALL.

3.5 Research Instruments

Following instruments were used for data collection:

(i)   Pre- test
(ii)   Post–test
(iii)   Daily attendance of the students
(iv)   Questionnaire

(v)   Interviews

3.5.1 Pre- test
The online pre-test consisted of fifteen different words. It provides fast feedback on pronunciation scores expressed as a percentage. Pre-tests might last up to forty minutes.

3.5.2 Post-Test
The post-test has fifteen items, much like the pre-test. The pre-test period was used for comparison. The lexicons were different, and that was the sole distinction.

3.5.3 Questionnaire for Students
A separate fully structured questionnaire was administered to experimental group students to get feedback about their experiences, suggestions, likings and dislikings about CALL. The questionnaire has fifteen items. Every question had a three-point Likert Scale (Yes, No, Not Sure) for answers.

3.5.4 Interviews of Experimental Group Students
In addition to formal interviews, input was also obtained through questionnaires in order to acquire a deeper understanding. Since Urdu was the respondents' primary language and they found it simple to answer to the questions, interview questions in that language were devised. Following that, the researcher himself translated their comments into English to aid with comprehension. While expressing themselves in their home tongue, students felt liberated. Their experiences with the CALL materials were the main focus of every question. Their comments were interpreted in accordance with the outcomes in order to draw some illuminating conclusions. The researcher was able to gain a deeper understanding of the students' issues. Additionally, students were nice enough to provide some advice on how to make better use of CALL. The students went so far as to suggest that the government educate English instructors about CALL and provide training sessions for these professionals.

3.6 Research Variables
3.6.1 Independent variable:
Teaching of pronunciation was the independent variable.

3.6.2 Dependent variables:
Proper comprehension of English language sounds, motivation, an optimistic outlook, and an improvement in pronunciation scores were dependent factors.

1. Data Analysis
SPSS was used for statistical analysis of the pre-test, post-test, and questionnaire data. To evaluate effectiveness, the acquired data's mean, standard deviation, and independent samples t-tests were used. SPSS was used for statistical analysis of the pre-test, post-test, and questionnaire data. The mean, standard deviation, and independent samples, paired samples, and paired samples t-tests were used to the data to determine the effectiveness. Different statistical techniques have been used for the analysis of the quantitative data. 5% probability level has been used as standard for all the calculations.

4.1 Q. 1 "Can pronunciation be enhanced through CALL?"

The fundamental issue raised by this study is immediately addressed by this query. The primary goal of this study was to determine whether CALL might improve students' pronunciation. The results of pre-test show that pupils of the same caliber are present on both sides. The control group's independent samples t-test results are as follows: The standard deviation was 2.05, while the mean was 4.25. The experimental group's results, which show that the mean was 4.10 and the standard deviation was 2.40, are similarly quite similar to those of the control group. There were 20 pupils in each group. The aforementioned findings demonstrate that the marks of the two groups do not significantly differ, as indicated in table 1.

Table 1: Pre-test results of Mean score and standard deviation

Group	Mean	Standard Deviation
Control	4.25	2.05
Experimental	4.10	2.40

Independent samples t-test was used to further compare the groups. There is no statistically significant difference between the groups in the marks of either group, according to the results of the independent samples t-test. This offered an ideal setting for the actual conduct of this investigation. Comparing the experimental group to the control group, there was a discernible rise. The control group's mean score was 4.25. It is simple to see that the control group's mean score has increased since it went from 4.25 to 4.80, an increase of 0.55. The data clearly show that the experimental group has grown greatly after the experiment. The experimental group's average score was 4.10. When we compare the data, we see a considerable rise in both sections of experimental group pupils. Values in the experimental group increased significantly by 2.20, from 4.10 to 6.30. Table 2 demonstrates an improvement in both groups' performance.

Table 2: Mean score and standard deviation in post-test

Group	Mean	Standard Deviation
Control	4.80	1.60
Experimental	6.30	1.87

It is abundantly obvious from the data that the experimental group outperformed the control group statistically considerably. Even though the control group likewise outperformed the pre-test scores, the experimental group outperformed the control group. CALL is solely responsible for the students' experimental group results. To assess the differences in the results, data was also tested using a paired samples t-test; the results of the experimental group's paired samples t-test were highly successful in demonstrating a statistically significant difference in the students' marks from the results of the control group, despite the fact that the increase in pre-test results was not statistically significant.

4.2 Q.2 Will CALL-based pronunciation instruction inspire students to develop the skill?

To answer the question, following factors would be taken into account: (a) Scores of both groups (b) Attendance ratio As mentioned earlier that scores of pre-test of both groups prove that they are almost similar. Afterwards, control group was taught traditionally while experimental group was taught through indigenous CALL materials. This process continued for three weeks and afterwards, a post-test was taken to gauge the efficacy of CALL materials trough an increase in the efficiency of experimental groups not only in their attendance but also in their marks.

Results of post-test proved that there is a statistically significant difference in the marks of experimental group students. It was also found that ratio of attendance was different for both groups. Attendance ration for control group students was 60% whereas for experimental group students, it was 90%. The difference in attendance and marks proves an increase in the motivation of experimental group students. It was their motivation which urged the students to be regular, punctual, and enthusiastic towards their studies. Experimental group had many reasons behind this increase in motivation. The reasons included the availability of the content in the soft form which they could read anywhere at any time, they were able to listen, watch and practice the test sessions as and when required by them. These were the various resources which resulted in the enhancement of their motivation. As far as, class observation is concerned, researcher found that experimental group was more keen and enthusiastic in learning as compared to control group.

4.3 Q.3 "How do students opine while learning pronunciation through CALL?"

The statistical analysis of the students' questionnaire yielded an alpha value of .817.In light of the findings from the survey given to students in the experimental group, this question and the second hypothesis were addressed. This survey was designed to learn more about how CALL has affected students.

Independent Samples t-test of both groups

Test	Assum	Levene's test For Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. 2 Tail.	Mean Diff.	Std. Error Diff.	95% confidence interval of the difference	
									Lower	Upper
Pre Syno Test	Equal Varian. Assum.	.000	1.00	1.636	38	.110	.450	.275	-.107	1.007
	Equal Varian. Not Assum			1.636	35.959	.111	.450	.275	-.108	1.008
Pre Verb Test	Equal Varian. Assum.	2.035	.162	-1.145	38	.259	-.400	.349	-1.107	.307
	Equal Varian. Not Assum			-1.145	35.618	.260	-.400	.349	-1.109	.309
Post Syno Test	Equal Varian. Assum.	1.230	.274	2.249	38	.030	.650	.289	.065	1.235
	Equal Varian. Not			2.249	34.477	.031	.650	.289	.063	1.237

	Assum								
Post Syno Test	Equal Varian. Assum.	1.526	.224	2.069	38	.045	.850	.411	.018	1.682
	Equal Varian. Not Assum			2.069	37.643	.045	.850	.411	.018	1.682

Paired samples t-test for Experimental group

		Paired Differences					t	df	Sig. 2 Tailed
		Mean	Std. Dev.	Std. Error Mean	95% confidence interval of the difference				
					Lower	Upper			
Pair 1	Pre- Post Synonym	-1.050	.887	.198	-1.465	-.635	-5.294	19	.000
Pair 2	Pre- Post Verb	-1.00	1.654	.370	-1.774	-.226	-2.703	19	.014

Paired samples t-test for Control group

		Paired Differences					t	df	Sig. 2 Tailed
		Mean	Std. Dev.	Std. Error Mean	95% confidence interval of the difference				
					Lower	Upper			
Pair 1	Pre- Post Synonym	-.850	1.387	.310	-1.499	-.201	-2.741	19	.013
Pair 2	Pre- Post Verb	.250	1.482	.331	-.444	.944	.754	19	.460

4.4 Findings from Students Questionnaire

The Very first item of questionnaire was directly concerned with the facilities available to the students to facilitate the process of language earning. Almost all the students were very much satisfied with the existing facilities for the sake of English language learning. Second item of questionnaire was related to the exposure of the students towards CALL. 90% of the students were highly in favour of CALL and they found CALL interesting because it was a kind of edutainment. Students not only learnt lessons but also enjoyed learning. They had more options to learn not only in school but also at home. 10% of the students responded negatively because they were lacking in the competency of computer fundamentals. Sometimes students had to wait loading the windows or occasional restart

due to power fluctuations. Third item of questionnaire asked the students about their experience of enhancing pronunciation with CALL. 90% of the students strongly agreed that they found CALL efficient in enhancing their pronunciation skills. One possible reason was that students could practice as many times as possible, whenever and wherever they wanted. Second reason was that now they were not bound to learn only from textbook. Now they could learn on their own without waiting for the dissemination of knowledge from class teacher. 10% of the students were not acknowledging CALL because they did not like this mode of learning. The possible reason could be the resistance to adopt technology due to rigidity. Fourth item of questionnaire enquired about the enhancement in the interest in learning pronunciation through CALL. 95% of the students were strongly in the favour of CALL because it offered multiple ways of learning according to ease which was also clear from the attendance record of the students. 5% of the students were not giving it proper weightage because they were facing some problems due to their lack of confidence in learning with computers. Fifth item of questionnaire was directly in connection with the enquiry about an increase in motivation in learning pronunciation through CALL. 100% of the students felt an increase in motivation level because they were free to learn without borders which empowered students with the confidence and thrust towards learning pronunciation through CALL. Sixth item of questionnaire dealt with the overall understanding of the students regarding pronunciation. 90% of the students strongly appreciated the potential of CALL in the overall understanding of pronunciation of the students while 10% of the students totally opposed the above view by saying that they couldn't get benefit from CALL due to lack of motivation towards learning pronunciation skills. Seventh item of the questionnaire enquired whether CALL methodology could overcome the everlasting classroom discipline problem.100% of the experimental group students acknowledged it. The reason was that everyone was allotted his own computer. This situation was in contrast with traditional classroom where classes are overcrowded. So, it becomes quite difficult for the teacher to control all the class at the same time. Eighth item of the questionnaire was aimed at investigating about their intention of using CALL for learning pronunciation through CALL. Almost all the students were in favour of it.

Discussion

In order to create a controlled setting for an experimental research like the one being conducted here, the computer lab was outfitted with every piece of technology that might be used. The amenities offered to the students were quite well-liked by them. The majority of students found CALL to be intriguing and report that their interest, motivation, and understanding have all significantly improved. These are the main impacts of this approach. Some people's lack of improvement was due to their lack of enthusiasm for the new approach. Their attendance and grades show that they frequently missed class or were not genuinely interested in learning. The majority of students thought CALL was an effective way for learning English. This strategy can help pupils with their attendance and classroom behavior issues in addition to improving their grades. The majority of the students praised our experimental research for giving them the confidence and independence to learn on their own. Due to their variety of learning methods, CALL was highly regarded. Due to this study's complete learner-centeredness, students highly valued it. It was handy for all types of learners, so they sought to include it into their regular teaching. Most pupils intended to continue it in the future because of this. Additionally, they

recommended that English language instructors in Pakistan should continue to get training in this manner to ensure the effectiveness of its introduction. Computer-assisted language learning can produce excellent outcomes. It can lower the number of failures and encourage many less motivated students to focus back on their studies.

4.5 Findings from Students Interviews

Standard structured interviews were undertaken to learn about students' attitudes, challenges, and experiences with the CALL approach.

"Have you ever heard of CALL methodology?" was the query. Only two pupils chose "yes," compared to the majority of "no" responses. One of the two claimed to have learned about it through his uncle, who was away studying, while the second admitted to have read it online. When asked about their opinions of the CALL technique before and after the research, the majority of them said that they had regarded it to be a valuable approach and still did. One of the respondents said that he did not find it to be very helpful because it did not help him improve his grades and too much time spent in front of a screen reading hurt his eyesight. He was unable to focus well on his schoolwork as a result. Choosing between reading from a book or a screen is easy, and why? For some of them, reading from a screen was preferable since they could hear the pronunciation. Some believed that reading from a book was a simple endeavor since they could make understanding-enhancing notes in Urdu. "Which problems did you face during research study?" was the question posed to the pupils. Some of the students believed that their signal issues prevented them from connecting to the internet, while others expressed concern about a sudden power outage. In response to the question, "Do you feel that the CALL methodology has improved your level of motivation for learning English?" The majority of pupils gave favorable answers, however three children who didn't have access to computers at home gave "no" answers. The query "Do you want to adopt CALL methodology in the future?" elicited the most intriguing response. Most of the kids thought it was great, but a few of them objected. Whether they choose to embrace it or not, in their opinion, makes no difference. One cause may be that their professors don't know much about computers. Government only provides computers once, and there is no maintenance or check and balance after that. So, imagining it in ordinary instruction will take a lot of time. The tools that motivated the students the most were asked for their value assessments. Some said that no one tool served as their only source of inspiration. Some people said that videos should be more lifelike when further asked what could be done to address these shortcomings. Some people suggested that text hyperlinks should include more and more synonyms. Others argued that there need to be a selection of online activities so that students may practice the same content using several formats. The majority of students claimed to have a basic understanding of the CALL methodology's tools. Because the time to receive order was brief, several people said "no." They therefore desired more time to take control.

Discussion

The casual conversations with the informants after they provided their responses served as the major foundation for the consideration of the aforementioned issues. To learn more about the attitudes and recommendations of the experimental group students about the CALL approach, standard structured

interviews were undertaken. They had complete freedom to express whatever was on their thoughts. The screen displayed many replies. The many adaptable learning methods made learning English enjoyable for the experimental group of pupils. They said that viewing lecture videos served as their primary source of academic inspiration. The pupils in the experimental group received significantly worse grades than those in the control group as a result. Students in the experimental group were also more motivated than those in the control group. This practice can yield excellent outcomes if it is included into regular classroom instruction at an early stage. The "lazy bluffers" who are drawn to the CALL tactic can be in vast numbers. Many students appealed a request to government to launch various efforts to raise CALL awareness among instructors and students since they wished to implement this approach in the near future. The CALL approach has certain limitations. Interviews allowed the researcher to learn about several CALL disadvantages. Some students had negative side effects from staring at a computer, which eventually caused back pain and vision issues. Some people said that reading a book is a simple effort. There are several causes for it. One explanation might be that students can add some instructional material to their books in Urdu. The mobility of the book is the second potential explanation. Books are available for students to take anywhere and read. Some students asserted that not everyone can afford to own a computer. An abrupt loss of power disrupts one's ability to think quickly and produces financial difficulties. Some claimed that the government only ever provided computers once. No one is present to investigate any maintenance issues, if any exist. There is no perfect teaching approach for the English language. If one fails because of overcrowded classrooms, the other fails because the government is unable to place a significant number of computers in every school and institution so that every student has a computer. Parents are unable to provide personal computers for their kids at home because of the high expense of the equipment.

4.6 Conclusion

Through CALL, the current study was successful in improving intermediate students' pronunciation. This study is also successful in identifying improvements in the students' motivation and pronunciation. The fact that CALL offers students a variety of learning approaches and that they value it highly meant that students were extremely motivated. Students did not rely substantially on their teachers. Now that they could learn both inside and outside of the classroom, pupils felt more in control of their learning. It is true that this method of instruction has elevated both instructors' and students' motivation levels for teaching the English language. When compared to teacher-centered approaches, student-centered approaches are more productive and serve as excellent sources of student motivation. Students' interest is also a result of the CALL materials. When using CALL resources to learn, students frequently attend class. Students in the experimental group enthusiastically engaged throughout the whole teaching and learning process. The whole credit for the students' profound appreciation of this method of instruction belongs to CALL tools. They publicly proclaimed that this technology and its application in the classroom are respected and praised far too highly, and they also disapproved of the traditional approaches and deductive techniques of instruction. All of this is nothing less than a blessing in disguise for them.

Teachers support it as well since, in their opinion, it is imperative that policies take into account the newest educational paradigms. This modern age requires the utilization of CALL technique. Because there was a significant difference in the test results between the students who were taught with and

without CALL materials, this form of instruction became effective. The researcher encountered a variety of methodological problems while performing this study. The following are the issues that the researcher faced:

1. The computer lab was unavailable for the whole two-hour class. As a result, the researcher had to limit his time to one hour.

2. The energy crisis was a more regular problem. The rapid loss of electricity occasionally made instruction difficult, which occasionally diverted the pupils' interest in what they were studying.

3. Internet issues were challenging for quantifying the kids' progress in an uncomfortable environment.

4.7 Pedagogical Implications

Overall, the goals of this investigation were achieved. But the following educational conclusions can be drawn. At the intermediate level, CALL is a successful approach for teaching English pronunciation. Many of the issues that Pakistani students often encounter can be lessened by the introduction of modern technology into the educational process. Traditional methods of instruction and a dearth of fresh techniques are the main causes of the majority of problems that arise when learning any second language. Students and instructors alike see CALL favorably because it encourages students' attitudes and interests toward studying the English language. The results of the current study support the value of CALL materials. It is strongly advised that instructors and students have prior technological experience in order to fully benefit from technology. The popularity of the CALL approach is highlighted in this study since it is what has caused students' motivation, enthusiasm, and attitude toward learning English to improve. By allowing students to acquire the English language in formal and informal contexts, CALL's multifaceted and diverse types improve their educational experience and eventually help them become more independent learners.

4.8 Recommendations

Scholars should produce a variety of CALL materials for different levels of students. Similar studies should be conducted on both intelligent and underachieving children. The results of this study should be repeated in order to determine the possibility that they will vary. This study should be done on other ethnic and linguistic groups to look for any differences in the results. A comparable research should be conducted to see whether the outcomes vary in rural locations. Women were the main subject of this investigation. The study should use male participants, and any differences should be assessed. The differences between the sexes are clearly visible, and studies that focus on gender are unquestionably essential.

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