Development of Communicative Competence: An Evaluative Study of CALL Program at NUML

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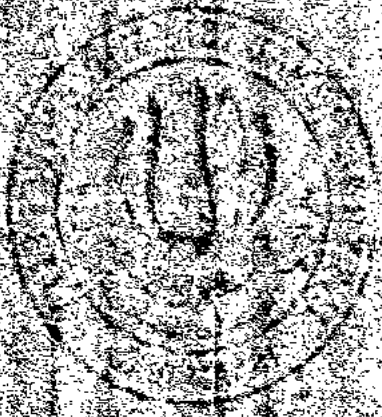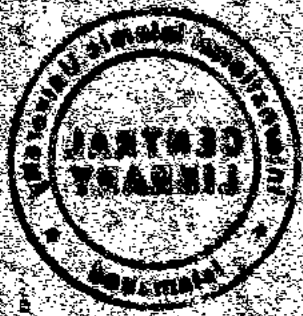**INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD**
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Abstract

The present research is in the language teaching area and basically concerned with improving learner's communicative competence through the use of computers and Internet which is commonly known as Computer Assisted Language Learning (CALL). Communicative competence has always been a problem for second language learners and especially for English learners in Pakistan.Computer Assisted Language Learning materials use authentic as well as real life situations to improve students communicative competence through making learners interact with native English speakers, by listening to authentic dialogue and then responding to it, by reading authentic material close to social life and then responding to it either orally or in the written form etc. Many language teachers in Pakistan have started using computers and internet in their classroom for the sake of improving learners' language skills and some are even using it just to make class interesting and motivating for them. But it is very rare that teachers use computers and online activities for the purpose of improving communicative competence. They all prefer traditional classroom practice over CALL as a result the classroom becomes autonomous and boring. The present research will prove after the data collected through the tools that CALL helps in learning target language which is both motivating and long lasting.

Dedicated to

Ammi, Abbu

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Acknowledgement

All praisebeto Allah who is the source of all the knowledge of the past and the future. I am humbled by His benevolence that he bestowed upon me andenabled me to complete this task. I am forever indebted to my dear parents whose unremitting support, unconditional love and constant encouragement has always been my real source of strength. My real inspiration, however, has been my dear teacher, mentor and supervisor Dr. AnsaHameed who I always look up to. I want to avail this opportunity to express my gratitude for her guidance, patience and concern that she has shown through all these years. I am extremely grateful to my father Dr.SabirHussain Raja who has alwayssupported me both morally and physically. He has always been there for me, motivating me and pushing me forward in the most depressing hours. I am also thankful to Dr. FauziaJanjua, Head of English Department at IIUI,for encouraging me and for providing me with opportunities to move forward. My thanks are due to my friends and colleagues who continuously kept enquiring about my research. I especially thank my sister, NailaSabir who helped me in every way possible during this hard time from ironing my clothes to preparing breakfast for me. I also owe my gratitude to my mother, my brothers and sister in law for theirprayers and wishes. May Allah bless them all.Ameen!

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Chapter 1

Introduction

In this evolving world of learning, as teachers we need something different to drive our students to success. The idea that learning can take place in classroom merely has changed. Now learning can happen anywhere, at any time. Thanks to advances in online technologies, learning has become more flexible, convenient and accessible to students than before (Tinti-Kane, 2014). The significant role that computers play in English language teaching and learning is best understood in terms of Computer-Assisted Language Learning (CALL) (Ifioma, 2010).

1.1 Computer Assisted Language Learning (CALL)

CALL involves learning that is enhanced by using computer programs. It is becoming popular in language classes as the use of computers and related technological gadgets is increasing. Computers have taken their place as a natural part of the language learning process (Warschauer M. , 1999)

CALL offers thousands of ways to learn a language at a comfortable and more convenient pace such as online activities, games, texts, films, songs, online dictionaries etc. In addition to this it also facilitates students in improving all four language skills such as reading, writing, listening and speaking. It is also motivating and exciting for the students because it gives a kind of rest from traditional language learning classes. The concept of CALL can go a long way towards the four critical skills in language learning; speaking, listening, writing and reading (Tiwari, Khandelwal, & Roy, 2008).

The use of computers, multimedia, internet and related tools have replaced the monotonous and traditional ways of teaching a language. The learners feel more motivated and interested in learning a language while looking at the animation or listening to the real life dialogues in the movie or a website than by just sitting in the classroom passively listening to inaudible recordings of the tape recorder. CALL makes practice sessions more interactive and interesting with the help of multimedia technologies (Tiwari, Khandelwal, & Roy, 2008).

The most important type of CALL which is Integrative CALL has succeeded in acquiring a fundamental role in education process and extended itself in the application of teaching and learning modern languages. One of the major components of Integrative CALL is the use of multimedia. It has made language classes lively and close to reality by offering authentic materials, texts, images, videos and animation etc. Multimedia technology is especially valuable for language teaching because it offers students immediate access to images and native speakers. Within this context, video, the internet, and other computer technologies appear to be an excellent medium to convey, authentic, contemporary information in a lively, communicative fashion, in the target language. (Guerra & Olkhovych-Novosadyuk, 2014)

In other words, integrative CALL shifts towards the approach that combines the various language skills (speaking, listening, reading and writing) and technology into the language learning process. Through integrative CALL, learners interact with the computers and ultimately with other human beings via computers. As a result the interaction and communication develops globally.

Technologically there has been development in the computer networking, which allows the computer to be used as a vehicle for an interactive human communication. (Guerra & Olkhovych-Novosadyuk, 2014)

An important dimension of CALL is to promote and develop communicative competence among language learners by focusing the interactional or communicative aspects of a language (Warschauer M. , 1996). It focuses on the communication patterns "actually produced by learners through the use of software or other forms of electronic materials" (Haider & Chowdhry, 2012). In recent decades, importance of development of communicative competence among language learners has strongly been emphasized in ELT circles around the world to produce efficient communicators (Kim & Hall, 2002).

Communicative competence can be broadly defined as to what a speaker needs to know in order to communicate appropriately within a particular speech community. It involves knowing what to say to whom, when and how to say it appropriately in certain situation. It also involves the social and cultural knowledge, the factor enabling the user to use and interpret the linguistic forms. (Saville-Troike, 2006)

Numerous researchers and practitioners have asserted that CALL is beneficial in the area of second and foreign language acquisition, especially to develop communicative abilities of the language learners. Following the basic agenda of CALL that is development of communicative competence among

language learners, the present research aims to evaluate CALL program in use in Pakistani context.

1.2 Need for the Computers Assisted Language Learning classrooms

The researcher got inspiration of this work through the use of online websites and web tools in CALL and other language learning classes. Using online applications, websites and web tools are becoming very common in many European countries but in Pakistan it is still not been introduced in many areas except a couple of Universities, schools and some institutions. Still there are very few Universities including National University of Modern Languages that use the name "CALL" for computer based language classes or classes that use multimedia or LCD's in language classes. The researcher has been teaching CALL for the last 5-6 years from 2009 till date and has faced many difficulties while teaching this subject not just with the availability of the technology and internet but with the technology illiterate learners as well. Still in the present times there are only 2 out of 30 students who use computers for learning purposes. Most of them don't have an access to individual computer or a personal computer. Even though they have androids and smart phones but rarely they use them for language learning. They chat on whatsapp in their national language or mother tongue instead of the target language, posts pictures on face book instead of using it for reading and writing purposes. Similarly the language teachers in Pakistan are reluctant to use technology in the language classrooms. Even if they are provided with the internet and wifi connection, they feel it the most difficult task of finding the material on websites and using them in the classroom. Even

harder for the language teachers is to evaluate the online activities completed by the learners. Unfortunately the language teachers find it easy to use a single book in the classroom instead of going through a headache of designing online activities and then implementing them in the classroom. Mostly in language classrooms students are supposed to gain their knowledge of English largely from books but language is something that cannot be learned through books only because it is a process that needs practice and use.

The problem with English language teaching and learning is that the requirements for English language are not fully met because the teachers have less command on computational skills and its use in English language classroom. Not just the teachers but the students are also not aware of the benefits of using computers and gadgets for learning language. Computers have made classrooms interactive and students can easily communicate with the learners around the world at anytime and anywhere. In addition, multimedia provides the students with the material other than the textbooks. As it is said computers provide the learners with real life materials of the target language that connects the learner with the culture of that particular language (Wiriyachitra, 2001). Learners can become active participants in the learning process rather than passive recipients since they control their own learning in a technology-enhanced learning environment. (Brown, 2006)

Computer acts as a tutor because it helps in assessing the learner's reply, recording it, pointing out mistakes and giving explanations. In this way, they claim the learner is guided to find the correct answer. By reading a text or by

listening to the speakers of the target language and trying to reply to the answer following them helps students to learn how to communicate not just accurately but appropriately. (Kenning & Kenning, 1990)

1.2 Advantages of CALL

The advantages of CALL in a way help the readers to understand how language learners can develop their communicative competence. Some of the advantages are as follows.

1. **Motivation and Interest**

   In Traditional language learning classrooms, students can lose the interest and motivation level. CALL integrated with multimedia and online websites and webtools can provide student ways to learn English language with more interest. (Ravichandran, 2000)

1. **Adaptable learning environment**

   Language learning should be flexible and one should be able to learn and gain knowledge anywhere and anytime, according to the need and convenience of the person, which is found in CALL classrooms. (Kilickaya, 2009)

2. **Student centered learning**

   Computer assisted language learning encourages participants to take active roles in communication and it also allows participants to have control over their learning (Kessler & Bikowski, 2010).

3. **Critical thinking style**

After reading a text or listening to a video on online activities that is followed by questions. These comprehension questions develop student's critical thinking style.

4. **Experiential learning**

Instead of sitting passively in the classroom, students experience their own learning by actively participating in their own learning. Learners not only rely on theory in CALL classroom but also practice what they learn in the class. As said earlier they are responsible for their own learning.

5. **Enhanced student achievement**

Kiliçkaya registered CALL as giving immediate feedback, allowing students at their own pace, and causing less frustration among students. (Kilickaya, 2009)

6. **Authentic material for study**

The material for studying a language online and on websites is usually authentic and close to reality. Students learn about the target language's society by watching the movies, listening to the audio recording and readings novels that show the culture that represent the culture of that language.

7. **Greater interaction**

Not just through webchats and chat rooms but students interact with other people and language learners from all over the world by just

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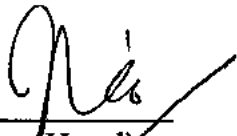
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Accepted by the Faculty/ Department of **English (FLL)** INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD, in partial fulfillment of the requirements for the MS Degree in **English** with specialization in **Language & Linguistics**.
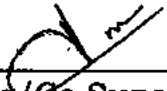
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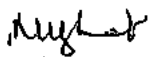
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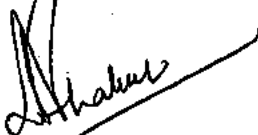
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(February 9, 2016)

joining Linked In, facebook, twitter, instagram, soundcloud, voicethread, blogs etc.

8. Individualization

Students control their own learning in CALL classroom by practicing language skills on the websites and web tools once being taught by the teacher. They can carry out CALL activities anywhere they are if they have a personal computer and a wifi connection.

9. Independence from a single source of information

Instead of studying from the book all the time which makes classrooms boring, the students have variety of different sources to search from and gather information i.e texts, dictionaries, online newspapers, magazines, videos, websites for all language skills etc.

10. Global understanding

By using different websites, social media networks, by gathering information on the search engines and by watching movies of the English speaking societies, the learners start understanding the world and try to interact with the people from around the world. Resultantly they achieve global understanding.

1.4 Learning Language Skills in CALL classroom

1. Reading Skills

In language learning classroom, more emphasis is placed on receptive skills such as listening and reading because good reading habits provide students with great exposure of language and websites play an important role in the

development of reading skills. Similarly by watching the videos and listening to the native speakers interacting with other speakers, learners can get an exposure to the target society and its cultures and traditions. These different websites and web tools provide students ample authentic material that can help them to get awareness about the target language and ultimately develop language skills. This in return is helpful in improving communicative competence of a language.

b) Writing Skills

Internet gives a large amount of opportunities for students to practice their writing skills. The word processing program is also very useful and meaningful in improving writing skills. It helps learners to practice free writing and they can easily check and examine their spellings and grammatical mistakes. Word-processing programs transform the computer into a sophisticated and flexible writing aid that can improve learners' writing skills and their attitude towards writing. The main principle of word-processing programs is based on the ability to manipulate text freely. By writing text into the memory of a computer, the writer can play round with his text until entirely satisfied. Online applications and websites provide opportunities for writing by providing various interesting topics to the students. Online blogging is also beneficial for students to get involved in writing. Software like "The International Writing Exchange" offers learners to write and give specific guidelines on how to write, post, and give feedback to peers' writings from all over the world (Vilmi, 1993)

Vocabulary, grammar, punctuation and reading tests have an obvious relevance to the sub-skills that are needed for writing (Duber, 2000).

Emailing and chatting is another way of improving writing skills. By sending and receiving e-mails, learners can improve their writing skills. In most of the Universities and few schools students are assigned tasks by their teachers to write e-mails to their peers to make them familiar with the act of writing. Students use websites hotmail, yahoo, Gmail etc.

Chatting with native speakers of the language also improves writing skills and also provides opportunity for the learners to compare their style of writing with that of natives. Chat, according to Netlingo.com, is "a form of interactive online communication that enables users to have real-time conversation with other people who are also online". Facebook messenger, Twitter, yahoo messenger etc are the widely used websites/social media networks for chatting now a days

c) Speaking Skills

In English language classroom, more emphasis is also given to the speaking skills. At present oral communication in target language is more important than any other skill. Students are supposed to communicate with each other and with their teacher in target language and moreover they are supposed to use correct pronunciation and accent. There are many CD ROM programs like "Longman English Works" (Neil, 1994)which help the learners to improve their listening and speaking skills. Students can also record their voices and can put them on internet to get immediate feedback from others. They can also speak to a person living at a distance through online conferencing tools such as skype, tokbox etc. Other websites and web tools such as voicethread.com,

soundcloud.com, google hangout, facebook messenger are very good sources for speaking to other learners in target language that helps in improving speaking skills.

d) Listening Skills

Many online applications provide videos, audio clips having dialogues, conversation, speeches, music and much more listening material. Students can listen to it repeatedly to improve their listening comprehension and the most interesting thing is that students never get tired of listening to them. Tape recorders were the main source in the development of listening skills couple of years ago but with the passage of time and advancement of technology, computers, LCD's, LED's and multimedia etc have taken their place and are very common in language classes. Through the online webinars, students can also listen to the speeches and communication between the native English speaking people without any difficulty.

1.5 Statement of the problem

In recent few decades, the language learning and teaching focus has undergone dynamic changes. One of the major reasons for such revolutions is to produce efficient global communicators as World is shrinking into a global village. Practical results and data collected through different research projects conducted around language teaching and learning issues have highlighted the importance of developing communicative competence among language learners in

order to make them efficient language users at both inter as well as cross cultural levels.

Traditional language' classrooms have failed badly in improving communicative competence in the learners because the authentic and real life like situations and contexts cannot be created in a classroom. One of the recent trends is the use of technology in language classrooms to improve communicative competence. The proponents and users of CALL recommend it as an authentic and useful source to improve students' communicative competence through making learners interact with native English speakers, by listening to authentic dialogue and then responding to it, by reading authentic material close to social life and then responding to it either orally or in the written form etc. Lagging behind the time, few Pakistani language institutes, colleges and universities have only introduced CALL program. It is again questionable how far these programs are successful in meeting their basic goals i.e. development of communicative competence. So far, no such research has been conducted in Pakistani context to evaluate the performance of CALL program running in different institutions, with respect to its basic perspective. To fill the gap, the present study aims to evaluate the effectiveness of CALL program in use at NUML with respect to development of communicative competence.

1.5 Objectives

1. To observe the effectiveness of Computers in language classrooms in order to develop communicative competence

2. To identify the factors that teachers, who use CALL technique, employ in their language classrooms to perk up communicative competence of the learners

3. To assess the level of linguistics, socio-linguistics and pragmatic competences of language learners.

4. To suggest the possible ways in which communicative competence can be more focused in CALL classrooms(if required)

1.6 Research questions

1. Whether or not CALL program is effective in developing communicative competence among language learners at NUML?

2. What is the level of linguistics, socio-linguistics and pragmatic, competences of learners after attending CALL program at NUML?

3. How do CALL teachers focus on different aspects of communicative competence while conducting different activities in the classrooms?

1.7 Significance of the study

Many language teachers all over the world recommend using computer and internet in their class for the sake of improving their learner's' language skills or to make classroom environment interesting and motivating for the students. CALL environment helps students to come across authentic reading materials like newspapers, novels, short stories and listening materials that gives an insight to the native society and hence helps them to comprehend the context and guides them to speak in any particular context or situation. Unfortunately, few

institutions in Pakistan have so far made use of this latest technological based language learning approach (CALL) including HEC Language Teaching Reform Center (Commision, 2004) and Haripur University etc. The present study will identify that using CALL in language classrooms not only develops language learners' all four language skills including vocabulary, grammar and communication skills but also improves their communicative competence. This study will also prove to be useful because researches on Evaluative study of Computer Assisted Language Learning classroom have never been conducted in any Institute or University in Pakistan before and especially with idea of developing Communicative Competence.

In future this research will help the CALL teachers to be more focused and use those websites and activities that not only improve language skills but also make students proficient and confident in using the target language and help them to improve communicative competence. This will provide the learners a natural environment to learn a language, listen to the English people and even talk to them through chat rooms in the target language and as result the language learning will be long lasting.

Overall, the study is valuable for people in connection with language learning programs whether as teachers, course designers, evaluators, administrators or even as students etc.

1.8 Organization of the study

This research is organized in the following way;

1. Chapter 1 consists of the Introduction

2. Chapter 2 consists of the Literature Review

3. Chapter 3 consists of the Research Methodology

4. Chapter 4 consists of Data collection and analysis

5. Chapter 5 consists of Conclusion and Recommendations.

Chapter 2

Literature Review

2.1 Communicative Competence

Communicative competence is a combination of two words which can be interpreted as "competence to communicate" (Bagaric & Djigunovic, 2007). Now if we talk about competence, it has remained a highly controversial subject in the field of general and applied linguistics. Chomsky differentiates competence and performance in his book, "Aspects of the theory of syntax" by the fact that the first one is the monolingual speaker listener's knowledge of the language and performance is the actual use of language in real situations (Chomsky, 1965). Savignon (1972) opposed the idea of Chomsky regarding the concept of Performance and Competence (Savignon, 1972). He was more inclined to the concept of Hymes (1972 , pp. 269-293), who defined communicative competence as not just related to the inherent grammatical competence but also as an ability to exercise grammatical competence in abundant of communicative situations.

Hymes observes that a normal child acquires knowledge of sentences not only as grammatical but also as appropriate. He believes that knowing a language is more than knowing the rules. So according to him, a language user/learner needs to use the language not only correctly but also appropriately (Hymes, 1972). The same thing has been highlighted by Widdowson. He defines competence i.e. communicative competence in terms of linguistics and socio linguistics conventions. (Widdowson, 1983)

Although Communicative competence has been a part of Language Teaching for two decades and a lot of work has been done on it but unfortunately has not been a part of English Language classes in Pakistani schools, colleges or even universities. The classroom practices have been shifted from the traditional approach which focused on the acquisition of linguistic knowledge such as vocabulary, pronunciation and syntax to the facilitation of the learner's communicative competence. (Kim & Hall, 2002)

Throughout the decades of 1970s and 1980s, a number of applied linguists indulged themselves in the formulation of the theories of language acquisition and the theories of language testing. There contribution led to the further development and improvement of the idea of communicative competence. Among those linguists, (Widdowson, 1983) was on top of the list. He separated the ideas of competence and capacity. In defining the two concepts, he used those insights which were acquired by him through 'discourse analyses and 'pragmatics.' He considered "capacity "as an ability to experiment knowledge in order to create a meaning in the language "ability" and was perceived by him as nothing to do with the competence. According to him ability does not change into competence at any level but remains "an active force for continuing creativity". (Hymes, 1972) Hymes believed that knowing the language correctly is not enough, instead one should know how to use it appropriately. He believes that the principal aim of communicative competence is speech communication and the interaction between language and culture.

A lot of research in the field of Communicative competence tells us how much it is important to communicate appropriately and correctly. Fang (Fang, 2010), English Lecturer at Shantou University, Guangdong in China, tried to find out how Chinese

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students' communicative competence can be improved through communication. According to him, if students can use knowledge of English language, skills and cultural aspects they have learned in the classroom, with people of different cultural background in real language situations which would mean they have improved communicative competence and are using English language as a tool. He further says that when students develop their speaking skills and improve their vocabulary through reading skills, they automatically develop their listening skills as a result they gain confidence in communication.

Another researcher Angela Ward, from University of Sascatchewan, talked about improving communicative competence in a small group talk. According to her, "Communicative competence is defined here as the ability to join in classroom conversation" (Ward, 1993). The research was carried out on primary school children and according to Wilkinson, it was found out that primary children demonstrated three types of communicative competence, operational, relational and critical. (Wilkinson, 1984)

Communicative competence is a system based upon knowledge and skill in order to communicate. They perceived communicative competence as a knowledge which refers to the conscious or unconscious information of person about the language and its use. They described knowledge as a composition of three types; knowledge of underlying grammatical principles, knowledge of how to use it in a relevant and an appropriate social context and knowledge of how to combine different utterances with respect to discourse principles. (Canale & Swain, 1980) (Canale, 1983)

In 2011, ACTFL, in collaboration with the Partnership for 21st Century Skills developed the World Language Skills Map for the foreign language content area (Education, 2009). It argues for "bridging the gap between how students live and how they learn'. The model has been gaining momentum and impacting educational settings. Since its inception in 2002, a 21st century skills movement has reached 15 state educational systems. With the growing reach and potential impact of the P21 model on education - more classrooms are being affected. Its skills, "advocate for 21st century readiness for every student. The United States continues to compete in a global economy that demands innovation, P21 and its members provide tools and resources to help the U.S. education system keep up by fusing the three Rs and four Cs". Communication is at the heart of world language instruction and is also a keystone of the P21 skills. In order to be successful in this growing global economy students must be able to communicate clearly and effectively, to articulate their thoughts and ideas through oral and written language; to listen effectively to others by not just hearing them, but attending to their intention, meaning, knowledge, and perception; to use communication skills for a variety of purposes and intents; to effectively utilize multiple technologies and new literacies in order to construct knowledge and validate its impact; and to "communicate effectively in diverse environments (including multi-lingual)." These aptitudes that reside under the skill of communication directly align to the foreign language Communication standard. The Partnership for 21st Century Skills directly promotes and validates the value world language instruction provides. (American Council on the Teaching of Foreign Language, 2011)

2.1 Types of Communicative Competence - CEFR

CEFR stands for Common European Framework for Languages Learning, Teaching and Assessment. It provides us a common source of elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc across Europe. It describes in a comprehensive way what the language learners should do to use language for communication and what knowledge and skill they have to develop so as to act effectively. It helps to overcome the barriers among language teaching professionals teaching modern languages at different levels. In addition it also defines 'communicative competence' and also gives us the types of communicative competence. (Europe, 2001)

So according to CEFR, Communicative competences are those which empower a person to act using specifically linguistic means.

It outlines following three types of Communicative Competence:

Linguistic Competence, Socio-linguistic Competence, Pragmatic Competence

1. Linguistic Competence

Linguistic competence includes lexical, phonological and syntactical knowledge and skills and other dimensions of Language as a system. This component not only relates to the range and quality of knowledge (i.e the phonetic use in a language and the extent of the use of vocabulary), but also to the cognitive organization and the way the knowledge is used and the speaker uses it in the appropriate context and to its accessibility. This Linguistic knowledge varies from person to person and also depends n the person as well e.g a person who is multilingual will have the inherent knowledge of all the languages in his mind that will cause difficulty in learning a new language and becoming competent in the linguistic knowledge. (Europe, 2001)

2. Sociolinguistic Competence

Sociolinguistic competence refers to the socio-cultural conditions of a language; rules of politeness, norms, governing relationships among generations, sexes, classes etc. The sociolinguistic competence effects all language communications among different representatives of cultures who speak different languages (Europe, 2001).

Similarly according to Bachman (1990) sociolinguistic competence consists of aspects that deal with factors such as politeness, formality, metaphor, registers, and culturally related aspects of language. (Bachman, 1990)

Brown (2000) says that sociolinguistic competence comprises of the sociocultural rules of language and discourse; rules that help us to understand the social context in which the language is used and the rules of the participants and the information they share to interact with others. (Brown, 2000)

3. Pragmatic Competence

Lastly Pragmatic competence is concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or script of interactional exchange. It is also related to the use and mastery of discourse, coherence and cohesion and also teaches the use of irony, parody and sarcasm etc. (Europe, 2001)

According to Bachman (1990) pragmatic competence consists of two aspects; 1) Illocutionary competence that helps a person to use a language to express wide range of functions, 2) The sociolinguistic competence that enables us to use those language functions appropriately in a context. In order to communicate successfully using

appropriate language, the learners should be taught pragmatic competence. (Bachman, 1990)

2.3 Corpus Linguistics & CALL

Corpus linguistics is a method of carrying out linguistic analyses. As it can be used for the investigation of many kinds of linguistic questions and as it has been shown to have the potential to yield highly interesting, fundamental, and often surprising new insights about language, it has become one of the most wide-spread methods of linguistic investigation in recent years.

2.3.1 What is a Corpus?

A corpus can be defined as a systematic collection of naturally occurring texts (of both written and spoken language). "Systematic" means that the structure and contents of the corpus follows certain extra-linguistic principles ("sampling principles", i.e. principles on the basis of which the texts included were chosen). For example, a corpus is often restricted to certain text types, to one or several varieties of English, and to a certain time span. If several subcategories (e.g. several text types, varieties etc.) are represented in a corpus, these are often represented by the same amount of text. "Systematic" also means that information on the exact composition of the corpus is available to the researcher (including the number of words in each category and in the whole corpus, how the texts included in the corpus were sampled etc). Although "corpus" can refer to any systematic text collection, it is commonly used in a narrower sense today, and is often only used to refer to systematic text collections that have been computerized.

2.3.2 Connection with CALL

Corpus linguistics thus is the analysis of naturally occurring language on the basis of computerized corpora. Usually, the analysis is performed with the help of the computer, i.e. with specialized software, and takes into account the frequency of the phenomena investigated. Computer Assisted Language Learning is a field of corpus linguistics in which language is taught through the use of computer and internet.

2.4 Computer Assisted Language Learning (CALL)

(CALL) characterized as human cooperation by method for computers to improve second language learning (Erben, Ban, & Castaneda, 2009). CALL is a term utilized by instructors and students to portray the utilization of computers as a component of a language course (Hardisty & Windeatt, 1989). Pennington expressed that computer's use in language learning can push positive learning encounters; it can likewise support a type of hostile to social conduct (Pennigton, 2003).

Mark Warschauer and Richard Kern expressed that computer supported dialect learning and did not speak to a specific system, strategy, or methodology. It is star groupings of courses by which students convey through computer applications can translate and build online writings and sight and sound reports, all as a feature of a methodology relentlessly expanding engagement in new talk groups (Warschauer & Kern, 2005).

As indicated by John Higgins elocution work could be profoundly enhanced from CALL. Learners can record their voices and playback to contrast their recording and a model. Higgins recommends that the computer is essentially an environment which permits language practice to be completed (Higgins, 1983).

Computer aided language learning has taken a noticeable position in the teaching field of English language learning and instructing. CALL has been created from a generally independent, customized sort of use where learners are presented to practice, drills, reproductions, instructional diversions, tests, and controlled practices to a more human-to-human correspondence kind of use where learners can conceivably speak with local speakers or any other language learner everywhere throughout the world on a balanced premise or a lot of people to-numerous premise without limitations of time or spot with access to the Internet (Warschauer & Kern, 2005).

CALL serves autonomous learning and opportunities for valid cooperation in the English language through the utilization of computers. It builds the learners' information and knowledge about the language. Learners' part moved from inactive learners to dynamic learners (Beatty, 2003).

Mark Warschauer, Heidi Shetzer and Julie C. Meloni have clarified that CALL helps English dialect classrooms wake up. They said that CALL has included the components of true materials that learners can accomplish, education of dialect aptitudes, for example, perusing, written work and correspondence, genuine connection with local and non local speakers, imperativeness regarding learner's inspiration and adaptability in learning and strengthening that can make the learners more autonomous to build information independent from anyone else. (Warschauer, Meloni, & Shetzer, 2002)

According to Warschauer and Kern "theoretically, there has been the broader emphasis on meaningful interaction in authentic discourse communities. Technologically, there has been the development of computer-networking, which allows the computer to be used as a vehicle for interactive human communication". (Warschauer & Kern, 2005)

CALL serves the language learning process and gives a valid data and information through computer-networking. They further clarified that computer can serve language adapting in two ways: one is computer-mediated communication (CMC) and the other is universally connected hypertexts, they offer opportunities for correspondence and picking up data. Computer-mediated communication (CMC) is of two sorts: (a) Asynchronous, (b) Synchronous. Asynchronous computer-mediated communication is fundamentally done through electronic mail (email). Learners are assumed to send and get messages and the chance to impart things, for example, word-processor records, sound documents, pictures, computer programming and even full-films. It likewise gives chances to gathering discourses. While synchronous computer-mediated communication is identified with continuous correspondence and the work is supposed to be completed at the given time (Warschauer, Meloni, & Shetzer, 2002).

Through the utilization of WWW, learners can find a large number of websites and online applications and can undoubtedly get to real material within minutes.

The critical role that computers play in English language teaching and learning is best understood in terms of Computer-Assisted Language Learning (CALL). Computer-assisted language learning involves applying the principles of computer- assisted learning to language learning context. It is the use of computer programs to enhance learning. According to Huizhong (1985), Computer-Assisted Language Learning (CALL) is when the computer is being used as an instructional tool to improve learning by helping students acquire a better understanding of the learning content (Huizong, 1985).

"It includes the use of simulations, drills, tutorials, word processing, authored programmes, games, database search/inquiry methods and programmed instruction" (Kearsely, 1983). This means that CALL lessons may be presented through tutorials, drills, and practice and simulation software. Computer-Assisted Language Learning (CALL) is a technique for using technology in the field of language learning.

According to Davies (2007), CALL is defined as an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a substantial interactive element (Davies, 2007).

In the light of this definition and for the purpose of this study, CALL refers to the use of multimedia CD-ROM combining text, pictures, audio, and video files for the purpose of teaching English as a foreign language. Many studies worldwide have been conducted to investigate the effect of CALL on language learning. Research results demonstrated a positive effect of CALL on students' learning and competency (Almekhlafi, 2006). In other words, CALL has gained considerable attention from different entities including researchers and writers.

Adapting through computers can make the learners ready to learn freely. Nunan (2004) specified that "teaching centered on the learner assumes that not everything that the learner needs can be taught in the classroom ". Productive language learning relies on the capacity of the learners to get obligation to learn freely outside the classroom. Learners ought to have the capacity to distinguish their challenges and satisfy their needs. (Nunan, 2004)

According to Littlewood, the improvement of informative aptitudes can just happen if learners have inspiration and chance to express their character and to relate with the individuals around them (Littlewood, 2011). Francoise Blin has said that some online applications of CALL may advertise the improvement and the activity of learners' self-governance, given that learners are as of now essentially self-sufficient (Blin, 2004).

Schwienhorst has clarified autonomous adapting in CALL includes learners in basic evaluation toward oneself and reflection and determination toward oneself with the goal that they take control over and responsibility for their learning. Free adapting in CALL can make the learners ready to alter their existed learning and measure their learning. (Schwienhorst, 2002)

Fischer has presented some online applications of CALL to the learners with a specific end goal to enhance their language abilities autonomously and with the assistance of client following innovations. He came to realize that a few learners utilize those online applications reliably. The procedure of CALL spins around autonomous learning, information and learner generation. Learners have the capacity to learn new substance, survey their lessons and can test their language capability through computers. The stress of CALL is on the distinctive individual and gives the learners chances to take part and pick their lessons themselves. Learners can autonomously settle on decisions of what and the amount information they acknowledge and such include will anticipate and stir productive yield. Learner's decision, learning process and data influence their yield so instructors ought to encourage compelling and productive material to the learners that can furnish them with mental and social legitimate encounters and lead them towards the productive yield. Through the utilization of online applications, learners are urged to

learn language abilities independent from anyone else and are persuaded to proceed in the development of their own language learning. (Fischer, 2007)

The last fifty years have witness rapid change in the development and change in technology and its use especially in mid/late 90's with the advent of digital inventions. The use of internet and E-learning in society has brought certain new methods and approaches in language and education into light. Keeping these views in mind the use of CALL has also undergone some change with the development of multimedia and personal gadgets such as tablets, androids, ipods, ipads etc. As a result the knowledge in the 21st century changes into multimedia-ish and trans-disciplinary and practical oriented. (Tick, 2014)

2.5 Improving Language skills through CALL

When integrated with internet, CALL has to offer thousands of ways to learn a language at a comfortable and more convenient pace such as online activities, games, texts, films, songs, online dictionaries etc. In addition to this it also facilitates students in improving all four language skills such as reading, writing, listening and speaking.

For reading skills, apart from the online activities, all the material that is available on search engines can help in improving reading skills, such as stories, novels, dramas, descriptions discoveries, online dictionaries, reading emails, and all social websites etc.

Hubbard (2009) says that the World Wide Web has made an enormous amount of printed material available on the internet in all kinds of commonly taught and less commonly taught languages. He says that online dictionaries have reduced the laborious work of looking for the authentic material. (Hubbard P. , 2009)

Writing skills can be improved through online activities, writing emails, chatting, writing on MS word and PowerPoint and sending through emails, answering questions to reading passages etc.

According to Noblitt, Sola and Pet (1987) spelling and grammar checkers have been introduced in or brought in to help in the development of accuracy in writing in Microsoft documents. Similarly a program named System-D has been developed that includes aspects of vocabulary, grammar and composition that creates a composing and editing environment that can help in developing writing skills on computer. (Noblitt, Sola, & Pet, 1987)

Similarly listening skills can also be improved through online documentaries, videos, audios and films available online. Apart from that many websites integrate speaking and listening skills such as sound cloud etc. In contrast speaking skills is the most difficult of all the four skills but it can be made easy if the students are made to speak on different applications such as Skype, Google hangout and many websites etc. Also voice chatting and video conferencing can help to improve students speaking ability.

According to Hubbard (2009), the addition of sound to computers in 1980's made it easier for the students to listen to a wealth of authentic audio and video to listen to for both language and culture. About speaking practice he says that speaking in CALL is of two types; either the students sit in pairs or groups to talk to each other or just sit in front of the computers in order to record their speech as an individual speaker (Hubbard P. , 2009).

2.6 Three stages of CALL

According to Warschauer (2004), "The stages have not occurred in a rigid sequence, with one following the other, from "bad CALL" to "good CALL" since any of these may be combined for different purposes. However, there has been a general transformation in CALL over the years, with new ideas and uses of computers being introduced." (Warschauer M. , Technological Change and the future of CALL, 2004)

1. Structural CALL

CALL was first developed as Structural CALL which was used in 1960s to 1970s. Teaching techniques of Structural CALL was based on the structural linguistics and CALL was the form of repetition and drill program.

2. Communicative CALL

In the end of 1970s, this behavioristic approach was changed into communicative CALL to the language learning, which focused on the meaning rather than form of the language. Afterward, Integrative CALL was introduced which is used in current scenario.

3. Integrative CALL

Integrative CALL is based on the socio-cognitive approach of the language learning. Warschauer explained Integrative CALL as "The purpose of interaction is seen as helping students enter these new communities and familiarize themselves with new genres and discourses, so the content of the interaction and the nature of the community are extremely important. It is no longer sufficient to engage in communication merely to practice language skills." (Warschauer M. , 2004)

Table:2.1 Three Stages of CALL

Stages	1970s-1980s Structural CALL	1980s-1990s Communicative CALL	21st Century Integrative CALL
Technology	Main frame	PCs	Internet and multimedia
English-Teaching paradigm	Grammar-Translation & Audio-Lingual	Communicate Language Teaching	Content-Based, ESP/EAP
View of language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
Principal Use of Computers	Drill and Practice	Drill and Practice	Authentic Discourse
Principal Objectives	Accuracy	Fluency	Agency

Adopted from "Chapter 2: (Warschauer M. , 2004)"

2.7 Use of Internet and Web-Based CALL in Language classroom

CALL when combined with internet and multimedia is known as Integrative CALL. Integrative CALL is made possible because of the rapid use of PC's, LAN's, multimedia, and linked resources such as hypermedia etc (Lee, 2007). A significant

nature of integrative CALL is a shift from language learning software and CD- ROM's to Web based activities that allow learners flexible, self paced access to information (Fotos & Browne, 2004)

The powerful web offers a range of new opportunities for learners to develop their language proficiency. The use of multimedia, such as sound, pictures, and video, in addition to text, facilitates language learning (Al-Seghayer, 2005). The web based activities give a broad insight to the different assessment and learning contexts, and also gives explicit instructions and evaluations. (Lee, 2007) Through the use of Web not only do the students get an access to a vast language experience, but also get enough repeated practices of a variety of authentic materials they came across during the class. (Hubbard, kessler, & Madden, 2004)

Web-based CALL can be a means of achieving an autonomous learning that can give better results in the long run because computer technology can give learners

1) an access to huge amount of relevant information.

2) help them to explore through a wide variety of choices.

3) can expose them to both linguistic and socio-cultural knowledge.

4) and eventually they can take control of their own learning and make decision of what works for them. (Sheerin, 1997) and (Sturdridge, 2007).

CALL and web technology have been studied because of its wide effect and use in language learning atmosphere.

Internet is turning into an effective instrument for worldwide collaboration. Khan expressed that more organizations are utilizing Websites to give directions and preparing in language learning. He clarified that the utilization of websites and programming supplies plausibility towards language learning. Sites and programming are open and adaptable, and give chances to language learners that can make them ready to cooperate with compelling learning situations. Online courses have gotten to be renowned among learners and teachers so as to learn second/outside language. It makes the learners autonomous of the classroom, they can take the courses anyplace and with quick input they can enhance and change their language. Websites will be "sites on which people or groups of learners can enroll data or feelings that are helpful to expand learning and enhance composing aptitudes of learners. He further said that some product and sites that are helpful in language learning and give information, materials, practice, evaluation tests, tests and criticism for the learners. (Khan, 2011)

Alemkhlafi (2006) contemplated the outcomes of computer supported language learning for the change of English as an outside language and the mentality of learners towards the utilization of computers. The study investigated the outcomes of autonomous learning with the utilization of Computer Assisted Language Learning. Members comprised of 83 male students with Arabic as a first language. Members were of middle of the road level with great computer information. Students were isolated in two groups. One group practiced CALL utilizing a project called EFL Skills Developer and 40 students in the control group accomplished the hard duplicate material learning, for an aggregate of four classes in each one group. All subjects had the same learning connection of English and learning environment. Two English teachers, who had

comparative instructive foundation in English showing background, were included in this study. Every teacher had one control group and one exploratory group. A test of English capability was utilized as a pre-test with students in every one of the four groups. The primary part was utilized with students within each of the four gatherings. It was like the pre-test and was utilized to measure the distinction of members' information and competency after the study was finished. The second part was utilized with the students within the exploratory gathering only. It was a poll which was utilized to focus students' state of mind, execution, and learning towards CALL. The members in the control gathering and test gathering were obliged to use no less than one hour a day contemplating. The discovery uncovered that students who accomplished language learning through CALL attained higher score than students in the control bunch. Likewise, students in the CALL bunch with cutting edge computer competency, who had more knowledge of computer scored essentially higher than students in the CALL bunch who had lesser computer encounter and invested less time with computers. He additionally found that students in CALL group had uplifting and positive attitude towards the CALL. (Almekhlafi, 2006)

Park and Son (2009) examined the variables that influence English as a foreign language (EFL) instructors' utilization of computers in their classrooms and to examine EFL educators' impression of Computer Assisted Language Learning. An aggregate of twelve in-administration ESL educators partook in the study with involvement in utilizing computers for work-related purposes went from 4 years to 15 years. A survey was sent to the members by means of email and it was comprised of two areas. Segment one contained open-ended inquiries and used to get members' experience data and their

reactions identified with the utilization of computers in language classrooms. In segment two, members were asked to rate explanations as indicated by their understanding to express their disposition towards the Computer Assisted Language Learning usage. After that interviews were conducted with individual educators in their local language that is Korean. The after effects of the study demonstrated that the instructors have positive and complimentary disposition towards the utilization of computers in language classroom. They consider computer innovation as a helpful instrument that can enhance and expand methods for showing second language to the students by serving them an assortment of language inputs regarding true and authentic connections and materials. It is additionally evaluated that some outside and inward variables affect or influence the usage of CALL in a language classroom. (Park & Son, 2009)

2.8 Communicative Competence through interaction and Collaboration

As said above by Hymes, communicative competence is beyond only interaction with the people (Hymes, 1972). It is true that learners need to develop communicative competence to communicate and interact with other people in a society that should not only be intelligible by others but it is also appropriate contextually. They also need to communicate in order to survive in a society, to excel in their fields and develop relationship with other individuals. Individuals need communicative competence for personal fulfillment and development, active citizenship, social inclusion and employment (Union, 2004).

Vygotsky's work clarifies the mediating role of any tool or technology at the level of human activity reshaping how we communicate and even think (Vygotsky, 1962).

Ong, who has studied the relationship between the orality and literacy, similarly noted the relationship between technology and human consciousness, especially with technologies of the word. (Ong, 1982)

In 21st century the use of information and communication technology is beneficial for the development of the learner's communicative competence. (Guerra & Olkhovych-Novosadyuk, 2014)

Multimedia technology is extremely beneficial for language learning. Brett argues that people remember more efficiently well what they experience rather than what they read because memory is related with images and multimedia provides different media, animation, images, that are aural, visual and textual etc that help learners to retain what they have learned. (Brett, 2001)

According to Dubriel foreign languages cannot be taught without addressing the culture of the community. Different cultures of the target languages can be best taught with the help of multimedia technology by combining the visual, oral and textual activities for the learners. (Dubreil, 2006)

Use of multimedia and internet can promote interaction and communication among the language learners. Researchers advocate the use of internet as an effective tool to teach a foreign language because it can combine all kinds of text, media, image, video and sound. (Hadley, 2001)

Online collaborative synchronous learning has emerged because of the internet and multimedia used in CALL classes. This collaborative and interactive learning leads to communicate effectively and accurately.

Joaquim Guerra & Mariya, (2014) have researched and proved that multimedia is an efficient web-based tool and helps in the development of communicative competence of English language learners. According to them Computer mediated communication (CMC) is an everyday aspect of majority of the students now a days. It has become easy to teach the students using CMC through the vast use of technological gadgets. (Guerra & Olkhovych-Novosadyuk, 2014)

They have pointed out some of the benefits of CMC such collaborative learning, meaningful language use, extended language practice, use of multiple participant roles, and subsequent discourse roles/discourse functions, increased motivation and less reliance on the native language. (Guerra & Olkhovych-Novosadyuk, 2014)

Brett, argues that people tend to remember what they have seen much clearly rather than what they have read. He further states that memory is linked to images and similarly multimedia is linked with variety of medias such images, video, texts, animation etc. Even the neurologists have pointed out the importance of visual images and their influence on the learners. They are of the view that the images have an effect on the learner's behaviour and they react strongly to the visual stimuli more than the audio stimuli. (Brett, 2001)

A foreign language cannot be taught without getting it linked with the culture and society of the target language. Since language and culture are closely linked with each other, it becomes impossible to teach language without giving examples from the culture in which the language develops. If the teachers want to bridge the gap between the two, then it would be advised to take the help of intracultural tool such as CMC. Multimedia

technology is the best and the most powerful tool that can play a crucial role in achieving these goals by helping learners to communicate verbally and visually. (Dubreil, 2006)

2.9 Blended E-Learning for Communicative Competence

Computer Assisted Language Learning has paved a way for so many internet based web sites and web tools to enter language classrooms. The best way to find out whether the learners are learning from online language activities is to make them speak. Learners enjoy speaking in front of the computers using websites and tools more than speaking in front of the teacher and other learners because they are more relaxed and less hesitant to speak when they sit in front of the computer.

Blended E-learning is way to make students to get involved in online conversations with the teachers and other language learners through different websites and different platforms such skype, and google hangout etc.

According to Lawn and Lawn (2015), the students enjoy speaking online in blended E-learning environment. Although the students faced problems such as the loss of internet connections (Skype), finding a personal teacher trainer and waiting for the teacher depending on the availability of the teacher, however there were more positive remarks such as increased motivation, more learning, development of the confidence, sense of making progress of being able to communicate etc. The overall results were also good and it was noted that students studying English through online blended-E learning environment had higher grades than the students following books and courses. (Lawn & Lawn, 2015)

Blended E-learning together when integrated with other websites and web tools such as soundcloud.com and voicethread.com, it makes speaking skills more interesting than the actual traditional classroom. The students can be asked to start by introducing themselves to conversating into complicating contexts depending on the level of the students. Also through soundcloud.com the students can interact with other language learners from throughout the world.

E-learning has lead to the development of different tools for teaching different languages other than English. Through the use of CALL there has been a shift from teacher centered learning to student centered learning. Many language teachers are working day and night to make new tools so as to meet the needs of the language students. For a long time most of the CALL tools developed concentrated more on drill and practice based techniques for teaching a language. With the advent of better technology these CALL tools have been replaced with the newer and better tools which aid the learner by providing help with grammar, style, verb conjugation and the use of target language which is the key to mastering any language. (Tiwari, Khandelwal, & Roy, E-Learning Tool for Japenes language learning through English, Hindi and Tamil, 2008)

They have given some advantages of CALL that can help to build tools for teaching language skills.

2.10 Advantages of CALL for developing E-Learning tools

1. Flexibility

   The most important feature of CALL tool is flexibility it gives the learners and teachers to choose the material to be learned and to design their course.

Secondly CALL tools are flexible in terms of its use wherever it is possible. The learners can use the language tool while in classroom or outside classroom or while travelling on the bus or train depending on their availability and convenience.

2. Individualized instructions.

CALL tools help a student to become an autonomous and independent learner. It helps them to take control over their learning and make aims and objectives according to their needs. In most CALL activities the students is the centre of the activity.

3. Immediate feedback.

CALL tools and activities deliver immediate feedback to the student which shows the errors and mistakes on sight. The instantaneous feedback encourages and motivates the students to carry on with learning in a positive way.

4. Finding and analyzing errors.

CALL helps the learners in finding what kind of mistakes he has made and how to overcome them. This helps the teachers to know about the learners weaknesses. Even the learner himself comes aware of the mistakes.

5. Practice sessions

CALL activities are more interactive and lively with multimedia technologies. Furthermore there is repetition in CALL activities that enhances and reinforces what has been learned earlier. (Tiwari, Khandelwal, & Roy, 2008)

2.11 Web 2.0 Tools

"Web 2.0 refers to a perceived second generation of web development and design that facilitates communication, secure information sharing, interoperability and collaboration on the internet. Web 2.0 has led to the development and evolution of web based communities, hosted services and applications such as social media networking sites, video sharing sites, wikis, blogs, mashup and folksonomies." (Wang & Vasquez, 2012, p. 413)

Now internet is no longer conserved as the repository of information but as the hub of collaboration and interaction. Social media networks such facebook, twitter, google plus, linked In and google hangouts have made language learning more easy. Students are exposed to language 24 hours. They are reading statuses that include texts, articles, listening to videos and audios, writing their own statuses and even chatting speaking with friends using the native or target language. If guided by the teacher and through some motivation the students can use target langue on these social media networks to improve that can help them to motivate own target language.

One of the web 2.0 tools mentioned above, voicethread is the most exciting and helpful tool for the language learners (Voicethread). It integrates a maximum of three language skills such listening, speaking and writing and should be used in language classroom. Similarly blogs, wikis and podcasting are the most widely spread web 2.0 tools used in language classes these days.

According to (Wang & Vasquez, 2012, pp. 412-413) blogs and wikis are the most researched because variety of topics and material is easily accessible on these websites.

The use of blogging for EFL class is really helpful in improving writing skills. (Campbell, 2003), development in the students' own voice and identity (Bloch, 2007), peer feedback and review (Liou & Peng, 2009). Similarly the use of Wikis has also improved the reading and writing skills of the learners. It increases motivation in students (Chen, 2009) fosters literacy (Choi, 2009) and improves writing skills (Kessler, Student-initiated attention to form in wiki-based collaborative writing, 2009)

Podcasting although has not been widely researched, but still is the best source of improving listening skills (O' Bryan & Hegelheimer, 2007). It has also been used for the improvement of the pronunciation and oral skills (Travis & Joseph, 2009). Podcast has a benefit over other listening websites or tools as it can be directly installed in the androids and can be used at any time.

The use of web 2.0 tools in L2 learning was the start of integrated CALL. Integrated CALL is the best way of improving students' communicative competence by using web 2.0 tools. World language teachers work through day and night to make the students use authentic material and to communicate in the target language using the web tools that make them global citizens. Students attain an understanding of the knowledge of the language globally. Web 2.0 tools provide a platform for the students to improve their communicative competence by improving all language skills through integrated CALL.

2.12 Mobile Assisted Language Learning for Improving Communicative Competence

"The rapid advance of wireless, pervasive and ubiquitous computing has potential to enable, anyone, anytime, anywhere learning as a fourth wave of educational revolution." (Sharples, 2000)

With the inventions of smartphones, androids and iphones, language learning has become more convenient and easy. Applications such as whatsapp, viber, instagram, messengers, line etc can be used in improving all language skills particularly speaking skills. This can ultimately lead to improving communicative competence.

Integrating mobile assisted language learning (MALL) technology (personal multimedia players, cell phones and handheld devices) into the foreign language curriculum is becoming a common and popular in many secondary and higher education institutions. (Abdous, Camaren, & Facer, 2009)

Still in Pakistan it is not so much common because of the poor wireless and wifi connections and load shedding of the electricity but learners have started using smart phones for checking meanings of words and using whatsapp and viber for communicating purposes since they are instantaneous.

2.13 Conclusion

Based on the Literature Review, it can be said that Computer Assisted Language Learning (CALL) is essential for improving Communicative Competence in the language learners. Language through CALL is not learned but acquired because language learning through CALL is a slow process but is unconscious that makes it long lasting. Learners sitting in front of the computers are so much excited with the images, animation, sound, video, text, and dictionaries etc that they never realize that they are learning a language

consciously. Social media network and other chatting websites and web tools help the learners to communicate with the people all over the world that helps them to improve their knowledge about the world and the different cultures and ultimately helps in improving their communicative competence accurately and appropriately.

Chapter 3

Research Methodology

3.1 Definition

. According to L.R Gay, "a research methodology comprises of the overall strategy followed in collecting and analyzing data (Gay & Mills, 2008)." It is a science that tells how the research is to be carried out. It is also defined as the study of methods by which knowledge is gained (Rajasekar, Philominathan, & Chinnathambi, 2013)

3.2 Research Design

Research designs are of two types basically, qualitative and quantitative. In simple terms quantitative research is concerned with the amount or quantity. Qualitative research is concerned with qualitative phenomenon involving quality.

This study has both qualitative and quantitative research designs and the data collected will be analyzed both qualitatively and quantitatively.

3.2 Research method

3.2.1 Evaluative research

Instead of finding new knowledge, evaluative research focuses more on making decisions. Decisions about, continuing a program or a syllabus or to abandon it, adopting the new curriculum or not, finding merits and demerits about course or a program, how good the program is running and what changes to be made for future etc.

This study also follows an evaluative research using evaluative tools such as questionnaires, interview and observation sheet to collect data. An evaluative research focuses a program in order to assess its effectiveness for different reasons. The present

research aims to evaluate CALL program's effectiveness with respect to development of communicative competence among language learners at NUML.

3.3 Research Tools

Three types of tools used for this research were, test-based questionnaires, observation sheet and interviews.

3.3.1 Questionnaire

A questionnaire is a written collection of self-report questions to be answered by a selected group of research participants (Gay & Mills, 2008).

Test-Based questionnaires

Test based questionnaires are those that have tests at the end of the lesson in the form of questions. So it can be said that a test is conducted at the end of a lesson plan, having questions in the written form. The questions can be multiple choice questions, closed ended or open ended depending on the task.

In this research since there are three areas of communicative competence, so all the three areas contained separate open and closed ended questions.

3.3.2 Interviews

There are two types of interviews, structured and unstructured. For this research unstructured interviews were used.

3.3.3 Observation sheet

Through observation much more objective information is gathered easily.

1. For the said purpose, open ended Test Based questionnaire was used with the CALL students of MA ELT in order to test the level of their communicative competence. The

student's questionnaire covered the three important components of communicative competence that were divided into three sections named as,

➤ Linguistics competence

➤ Sociolinguistic competence

➤ Pragmatic competence.

2. Observation sheet was made in order to find out how teachers focus communicative competence during different activities conducted inside the CALL classroom. The researcher will observe all the activities and the software used during the class. Later, it will be assessed on the basis of observation, what aspects of communicative competence are focused, and to what extent, inside the CALL classroom.

3. CALL teachers were interviewed to find out how better the students improve their communicative competence by practicing language through use of computer and internet and how they learn language skills.

Finally, the collected data will be analyzed both qualitatively and quantitatively to get a clear picture.

3.3 Population:

The population of this research is language students of National University of Modern Languages.

3.4 Sample

Sample of this research includes students of English Language course (under the CALL program) at National University of Modern Languages, H-9 Islamabad. 50 students, 25 from each class were selected from ELT 3rd semester at NUML. Census

sampling was made because all students from ELT 3rd semester were selected as a sample.

3.5 Theoretical Framework

This research is theoretically based on the communicative competence model given by CEFR (Common European Forum for Reference) designed in 2001which was put together by the Council of Europe. The model was initially intended for assessment, as well as for learning and teaching languages.

According to this model, communicative competence includes following three components (Europe, 2001):

1. Language or linguistic competence: knowledge of language and the ability to use language elements to use well structured sentences and messages

2. Sociolinguistic competence: knowledge and ability to use appropriate language skills in a social context

3. Pragmatic competence: knowledge of the functional uses of the language sources (carrying out language functions, speech acts) using scenarios and predetermined scripts of interactional exchanges. (Europe, 2001)

Competences can be viewed as toolboxes from which the language learners draw the resources to carry out activities but which are modified and added to by the

A competence is a set of areas of knowledge, or aptitudes and skills and of attitudes and existential competences (savoir-être). The proportion of knowledge, skill and savoir être will, of course, vary from one competence to another. (CEFR)

According to ECML's 2nd medium term program Communicative language competence has **a number of component parts**: it includes linguistic, socio-linguistic and pragmatic competences. Each of these made up of knowledge, aptitudes and skills.

3.5.1 Linguistic competence

Linguistic competence comprises the knowledge and skills related to lexis, phonology and syntax and other features of language systems, considered independently of the sociolinguistic impact of variations in use and of the pragmatic functions of the utterances produced. (CEFR 5.2.1, p. 109) and (CEFR 2.1.2).

It concerns not only the range and quality of knowledge (for example, the range and precision of lexical knowledge) but also involves cognitive organization and the way this knowledge is stored in memory (for example, the question of how a lexical item fits into the networks of associations the speaker has available) and the accessibility (for example, how an item can be recalled, activated and its availability for use).

3.5.2 Socio-linguistic competence

Socio-linguistic competence refers to the knowledge and skills involved in using language functionally in a social context. Since language is a social phenomenon, its use requires sensitivity to social norms and customs which affect to an important degree all linguistic communication between representatives of different cultures, even if the participants are frequently unaware of them. These social norms affect, amongst other factors, rules of address, greetings and politeness, the way in which relations between generations, sexes, people of different social status; social groupings are expressed through special language markers, linguistically codified rituals, differences in register, dialect and accent, through vocal rhythms, for example. Linguistic competence leads us

to consider social and intercultural parameters and the way in which they influence language use. (CEFR 5.2.2, p 118 and foll.; CEFR 2.1.2, p. 13)

3.5.3 Pragmatic competence

Pragmatic competence involves the functional uses of linguistic resources (carrying out language functions, speech acts) using scenarios or predetermined scripts of interactional exchanges. It also involves mastery of discourse, cohesion and coherence, the recognition of text types and genres, using irony or parody. Even more than in the case of this factor than for linguistic competence, the development of pragmatic skills is strongly influenced by interactive experience and by the cultural environment. (CEFR 5.2.3, p. 123 & foll.; CEFR 2.1.2, p. 13)

Chapter 4

Data Collection and Data analysis

Data collection is the process of gathering required information for each selected unit. Some of the tools used for data collection are questionnaires, interviews, observation, electronic data reporting and use of administrative data. (Gay & Mills, 2008)

The objectives of this research were to evaluate the CALL program at NUML and to find out the effectiveness of CALL program in order to develop communicative competence in the language learners. Apart from this the study also explored:

a) To identify the factors that motivate teachers to use CALL technique in their language classrooms to perk up communicative competence of the learners

b) To assess the level of linguistic, socio-linguistic and pragmatic competence of language learners.

This chapter deals with the detailed analysis of the data collected by the researcher. The data was collected through test-based questionnaires, observation sheet and interviews. The researcher has taken the data using test-based questionnaires from the students of MA ELT 3rd semester (morning and evening) in NUML and also observed their CALL classes. The total number of students were 50; 25 in each class.

The researcher observed eight classes for both morning and evening session which makes a total of 16 classes, to collect relevant data for the study. At the end of the observation students were given the test-based questionnaires in order to make the results more authentic and reliable. The third tool that was used to collect data was interview. For this purpose 5 CALL teachers were also interviewed to validate the results and to confirm that

Computer Assisted Language Learning helps in the improving communicative competence.

The test based questionnaire consists of four parts. The first part consists of 6 questions related to general CALL. The second part is concerned with Linguistic competence and consists of 7 open and closed ended questions. The third part covers questions related to the second area of communicative competence, Sociolinguistic competence. It consists of 6 open and closed ended questions. The fourth part consists of 6 questions and is related to Pragmatic competence. Before the students are given to do a test, the students will be given some reading texts with comprehension questions to read and few audio and video clips to watch and answer questions related to them either orally or in written form.

The observation sheet was used to observe that:

a) The teacher's instructions are clear enough for the students to understand the complicated websites and webtools and how to carry out the activities related with them.

b) All the activities in the websites and webtools covered the three areas of communicative competence; linguistic, sociolinguistic and pragmatic competencies.

Interviews consisted of 10 questions asked from all the five teachers. The questions are related to CALL and how it helps in developing communicative competence of the students.

4.1 Findings of Observation sheet.

The results of observation sheet had been analyzed according to the qualitative and quantitative paradigm. The analysis of observation sheet is given below:

A. Linguistic Competence

1. Clear introduction of the websites was given.
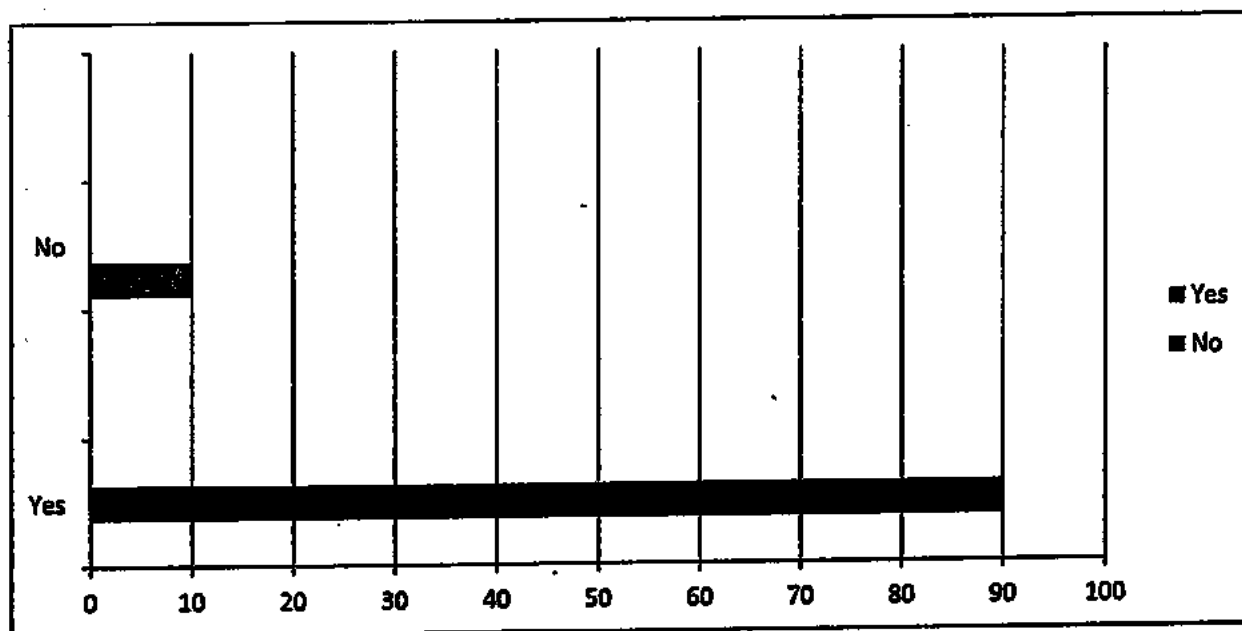
Yes.

No.

Chart 1 : Observation Sheet (Linguistic Competence)

In all classes, researcher had observed that whether the instructions given to the students were clear or not and the results revealed that in all the classes the instruction given were pretty much clear. Overall the students' attitude was positive and they were satisfied while practicing through online applications.

2. The appropriate use of the websites and links for Linguistic Competence.

● Yes.

● No.
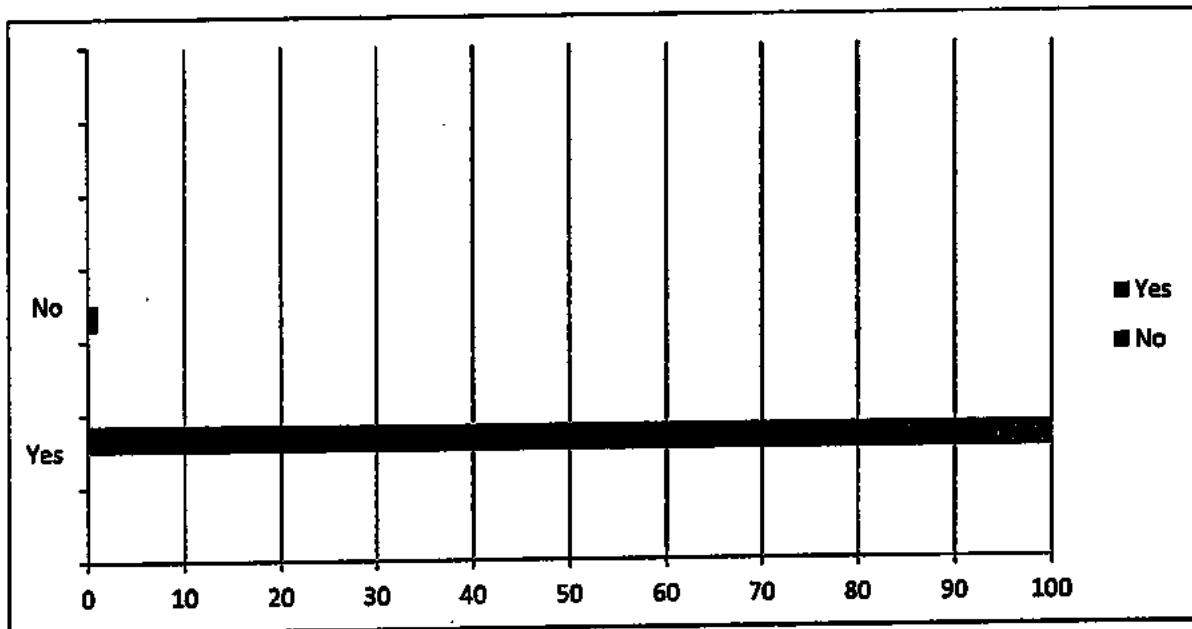
Chart 2: Observation Sheet (Linguistic Competence)

It was important to whether the websites and links used by the teacher included the activities related to Linguistic competence or not. All the students were relaxed because they knew about CALL activities and have been practicing different activities throughout the semester. They were excited because different websites have different activities and they were anxiously waiting for the new activities. The starting activities were related to grammatical categories and sentence structure. In the start the students felt a little bored but when the activities were combined with some songs, they got interested and started doing activities quickly. The rest of the activities included exercises related to letters; punctuations, etc and they were all either linked with the videos or images which kept the students motivated till the end.

3. **The website covers tasks and reading passages that focused on grammar, sentence structure, and use of words.**
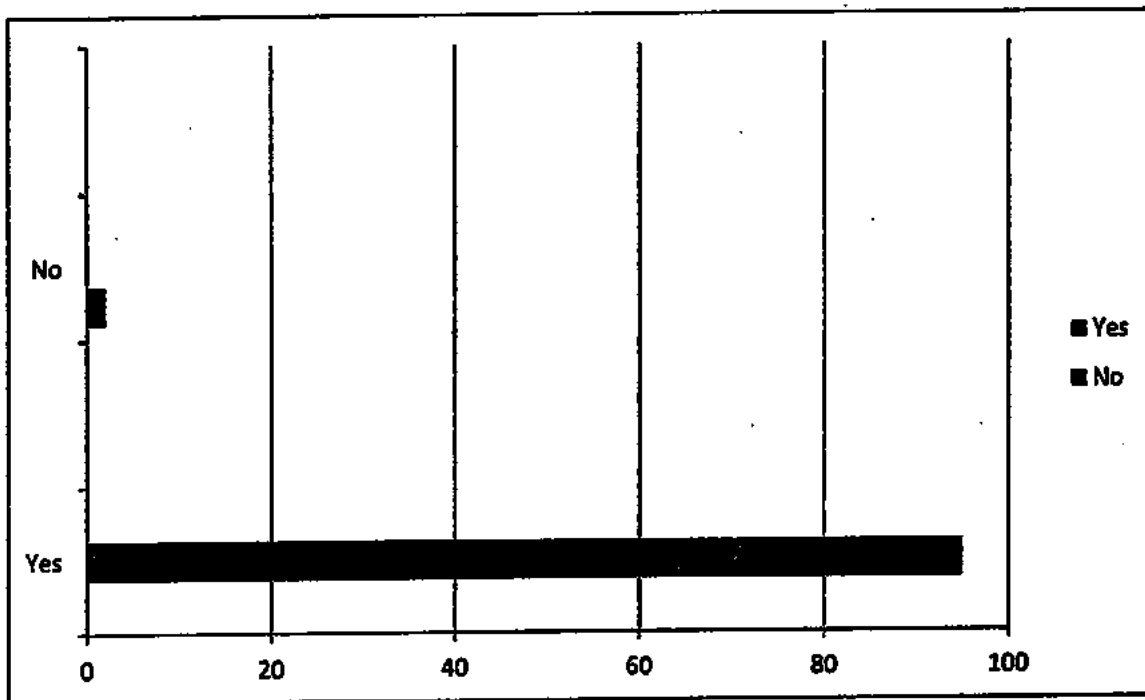
   • Yes.

   • No.

Chart 3: Observation Sheet (Linguistic Competence)

It was observed by the researcher that students were reading the passages and texts carefully and answering the questions, fill blanks and comprehension questions at the end of the passages. Their answers were 90% correct that was a satisfactory indication to show that they have read the text carefully. They attempted all the questions related to grammar and made correct grammatical sentences. The reading passages also consisted of images that made the stories and passages interesting. Out of eight classes, in two classes they were less attentive and mindful towards the reading texts and it was due to the long length and difficulty of the texts. On the whole their behavior was positive.

4. **In the end the students were asked to speak on different topics using appropriate grammar, sentence structure and tense.**

- Yes.

- No.
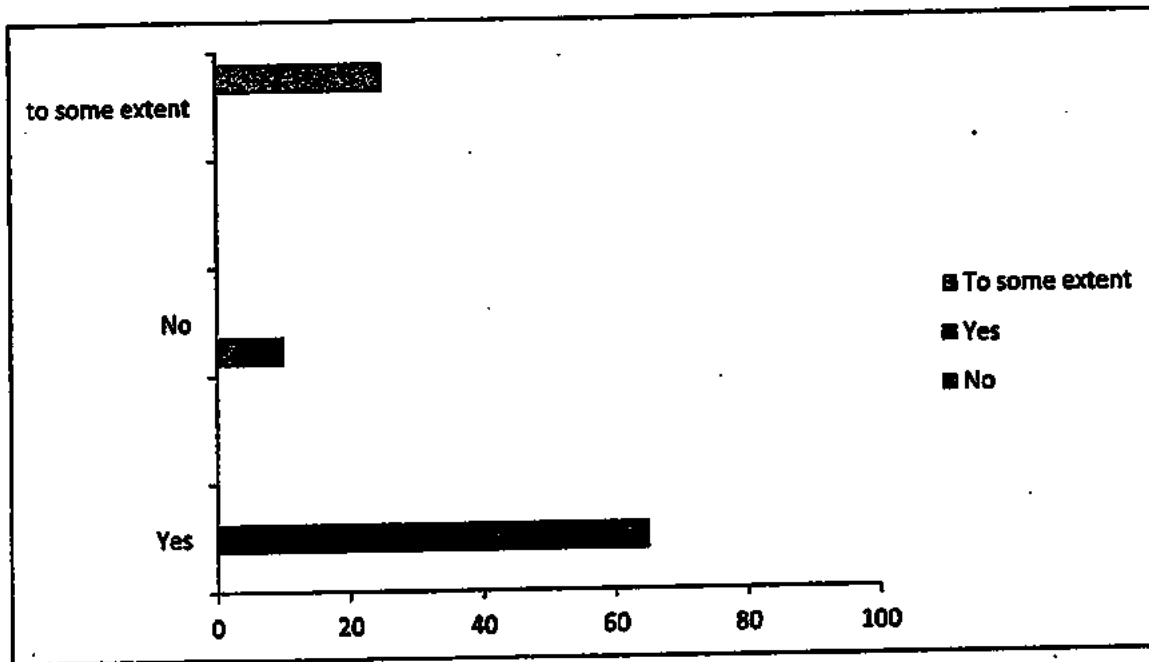
Chart 4: Observation Sheet (Linguistic Competence)

After observing the involvement of students towards reading practices, researcher had also observed their writing practices and it was revealed through results that students were more comfortable and satisfied while speaking and recording their answers on soundcloud.com and on the sound recorder. It was noted that they more conscious and alert while speaking because unlike in writing practice where the grammatical and lexical mistakes are automatically and immediately highlighted by the computers, there was no one to correct them while speaking. Another reason was that they had to use correct grammatically correct sentences. In one out of eight classes, researcher observed that the students felt happy because they were able to speak with correct sentences that made them happy. Overall the results disclosed that students were satisfied and involved in the activities.

B. Sociolinguistic competence

1. **Introduction of a separate website that covers socio linguistic competence**
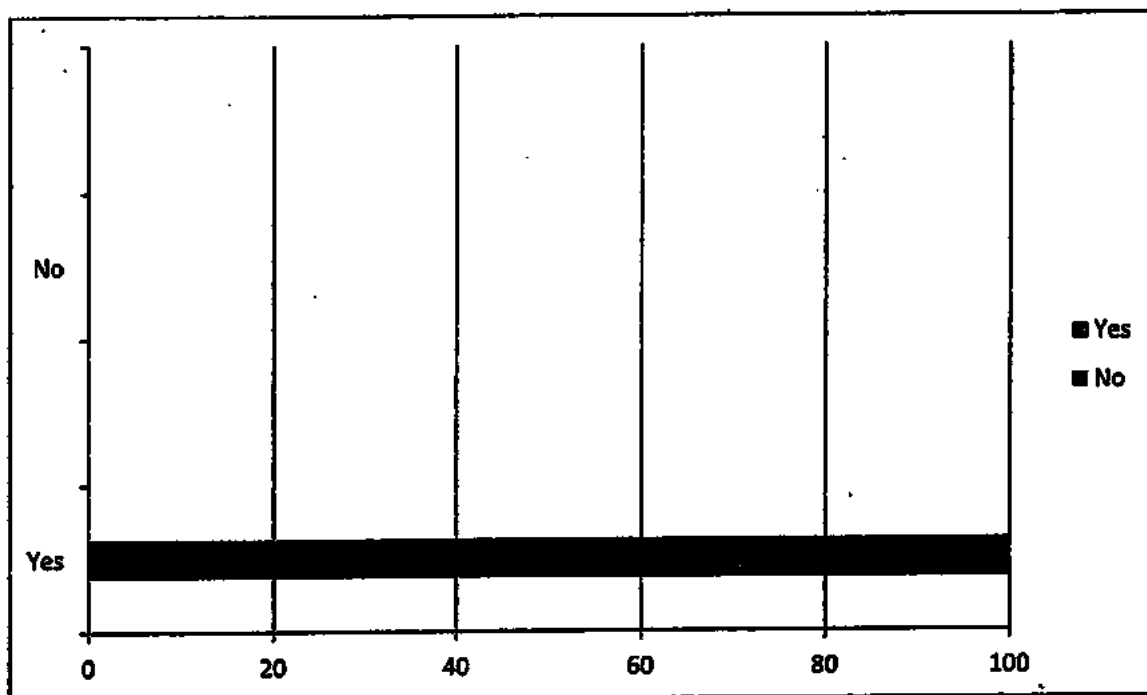
- Yes.

- No.

Chart 5: Observation Sheet (socio-linguistic competence)

Researcher has observed 100% positive results in this area as students were enjoying while using computers in terms of online websites and web tools for improving language skills which ultimately will improve communicative competence. In language learning, it is important that environment should be entertaining and enjoyable that allows the students to learn language without any tension or burden. Researcher observed that the students were delighted because they got rid of the canned bookish knowledge and gained a chance to learn and improve language skills in more real and authentic situations. They were enjoying their involvement as an active recipient of knowledge. In all of the eight classes learners were practicing reading passages, watching videos and speaking on different websites in order to record the answers to questions given by the researcher.

2. **The students get to watch a video clip and then they have to answer questions in the end.**
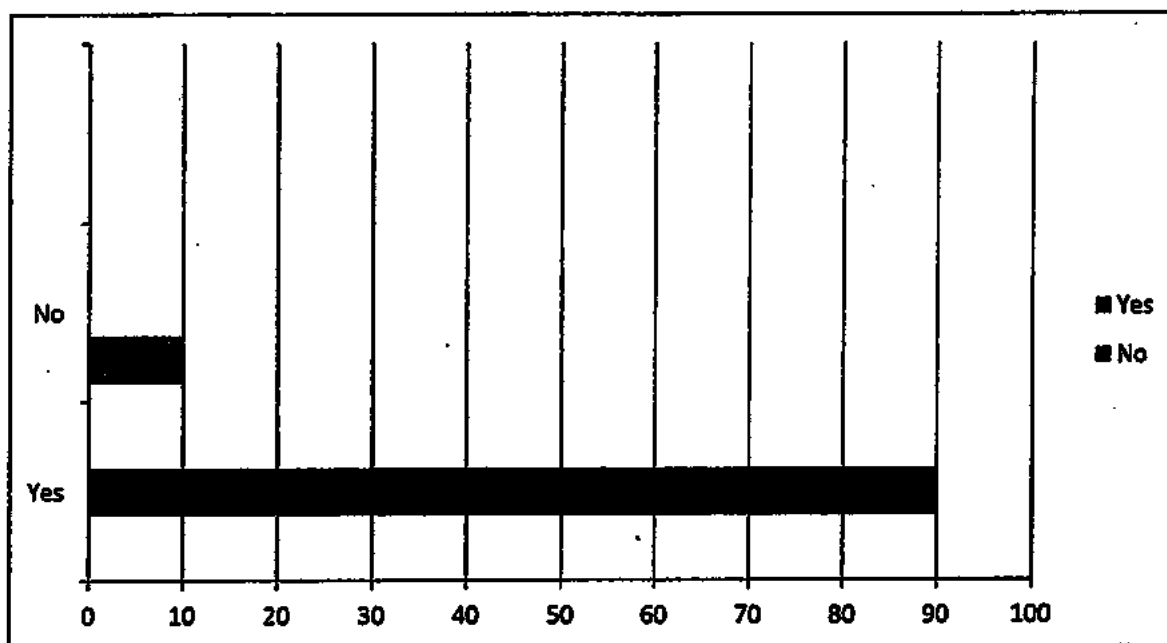
- Yes.

- No.

Chart 6: Observation Sheet (socio-linguistic competence)

Researcher observed that in initial classes students were taking more time in watching one video clip and they had to repeat it two three times but later on they took less time in the watching the video clips and answered the questions quickly. Out of 8 classes, in six classes researcher has observed this change in the students that they completed the entire activities very quickly and took less time.

3. **The students have to write down the answers to some of the questions that how the people greeted each other, how they introduced each other, were they polite or not etc**
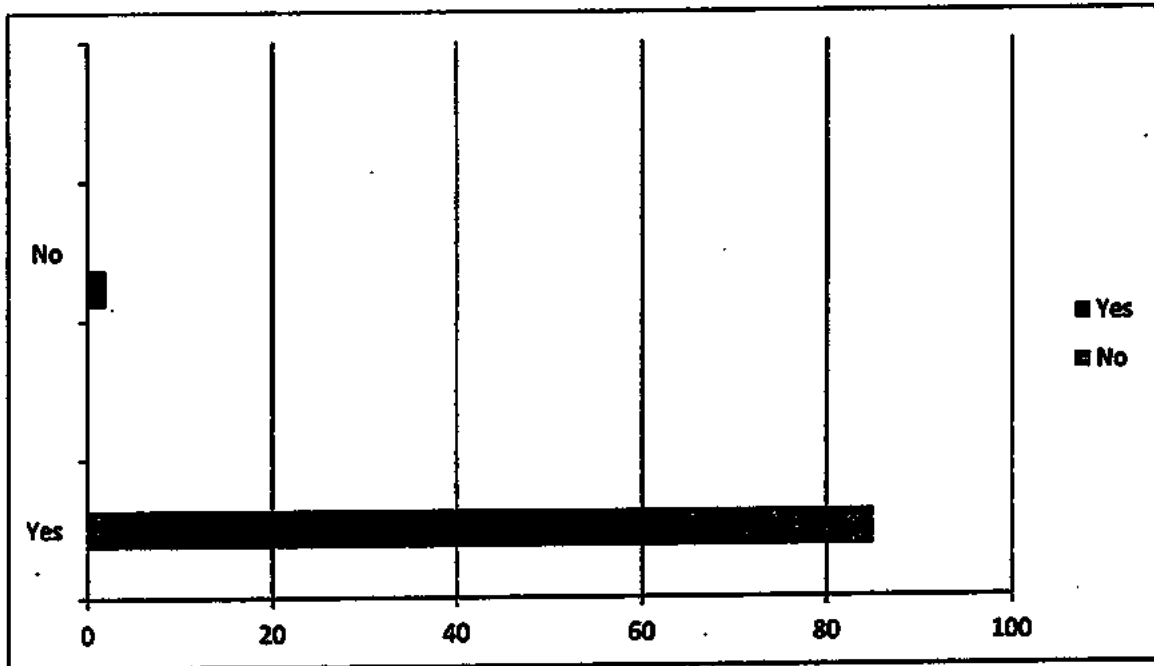
- Yes.

- No.

Chart 7: Observation Sheet (socio-linguistic competence)

Initially researcher has observed very interesting answers students gave regarding on how people greeted each other, how they introduced each other and that most of them were polite and used polite language. All the students had same kind of answers and students had observed many scenes in which people greeted and used polite sentences.

4. **In the end students are asked to greet each other using polite language. The speech was recorded using video recorder.**
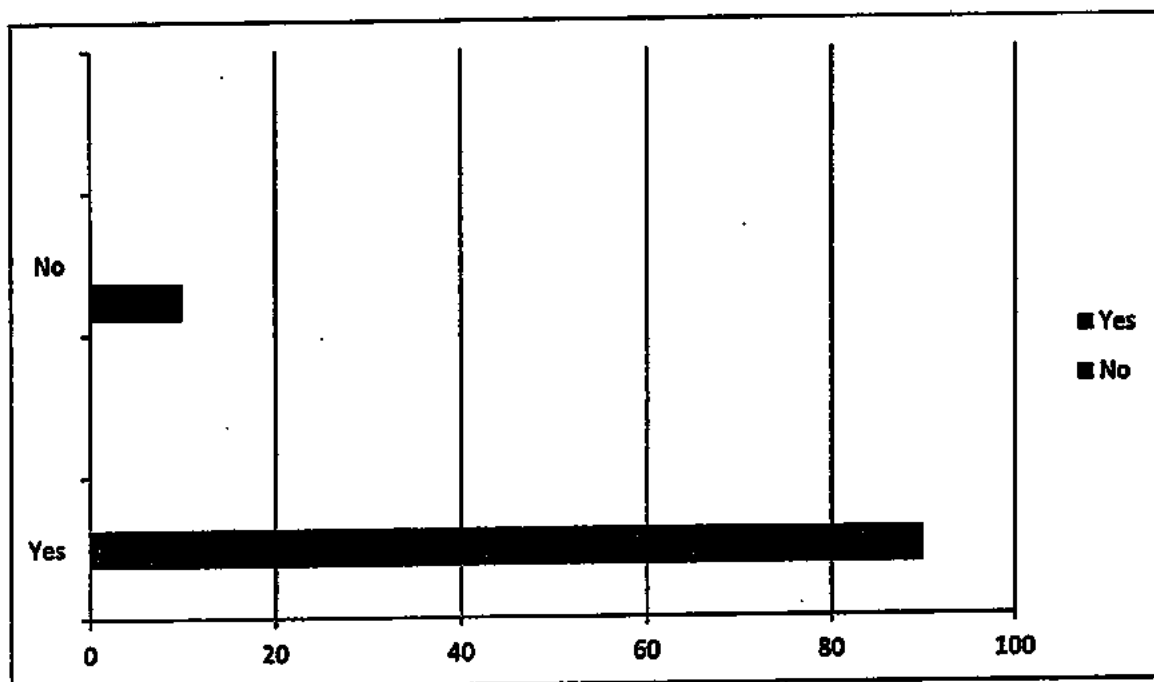
- Yes.

- No.

Chart 8: Observation Sheet (Socio-linguistic Competence)

Researcher had observed all the students were enthusiastic about using the polite sentences and then recording it. Some of the students got in pairs and started talking to each other using polite language while recording the speech. In both the classes it was observed that students were comfortable and engaged in the activity. The researcher was able to maintain the interest in the class till the end. For students it was something new for them and they never did such kind of speaking activity before.

C. Pragmatic Competence

1. Introduction of another website which covers pragmatic competence.
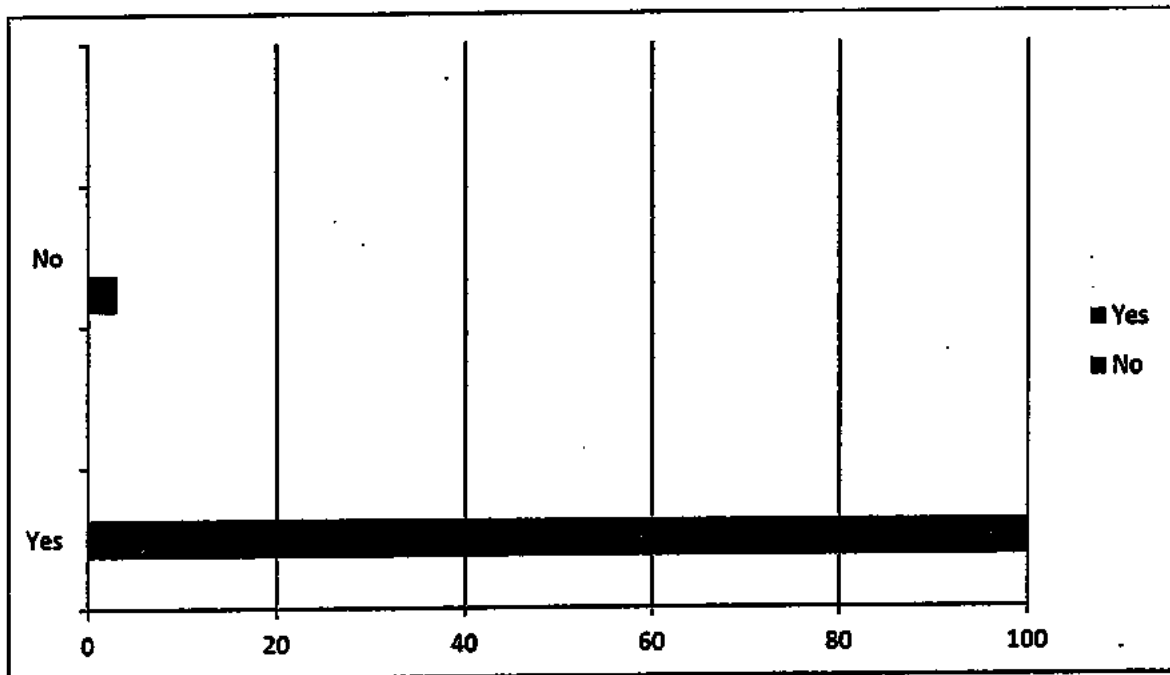
- Yes.

- No.

Chart 9: Observation Sheet (Pragmatic Competence)

The researcher successfully introduced another websites that had reading texts and audio and video clips that introduced sarcasm, irony and phrases and verbs that had double meanings. It was observed that it was difficult for the learners to locate a sarcasm used by the speaker or by the character in the start and the students were getting bored too but after practicing with the text and watching the clips over and over again they were able to find out the sarcasm used. It was observed that the activities related to pragmatic competence were a little difficult than the previous two competences. Videos clips played a great role in maintaining the interest of the class till the end. Few of the students could not find out the phrases and proverbs that had double meaning which was also one of the activities but the researcher helped them with the work then. Overall the results were satisfactory and students became familiar with the use of irony, sarcasm and double meaning sentences.

2. The students are asked to read the passage and watch a related video and answer the questions in the end.
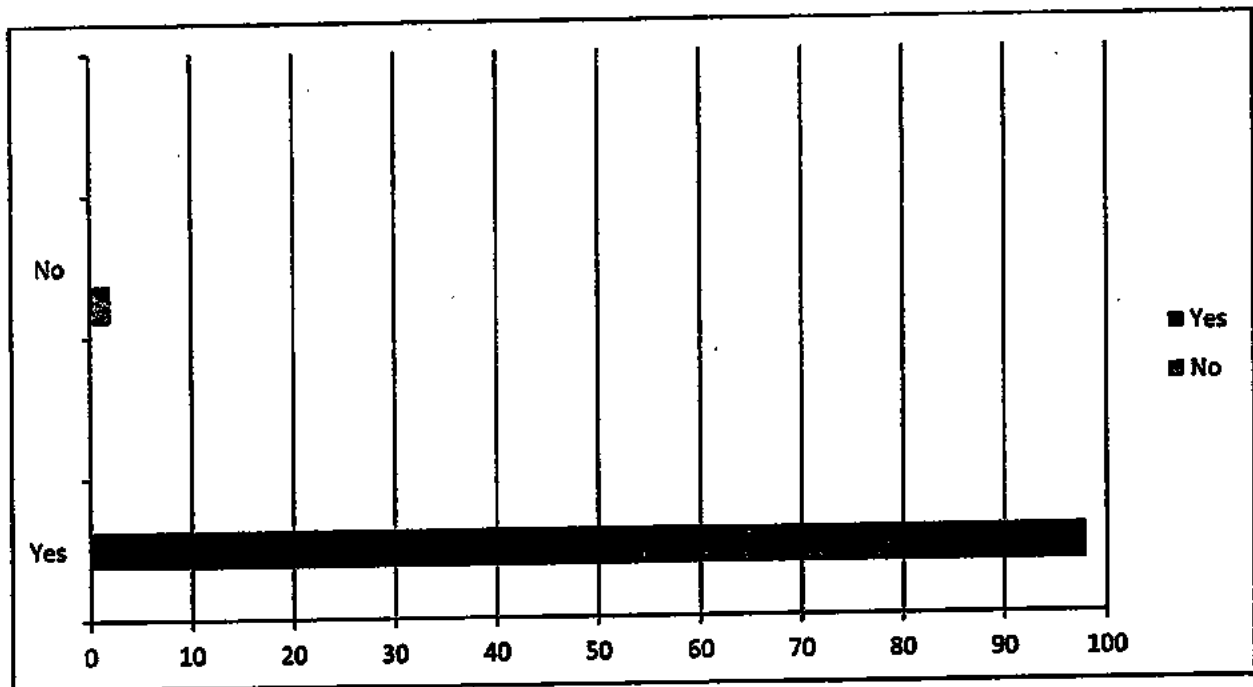
- Yes.

- No.

Chart 10: Observation Sheet (Pragmatic Competence)

Students learn better when the content is related to their interests and requirements of what actually they want to learn. In all classes it was observed that the online websites chosen by the teacher were related to the use of sarcasm that actually helped the students to critically evaluate paragraphs and texts. These activities were also helpful for the students from examinations perspective. Overall results were 100% because in all the classes it was observed that students showed interest and concern towards learning about the use of sarcasm and critically evaluating passages.

3. The students are asked to find out the phrases that have double meaning in them and the students responded quickly and gave correct answers.
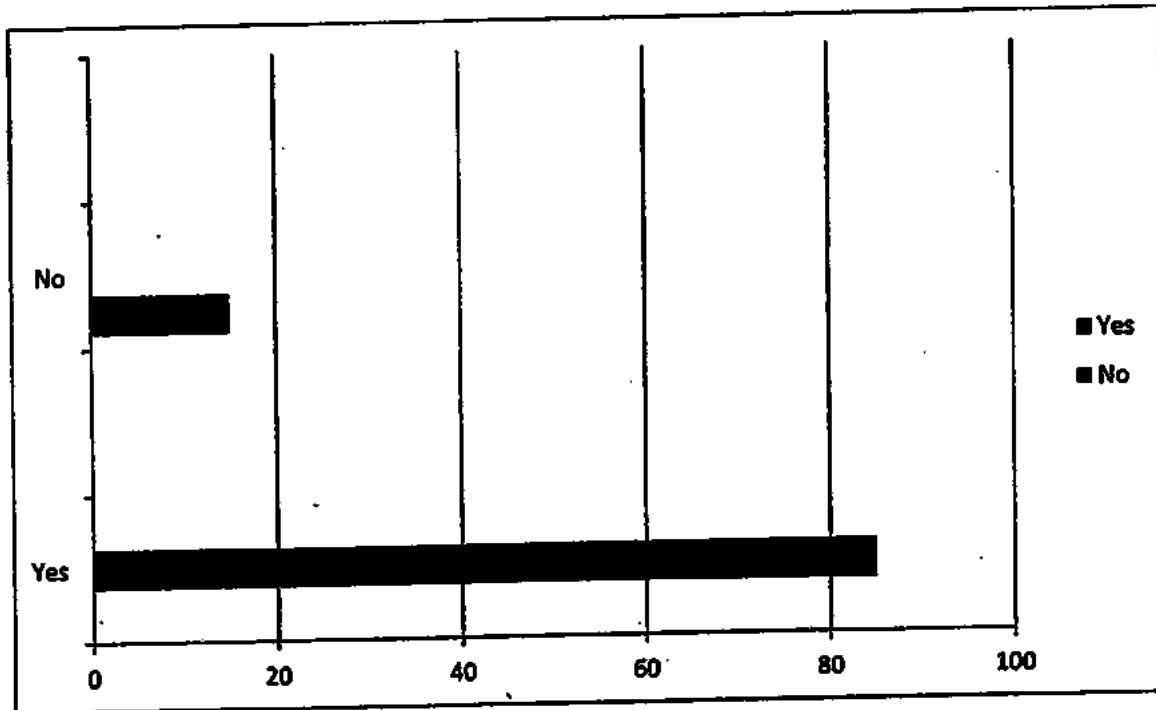
- Yes.

- No.

Chart 11: Observation Sheet (Pragmatic Competence)

Discussions among students make them independent of the teacher. It encourages their participation and involvement with the course. In CALL classrooms students' discussion should be encouraged because teacher's role is facilitator of online websites and web tools. Students were able to discuss with each other and were able to gather opinions and information from others that helped them in doing this task. Observation results revealed that in students had some difficulty in the start but after discussing with each other, they were able to find out all the phrases and sentences that had double meaning in them. On the whole results were satisfactory and the students enjoyed their work.

4. In the end the students were given a situation in which they had to criticize each other's work using sarcasm. The students recorded their speech in sound cloud.
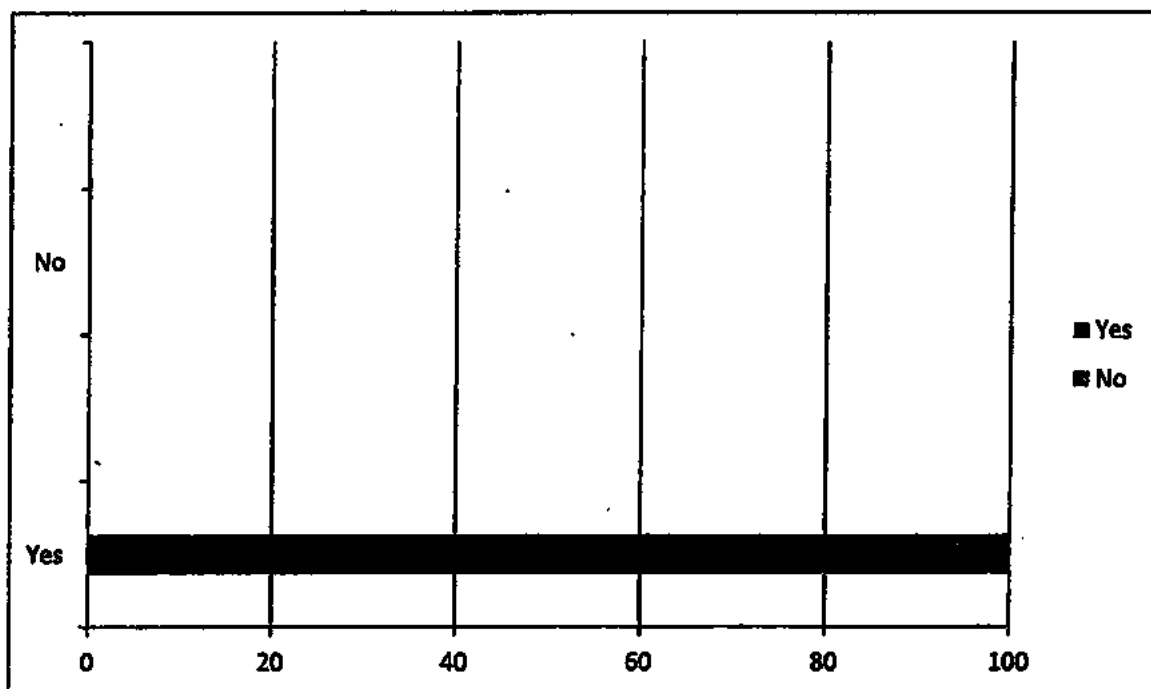
- Yes.

- No.

Chart 12: Observation Sheet (Pragmatic Competence)

Involvement and engagement of students with the learning material minimizes the factors of confusion, boredom and curiosity. In all classes it was observed that students did not get bored of this type of learning because they were enjoying the control they had over their learning. They were free to move forward or backward according to their level of understanding. They were actively involved in the accomplishment of tasks and activities to get good results. Online websites and tools provided full instructions and guide lines to the students so they did not get confused while using and working with on

them. Overall results disclosed that the students were able to criticize each other using double meaning words and sarcasm and it seemed that they were enjoying it.

D. General observation

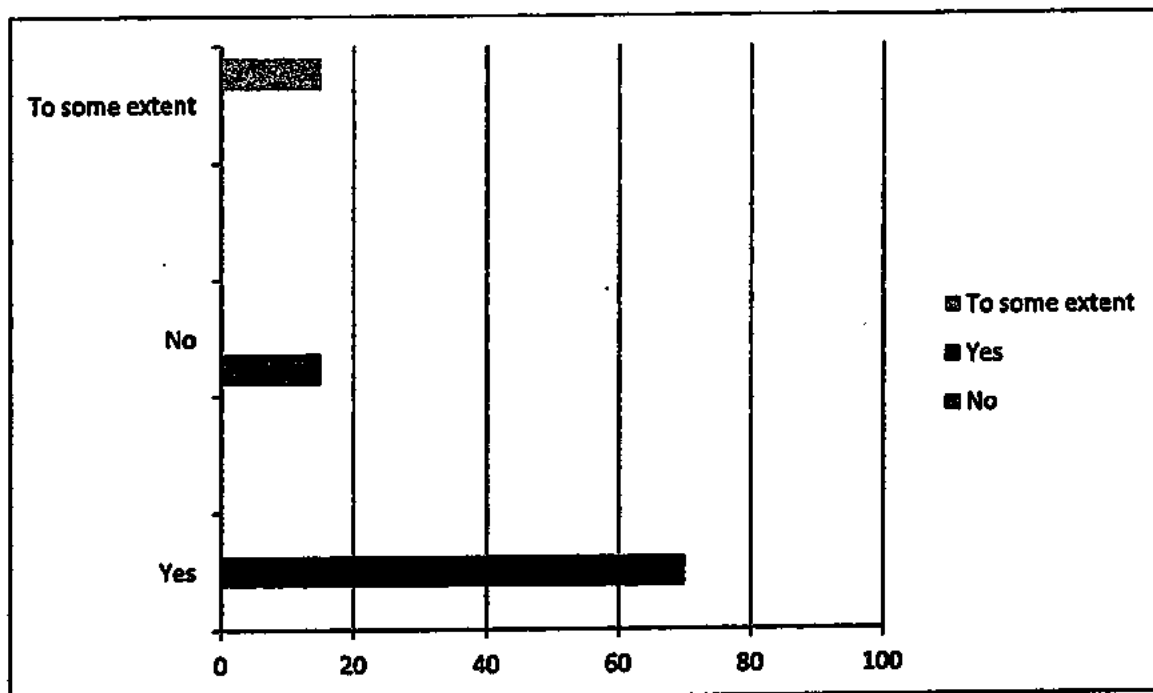1. **The websites encouraged the students to learn language independently.**

- Yes.

- No.

Chart 13: Observation Sheet (General Observation)

100% results had been noticed by the researcher because students were independent of the classroom. They got rid of rote memorization and spoon feeding rather they became constructors of the knowledge. In all the classes it was observed that students were independently grasping the knowledge and ideas and teacher was not supposed to teach them but they themselves were working for the improvement of language skills.

2. Students are able to organize ideas, information and experiences independently.
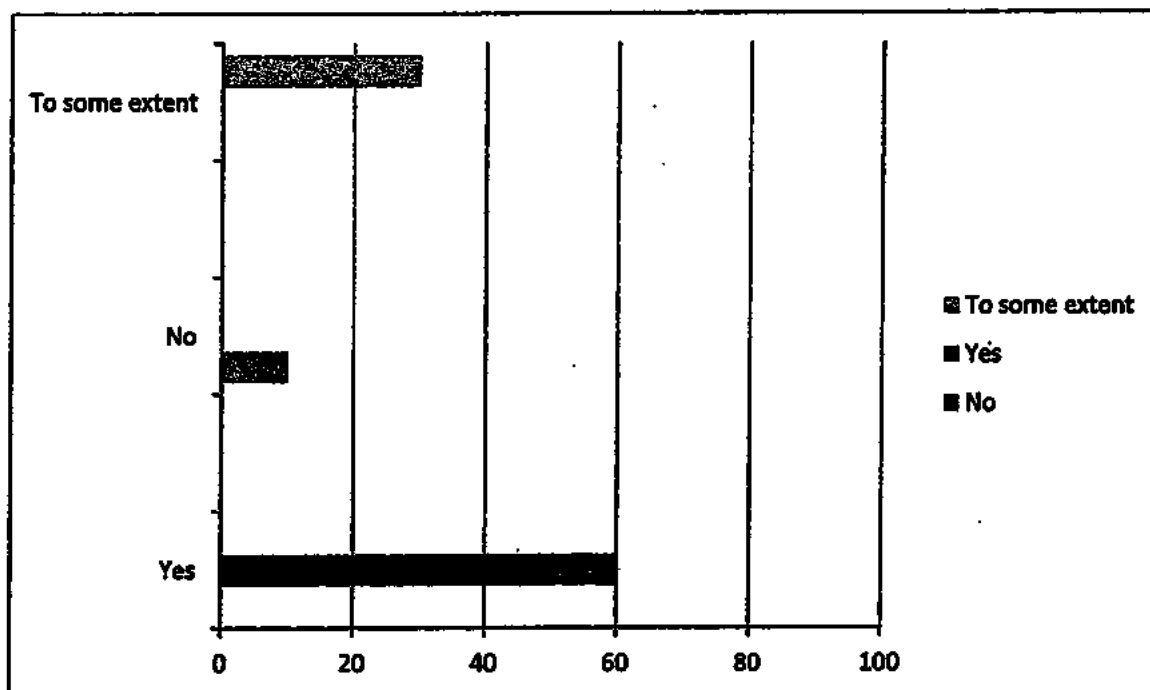
- Yes.

- No.

Organization of ideas, information and experiences is very important in language learning in order to discard confusion and complexity. Researcher observed that at the end of each class teacher asked questions and took students feedback that showed that students were capable enough to arrange the ideas, information and experiences they had gained while working on language skills through online applications and websites, in a systematic way. They linked each lesson with the previous one without any help from the teacher.

3. **Students were less frightened, scared and hesitant than that of the traditional classroom situation.**
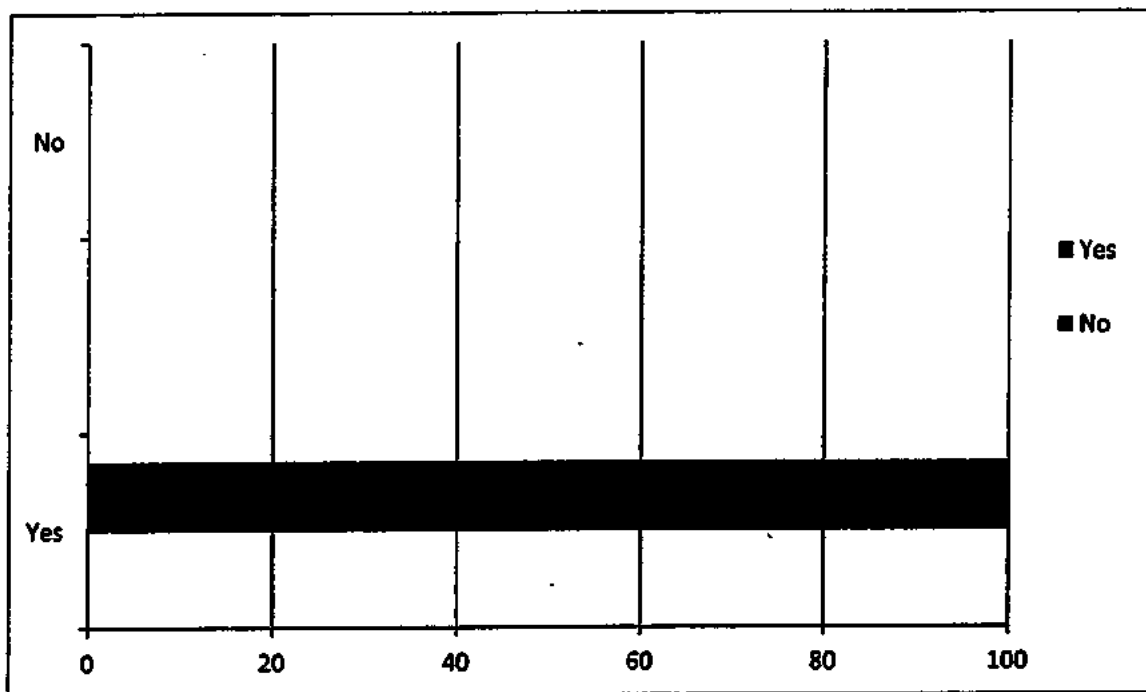
- Yes.

- No.

Chart 15: Observation Sheet (General Observation)

In traditional classrooms, many students feel frightened of the teacher and become less confident. They avoid asking questions and participate less in the discussion and feel shy and become passive recipient. In CALL classrooms it was observed that students were less frightened because they were not directly facing the teacher but computers. They were relaxed while working with online applications because they were freely moving backward or forward according to their comprehension level. The results were 100% positive because in all the classes students remained confident and comfortable.

4.2 Findings of Questionnaire.

Test-based questionnaire was also used to collect data from 25 students in order to make the results more genuine and reliable. The intention was to know about their point of views, perceptions and opinions about the improvement in 3 different areas of communicative competence. The questionnaire contains 31 questions in total divided into four areas namely, General CALL, Linguistic competence, sociolinguistic competence and pragmatic competence. Clear instructions were given to the students on how to attempt the questions. Quantitative paradigm is used to analyze the questionnaire and each question is analyzed separately through pie charts. The questions and the analysis is given below:

Q 1. Do you think CALL classroom is more motivating and interesting than traditional classroom?

a. Yes   b. No   c. To some extent
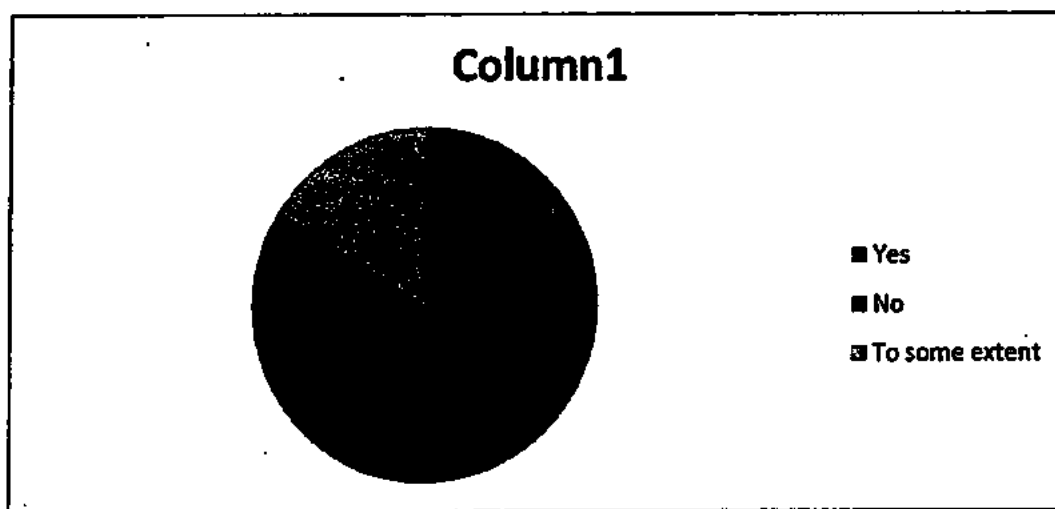

Column1

■ Yes
■ No
▨ To some extent

Chart 16: Questionnaire (General Information)

The question was asked to know about whether students knew about the difference between the traditional language classroom and CALL classroom. 100% Results had been obtained in this case and it revealed that all 25 students were familiar

between the difference both types of classes and that the students were more motivated in CALL classroom than the traditional language classroom.

Q 2. Do you use computer at home?

Yes   b. No   c. sometimes

Sales
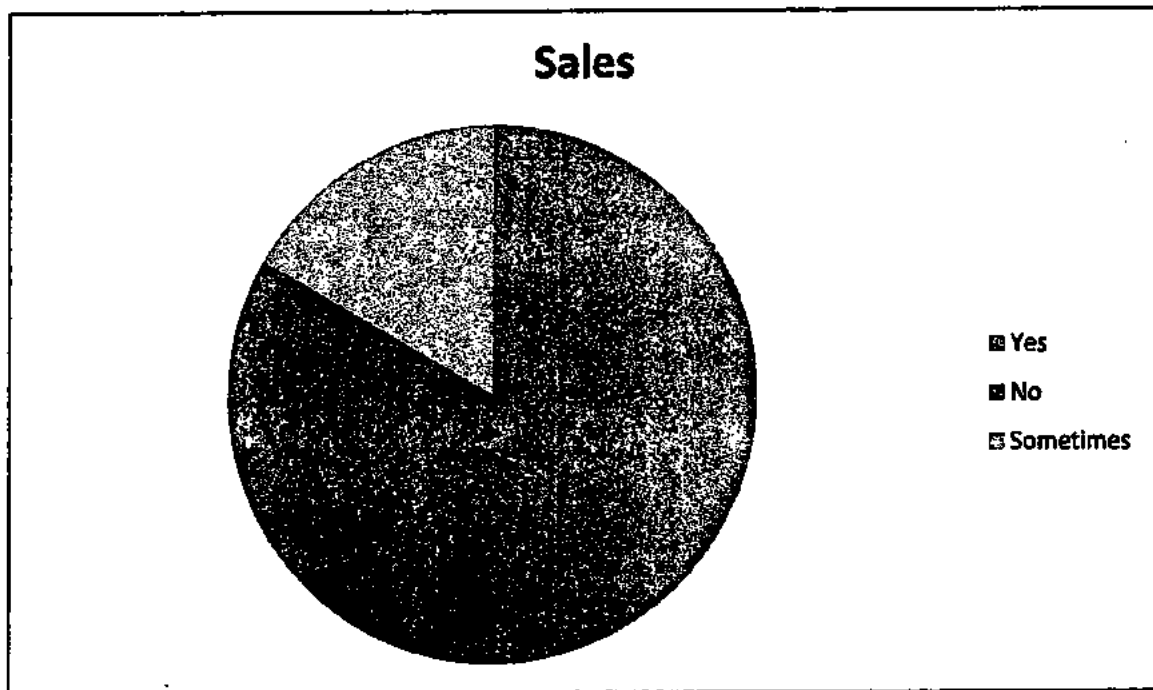
- ▣ Yes
- ▣ No
- ▣ Sometimes

Chart 17: Questionnaire (General Information)

The question was asked to know that whether students have the facility of using computers at home in order to practice CALL outside the language classroom for practicing language skills. It is clearly shown in the figure that 16 students used computers at home while 5 students did not and 4 used computers sometime.

Q 3. What do you often do when you use computer?

    a. Use Facebook b. Read a book   c. Watch a movie
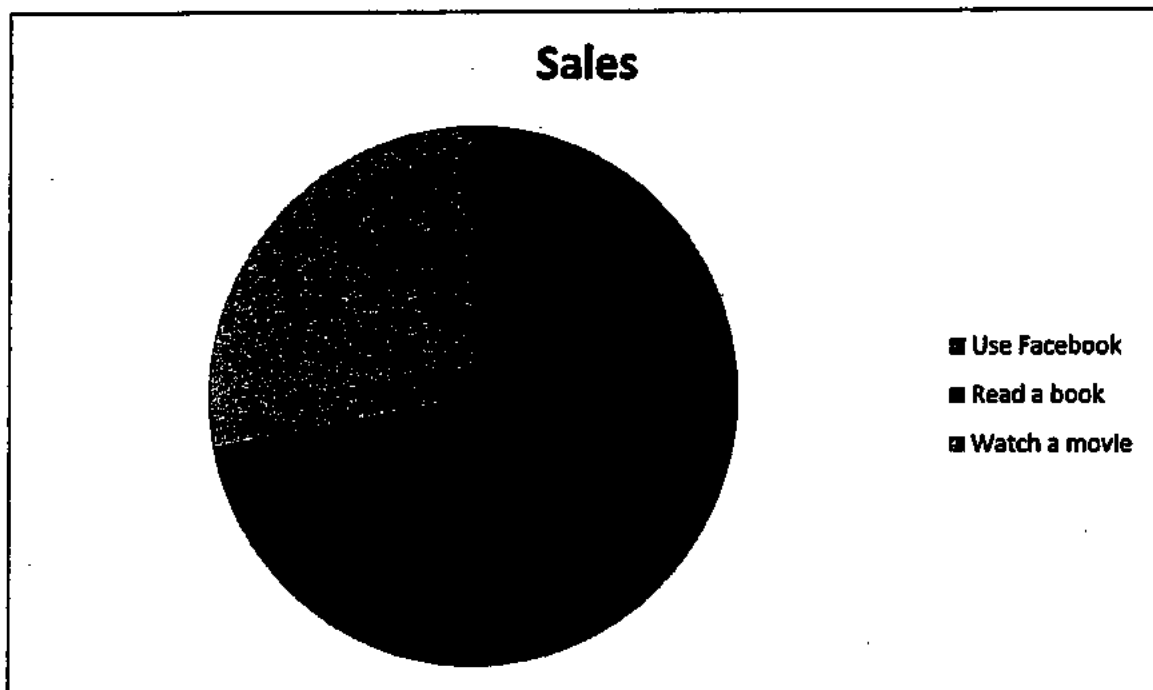
Chart 18: Questionnaire (General Information)

The question was asked in order to know for what purposes they used computers. Results showed more interest towards improving listening skills through watching a movie and use of facebook. Some students also showed their interest towards the online reading of newspapers and books. The findings revealed that on social media network was more popular than reading online and watching movies.

Q 4. In your opinion is language learning more flexible and easy via computers and internet?

a. Yes   b. No   c. To some extent

Sales

- Yes
- No
- To some extent
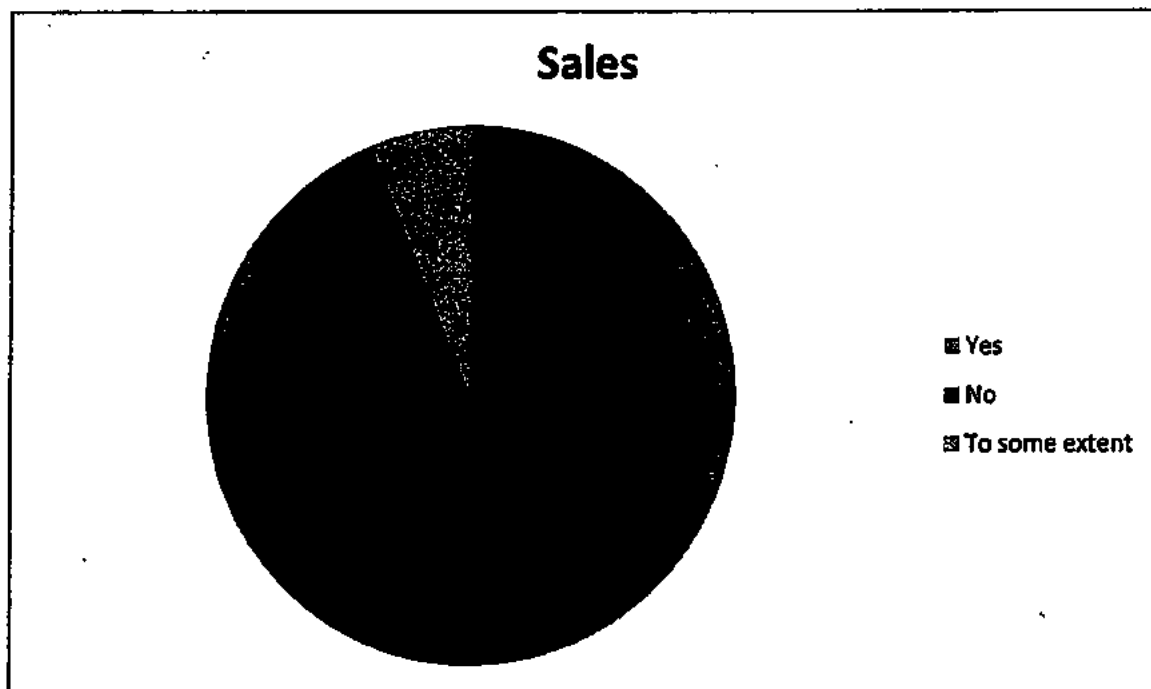
Chart 19: Questionnaire (General Information)

The question was asked to know about whether students have experienced or tried to improve language skills by their own or not. Results disclosed that many students have practiced or are in a habit of practicing language skills if they have a computer and internet connection at home or in the personal gadgets and mobiles. Findings showed that maximum students agree that learning a language through computers and internet is more easy and flexible and they can practice language skills anytime and anywhere if they have an access to computer and internet.

Q 5. Do you agree that learners can learn a language in a relaxed and stress free environment through CALL as it allows them to practice language skills at their convenient time?

a. Yes   b. No   c. To some extent
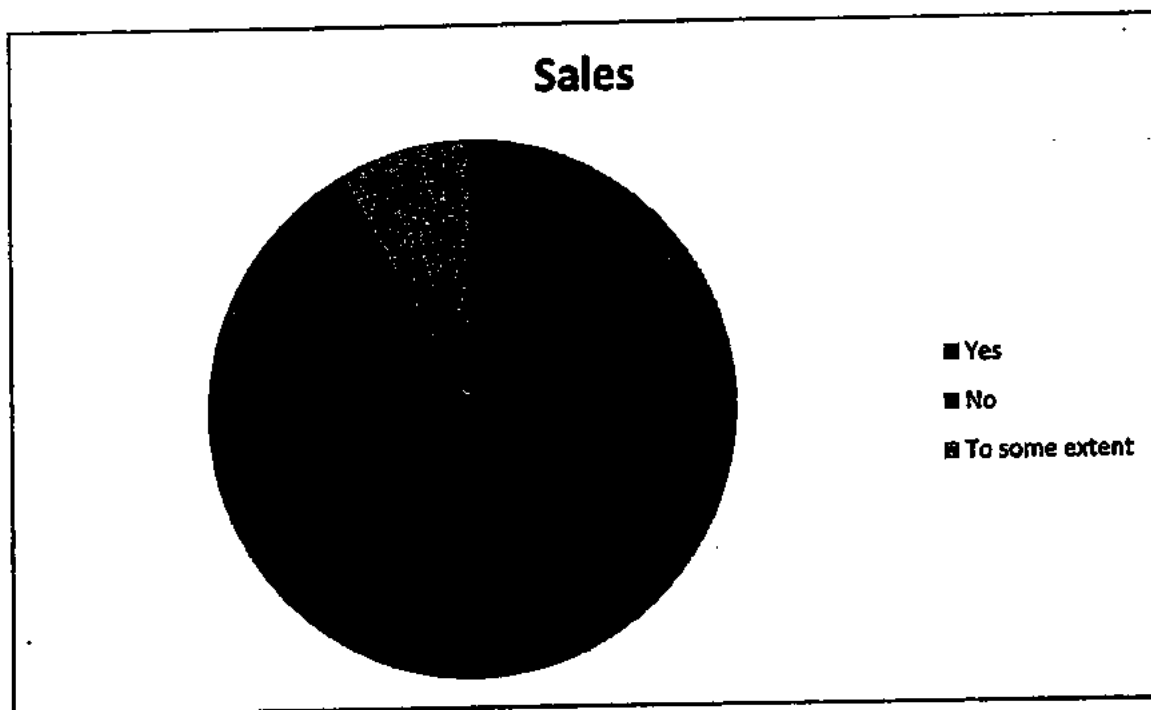
Chart 20: Questionnaire (General Information)

The purpose to ask this question is to know that whether the students felt relaxed in front of the computer or were stressed by sitting there working on the websites for hours. Results showed that majority of the students felt relaxed because of the less fear of being scolded by the teacher. A couple of the students felt stressed but it was because of sitting in front of the computer for hours. Few of the students were of the view that to some extent they felt relaxed.

Q 6. Do you think through CALL you can come across different authentic materials that can improve your language skills?

a. Yes   b. No   c. To some extent

Sales

- Yes
- No
- To some extent
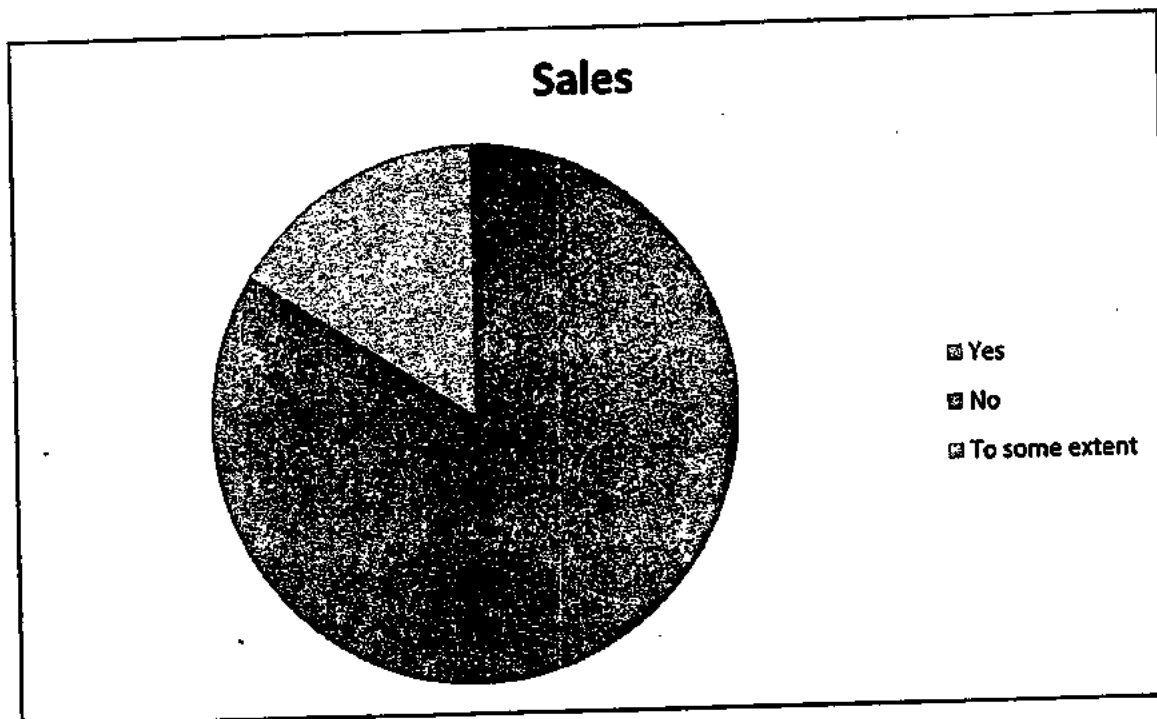
Chart 21: Questionnaire (General Information)

This question was asked to know the students' perception about the computer assisted language learning that whether the material used in CALL classroom helped in exams or not. Researcher found that maximum students were of the view that language learning through online applications can make the learners able to learn language and presented them with authentic material not just in the form of texts but aural and visual form that included audio and video and different images. Results exposed that majority agreed with the statement that online websites contained the authentic material.

Q 7. Learning a language through CALL is usually acquired because the learners can come across a real society and its cultural norms through novels, dramas and movies etc. Do you agree?

a. Yes   b. No   c. To some extent

Sales

- Yes
- No
- To some extent
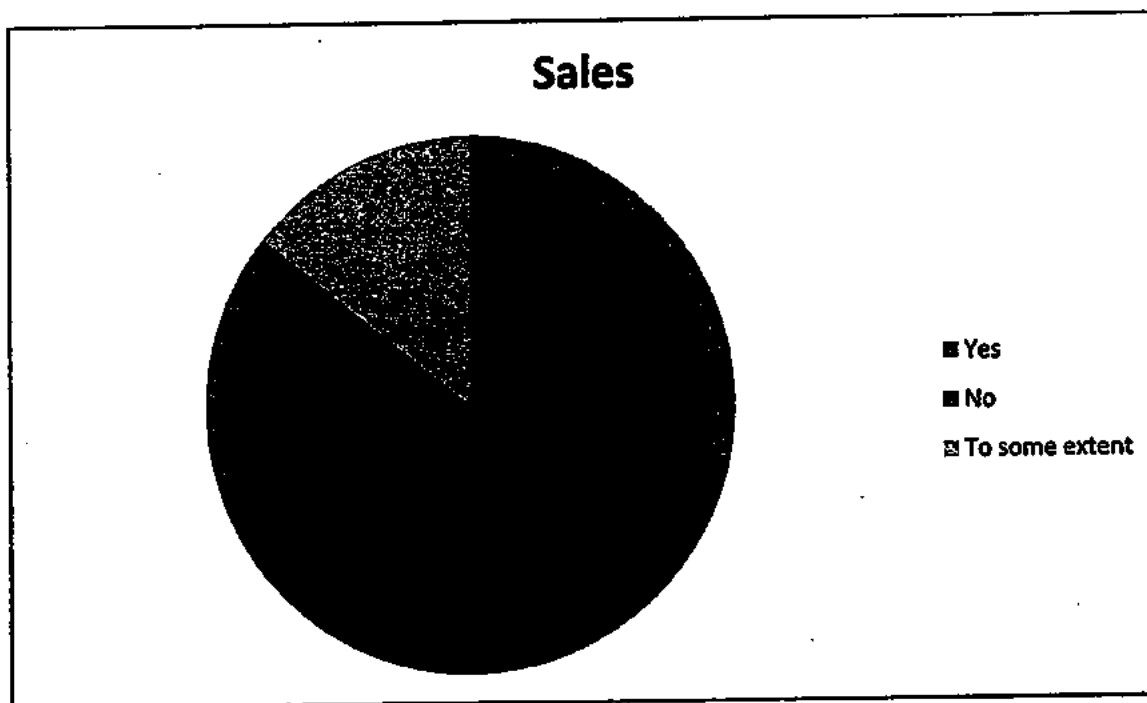
Chart 22: Questionnaire (General Information)

The question was asked to know about students' opinion regarding the material present on the websites and other sources such as dictionaries, novels articles etc used for the improvement of language skills. Online application provides ample opportunities and material that can increase language enrichment of students. According to the results, it was unveiled that majority of the students that the material used by the language learners in CALL classroom can help them learn a language unconsciously and ultimately help them to acquire language. Since along with reading, there is always animation in CALL activities, students are unaware of the fact when they start using the language properly and accurately.

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Q 8. Do you think by practicing the reading exercises that include not only comprehension questions but also grammatical activities; can help you learn to use correct sentences?

a. Yes   b. No   c. To some extent

Chart 23: Questionnaire (General Information)
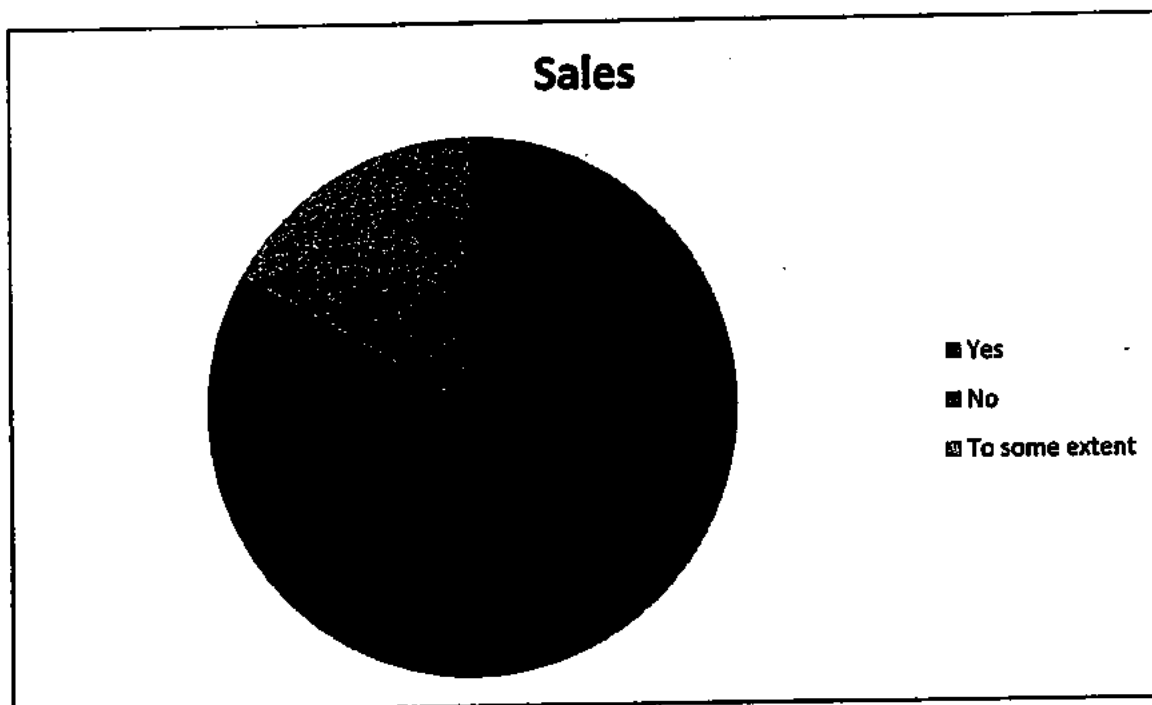
Students were asked this question to know their views about the most useful and easily accessible tool that can help them in learning a language learning. Results revealed that students showed large support towards learning English language through software and internet, the online dictionaries, the encyclopedias and reading exercises and texts that help in using correct sentences.

Q 9. In your opinion listening to the native speakers speak; can help you to reproduce the sentences in the appropriate situation?

a. Yes   b. No   c. To some extent
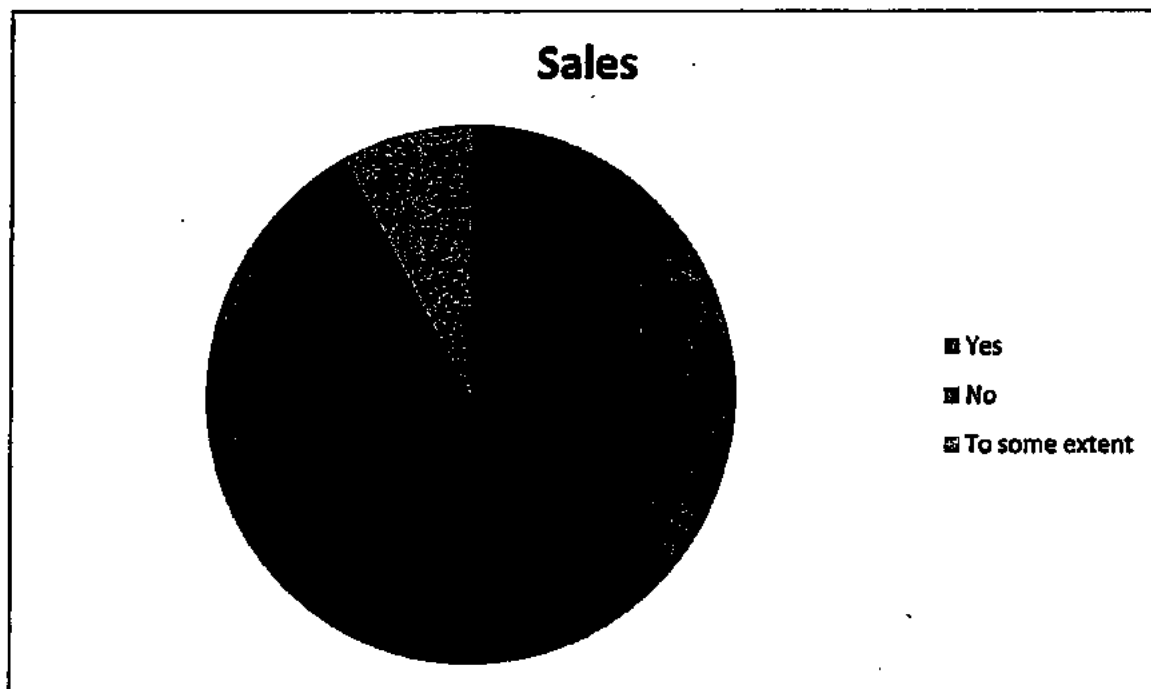
Chart 24: Questionnaire (General Information)

Online applications websites help the students to interact with the native speakers and talk to them about their experiences and interests. Not only websites but some social media networks such as skype, facebook, google hangout and twitter etc are a way to communicate with the language speakers all over the world and the native speakers as well. Not only by interacting with the native speakers but also watching movies and listening to the actors speaking can help them use sentences appropriately. Majority of the students gave positive response.

Q 10. Do you think talking to a native speaker in online chat rooms can help you understand the cultural and traditional use of phrases in a given situation?

    a. Yes   b. No ·   c. To some extent
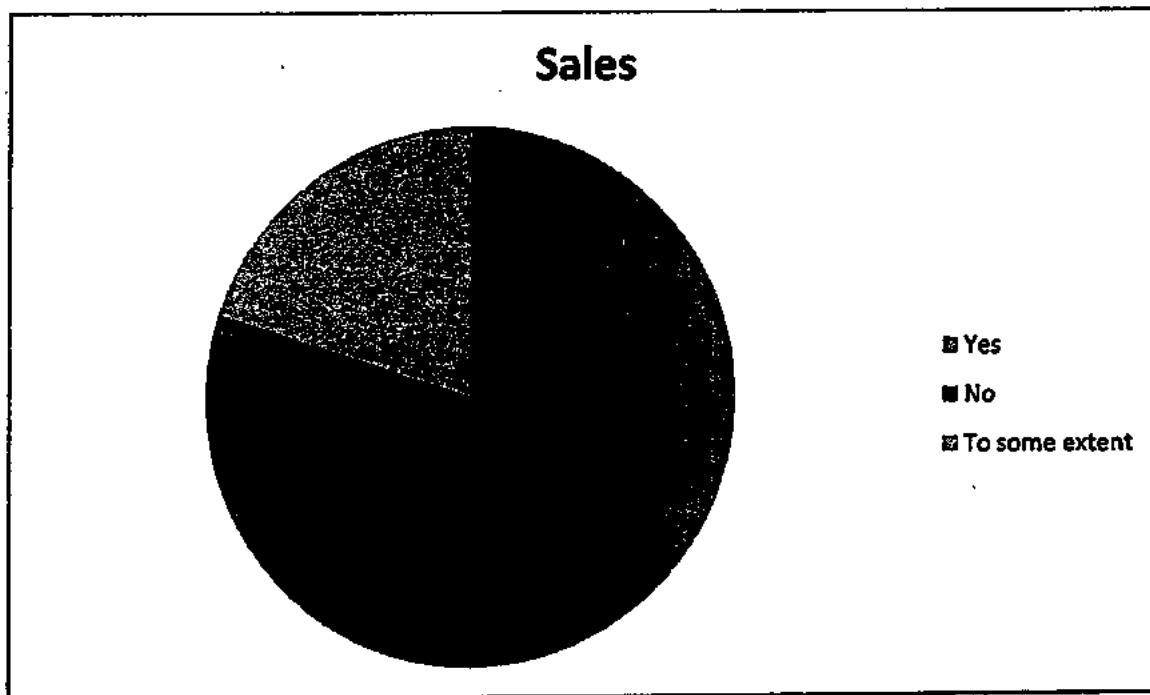
Chart 25: Questionnaire (General Information)

Students can learn language well if learning is motivating and inspiring for them. Language is something that cannot be learned through books and students get bored and become less motivated. The result show that most of the students agreed that by talking to the native speakers can help them to understand the use of cultural traditional phrases.

A. Linguistic Competence

Q 1. Do you think by practicing language through CALL websites has enabled you to learn the following?

a. Spelling alphabets.

Yes   No   To some extent

Sales

- ▣ Yes
- ■ No
- ◨ To some extent
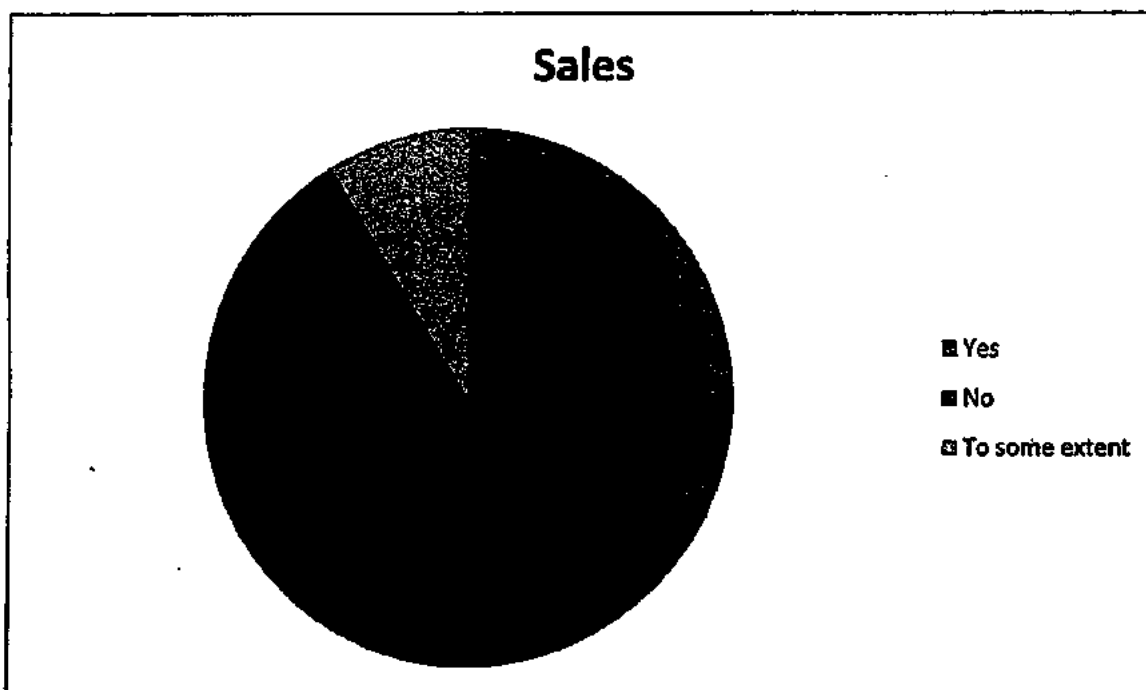
Chart 26: Questionnaire (Linguistic Competence)

The question was asked to know about their learning related to language components such as letters, words and their spellings. Learning spellings through websites is also interesting and motivating since the websites have different game activities and flashcards that keep them interested while learning spellings. Results showed that most of the students agreed that they had improved they had improved their spellings by using websites.

b. Letters, numbers, and Pronouncing English sounds.

Yes   No   To some extent

Sales

- Yes
- No
- To some extent
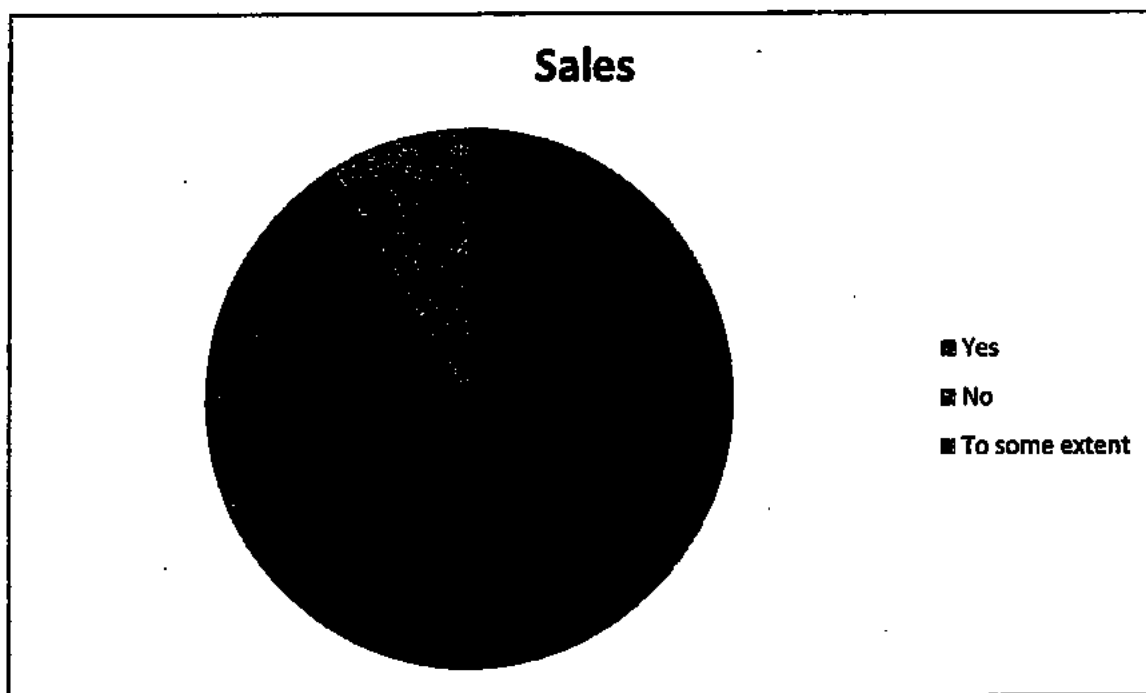
Chart 27: Questionnaire (Linguistic Competence)

The students were presented with websites that dealt with the words and their pronunciation and also with letters to be used in the spellings. The students enjoyed thoroughly while learning the words and their spellings and pronunciation and even kept on pronouncing the words themselves. They were also shown a video related to phonetics which motivated them to go further. Most of the students agreed that they have learned letters, numbers and pronunciation.

c. Understanding main words and functional words.

Yes   No   To some extent
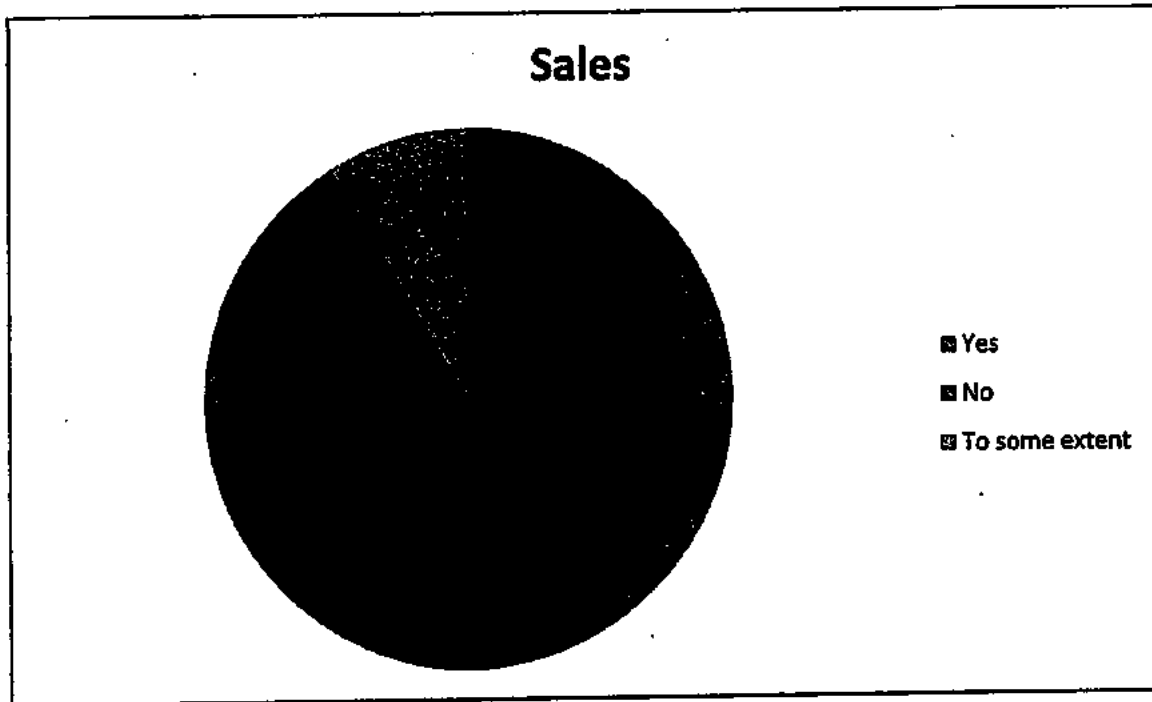
Chart 28: Questionnaire (Linguistic Competence)

Students had a complete understanding of the difference between the content words and the functional words. They were asked to the read a text and find out the nouns, verbs, adverbs and adjectives and make sentences using the functional words. The students understood what was meant by the functional words and made sentences easily. Similarly the students were asked to write down some content words in the paragraph and again they were able to do that too. The result show that most of the students knew about the difference between content and functional words. So it revealed that vocabulary, spellings and grammar are improved well through the use of the websites.

d. Understanding the rules of noun phrases

Yes   No   To some extent

Sales

- Yes
- No
- To some extent
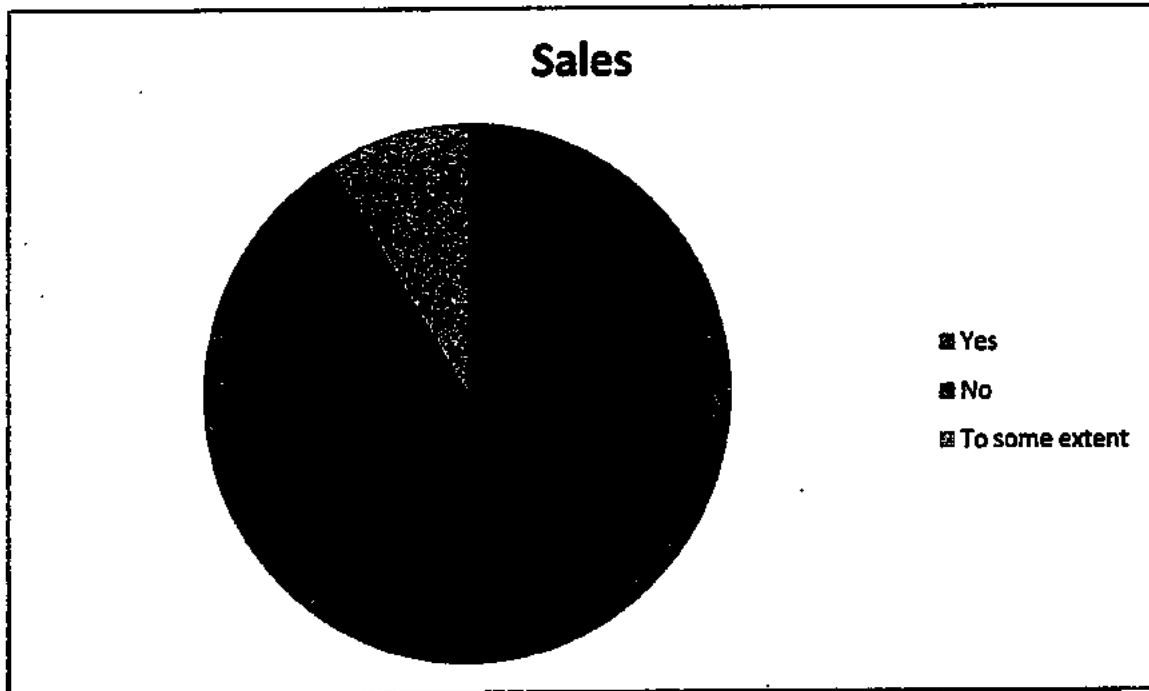
Chart 29: Questionnaire (Linguistic Competence)

Through this question, researcher wanted to know students' opinion that whether textbooks and online websites having text passages and along with the activities are more beneficial for the improvement of the grammatical rules or not. The results disclosed that 20 out of 25 students said yes and the rest of the students either marked no or to some extent. Researcher noticed more favor and interest towards the online websites and their activities as compared to the novels and texts available on google.

e. Constructing and presenting descriptive texts which describe objects by using noun phrases.

Yes   No   To some extent

Sales

- Yes
- No
- To some extent
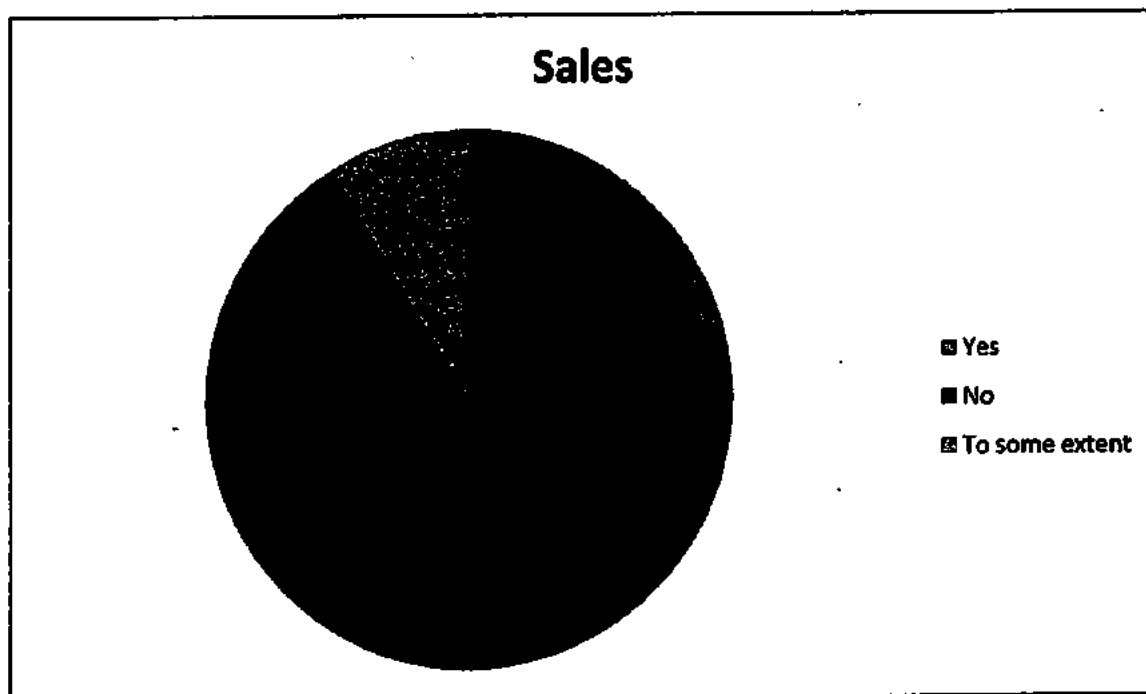
Chart 30: Questionnaire (Linguistic Competence)

Through practicing writing skills, students improve the grammatical structures and the use of noun phrases. During the observation researcher had observed that the students used MS Word and MS PowerPoint for free writing and for practicing the use of noun phrase and other grammatical categories. Results disclosed that most of the students agreed that they were able to describe objects and were able to construct a grammatically correct sentence. It revealed that the use of MS word and PowerPoint is beneficial in the building and growing of writing skills

f. Understanding the rules of word and sentence formation or structural skills.

Yes   No   To some extent

Sales

- Yes
- No
- To some extent
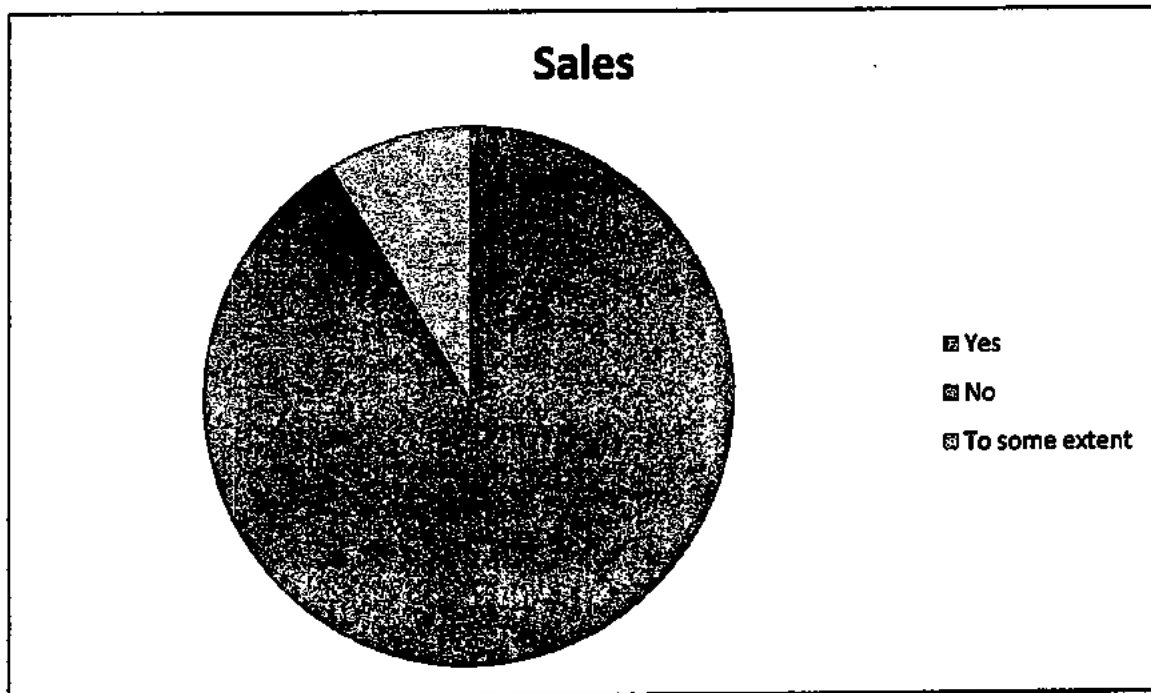
Chart 31: Questionnaire (Linguistic Competence)

The question was asked to know that whether the students felt any positive effect on their writing skills after learning grammar and sentence structure through the websites. Results revealed that 21 students were satisfied with the use of the websites and found it beneficial for the improvement grammar, sentence structure. On the other hand one student disagreed with this view and found it less advantageous and 3 of the students improved and less in grammar and sentence structure.

g. Constructing sentence types and sentence forms.

Yes   No   To some extent
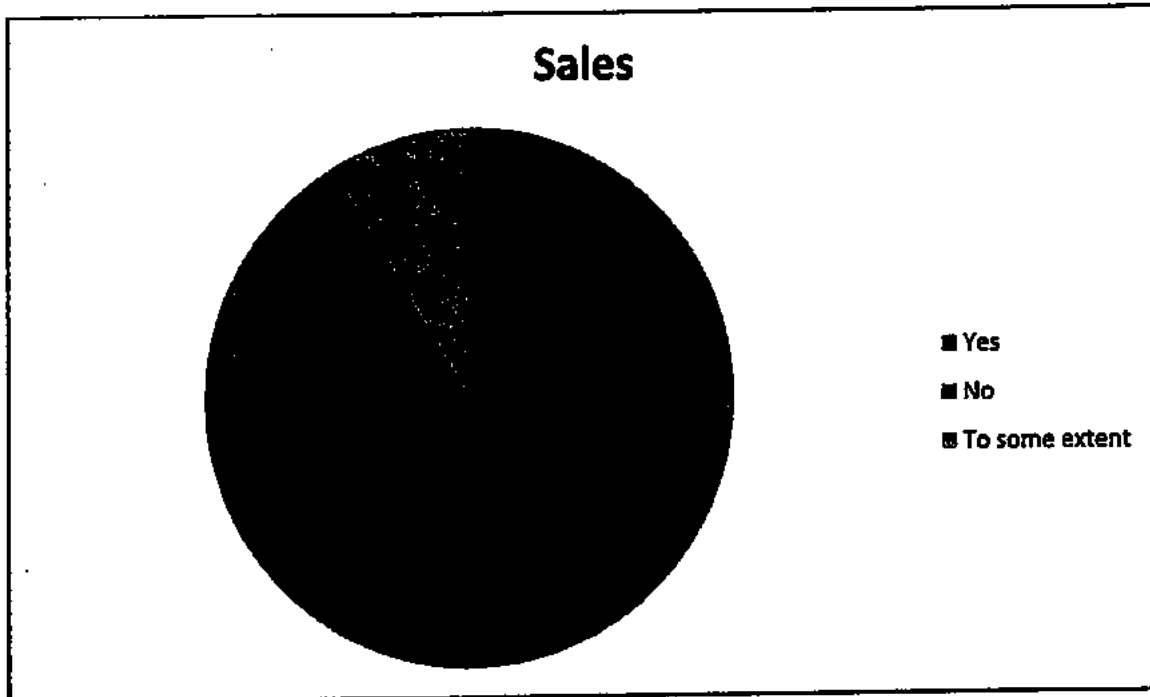
Chart 32: Questionnaire (Linguistic Competence)

During the observation session, researcher had also observed the use of different writing websites along with the phonetic and grammatical websites. This websites provided the students with the list of vocabulary soon after they complete reading text or passage. They had to use those vocabulary items to write sentences. Since there were different types of words, the students made sentences which covered all types of sentences that are usually taught in grammar. The most of the students were able to make sentences with some minor mistakes.

Q 2. Write down two different ways of greeting people.

Students were given this question to know whether they are able to greet others using polite words and sentences or not. Most of the students provided with the answers that had polite words and sentences.

Q 3. Imagine yourself in a situation in which you are going to give information to another student about CALL.

Students were able to talk about CALL along with the use of internet, websites, webtools and the convenience of using CALL outside the classroom

Q 4. Write down five questions that come to your mind about learning a language online.

All the students came up with interesting questions about learning language and all four skills online. Majority of the questions were about speaking skills and about communicating with others and native speakers.

Q 5. Explain the theme in the first paragraph of the reading passage in activity 1?

All the students were able to explain the theme in the first reading passage in the first activity. They tried using noun phrases, and all experimented with different types of sentences.

Q 6. How did the person in the listening activity take leave while going away?

This question was also beautifully answered by the students. The answers varied but all of them agreed on the use of polite language and sentences.

Q 7. Summarize and conclude the story that you have read in the reading passage in activity 2.

The students used correct grammar and the use of the content and functional words was appropriate too. They used noun phrases when the wanted to describe something or some object.

B. Socio-linguistic competence

Q 1. Do you think that by practicing language through CALL you can respond to a question or give your feedback about an action or behavior according the situation?

   a. Yes   b. No   c. Not sure
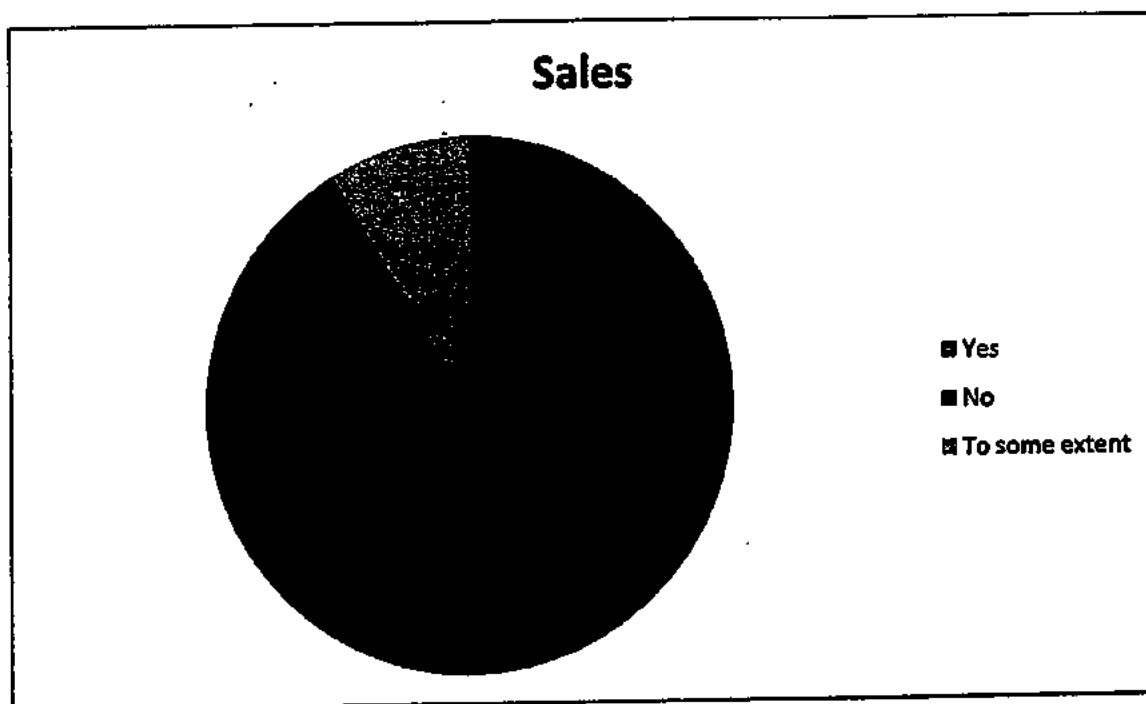
Chart 33: Questionnaire (Socio-linguistic Competence)

Researcher has also observed in the classroom that students became aware of the use cultural and traditional norms used and followed in the society of the target language. The students were learning at a quick pace and they knew how to respond to a question and when to use polite language and how to use it even if the other persons tone is rude. The question was asked by the students to make results more authentic. Results showed that 90% of the students learned how to behave according to the situation.

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Q 2. In your opinion has CALL helped you to learn the following?

a. How to greet your class fellows?
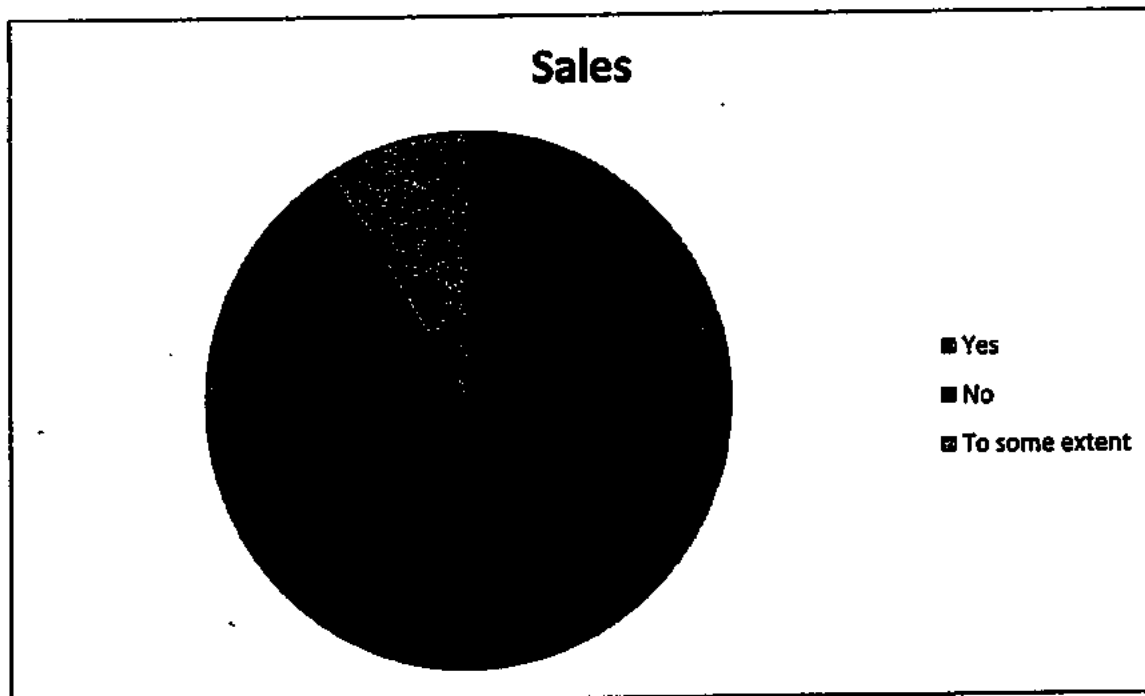
Yes ·   No   Not sure

Sales

■ Yes
■ No
▣ To some extent

It was observed by the researcher that learning through websites is not only useful but also interesting. The texts, topics, tasks and activities provided by the online applications and websites were authentic and related to the real situations. Results showed that 100 % of the students agreed that they knew how to greet their class fellows and how to use polite language while greeting.

b. How to take permission from the teacher to come in or leave the class?

Yes   No   Not sure
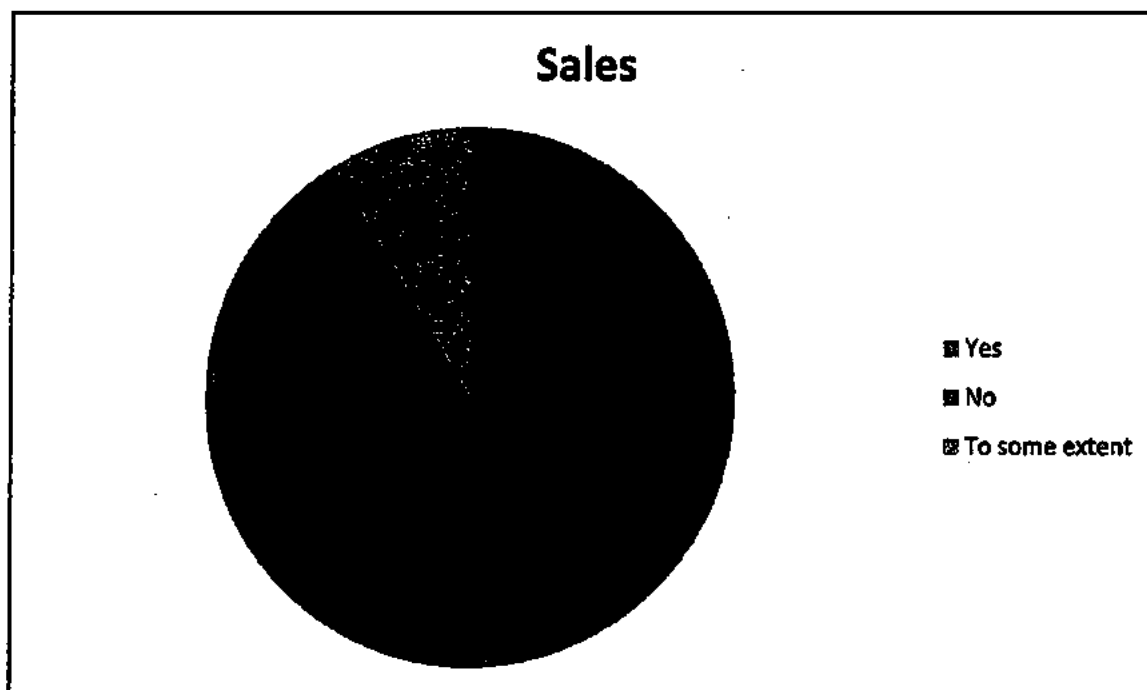
Chart 35: Questionnaire (Socio-linguistic Competence)

While considering students response about taking permission researcher again found 100% result towards it. All of the students were asked to record their speech about how taking permission from the teacher to come in and leave the class and all the students were able to do that with less grammatical mistakes and good pronunciation. Some of the students who are from the Northern areas had problem with pronunciation but the rest had improved a lot.

c. How to explain that why you are late?

Yes   No   Not sure

Sales

- Yes
- No
- To some extent
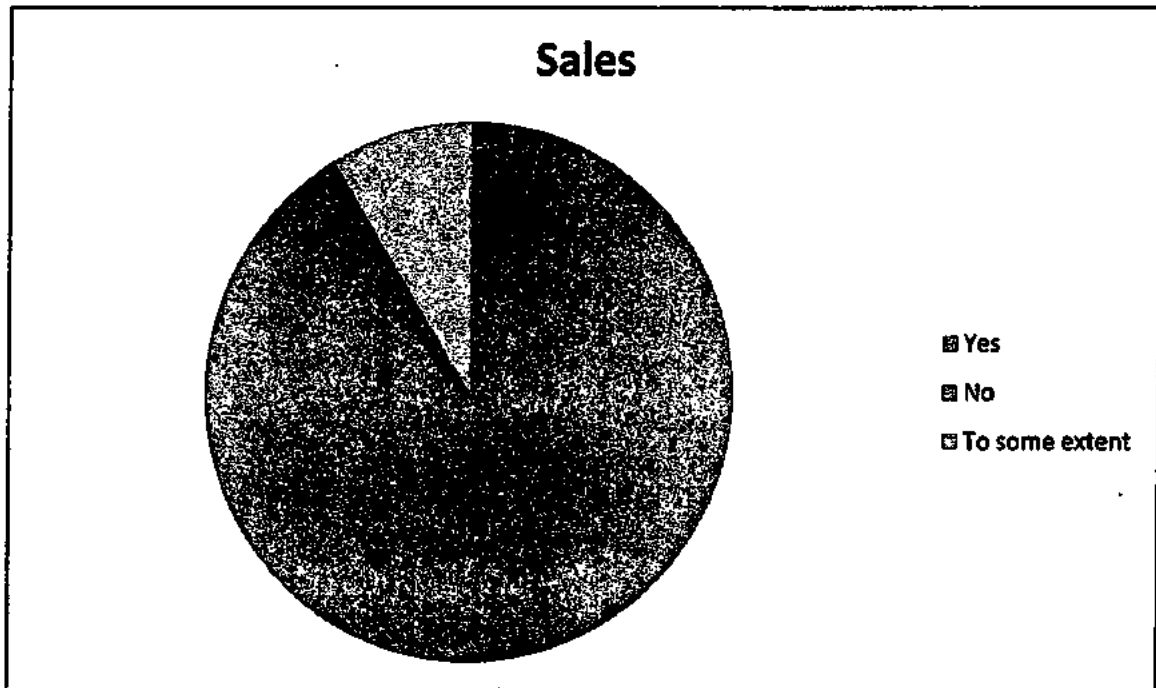
Chart 36: Questionnaire (Socio-linguistic Competence)

The students improved a lot in a way that how to respond according to the situation. The students were given 5 situations in which they had to explain why they were late and their answers had to be different. Majority of the students were able to give appropriate answers and respond according to the situation. Maximum students were satisfied and became motivated while answering the questions.

Q 3. Do you think that now you can understand the English society through reading online stories and novels and through watching realistic movies?

a. Yes   b. No   c. To some extent
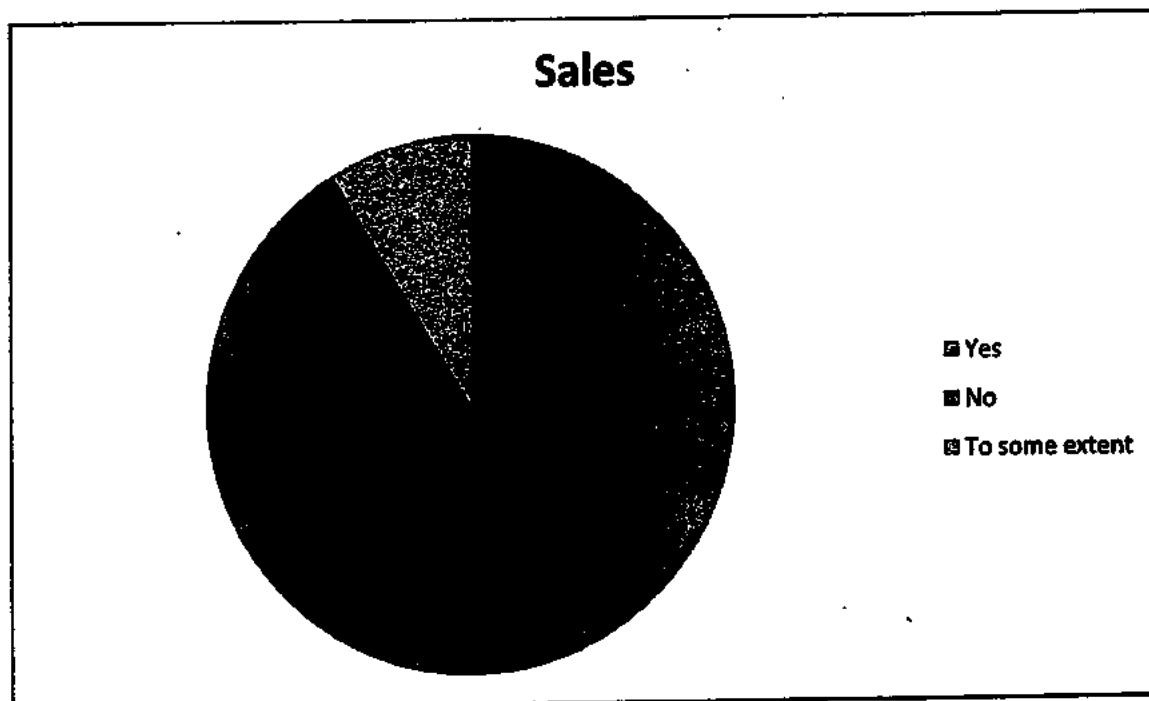
Chart 37: Questionnaire (Socio-linguistic Competence)

Many of the students were of the view that they could understand the English speaking society by watching English movies and reading novels, Because of the shortage of time less novels were taught through CALL and the students were of the view that more reading texts along with the movies should be introduced. Nevertheless they understood the norms, greeting tradition and leave taking permission which proves that they have learned.

Q 4. Do you feel surprise at the polite way of English people talking in a conversation?

    a. Yes   b. Of course   c. Not at all

Sales

- Yes
- No
- To some extent
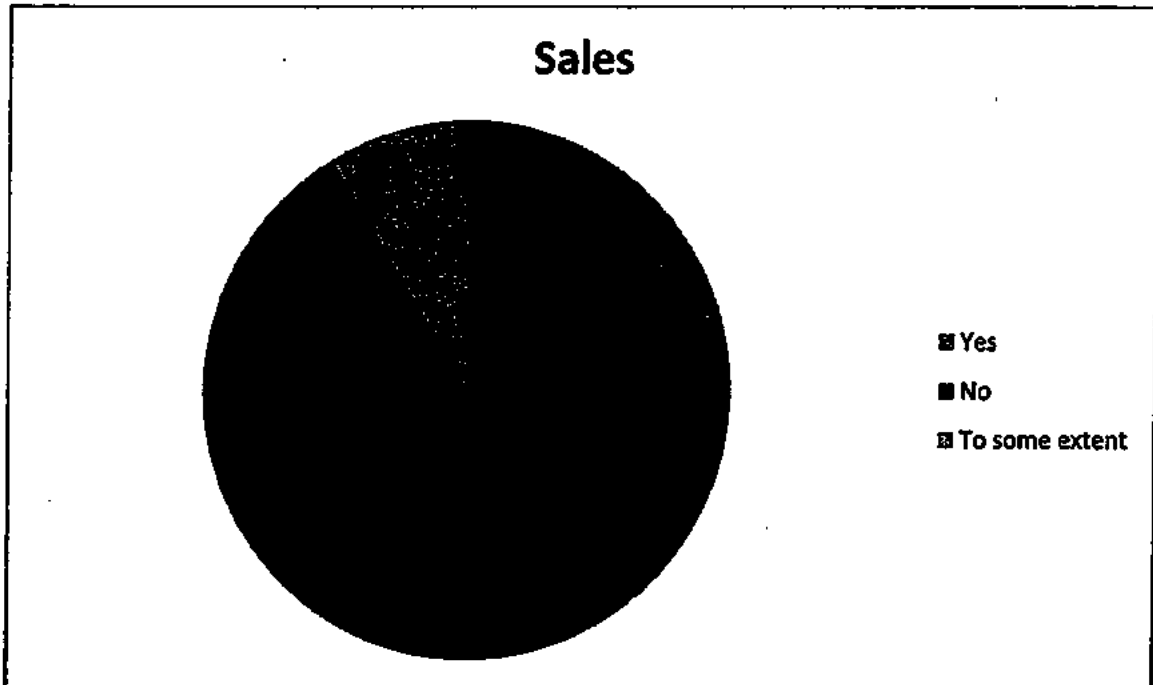
Chart 38: Questionnaire (Socio-linguistic Competence)

In the start the students were really surprised and shocked at the way the native speaker's use of polite language in their sentences. They were also surprised at how frequently they used polite language in their speech, when in the house or outside in the street, whether in the office or in train or bus, whether telling direction to others or asking for directions from others etc. Majority of the students said yes they were surprised.

Q 5. When in a fight with someone, do you think you can use polite sentences instead of rude sentences?

   a. Yes   b. No   c. To some extent

Sales

- Yes
- No
- To some extent
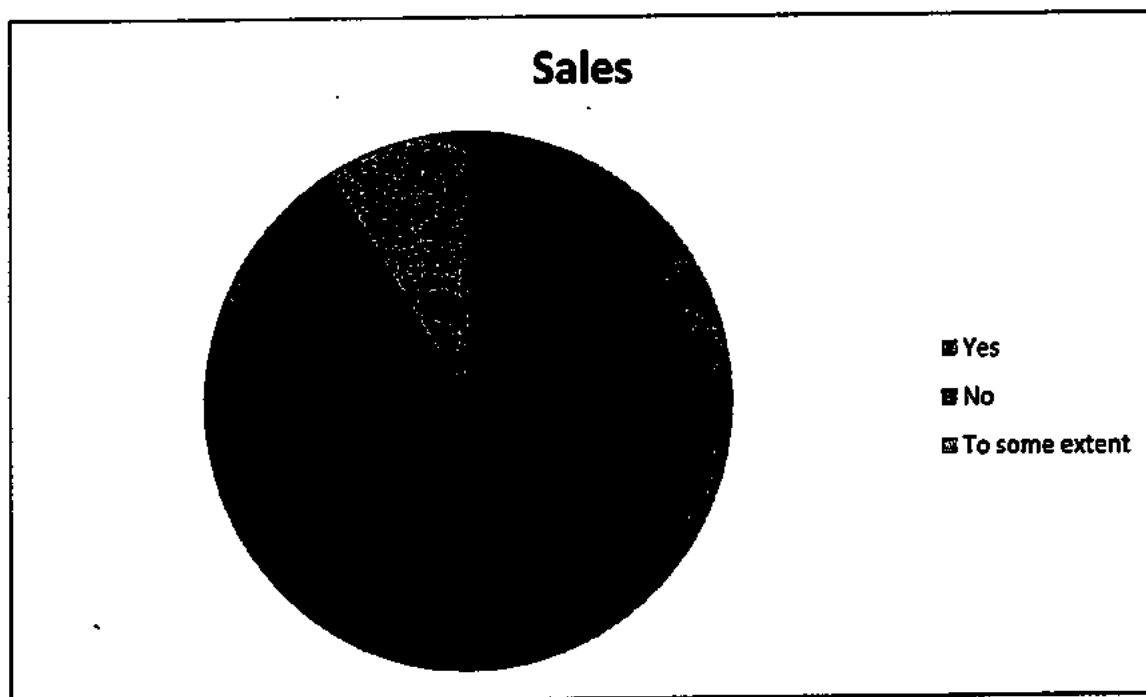
Chart 39: Questionnaire (Socio-linguistic Competence)

60 % of the students' answers were positive and they said they can use polite language and 25% of the students said no but they were of the opinion that they might be able to use it with practice. The rest of the students said to some extent and that they also needed more practice.

Q 6. What are the different situations when English speakers bless each other?

After watching the videos and reading passages, they were able to enlist the different situations where English speakers bless each other such as when people sneeze, when they help others and when they buy something from the shop etc.

C. Pragmatic competence

Q 1. While practicing four language skills through CALL, did you critically evaluate the reading texts?

a. Only linguistic items   b. Only literary items   c. Both   d. Not at all
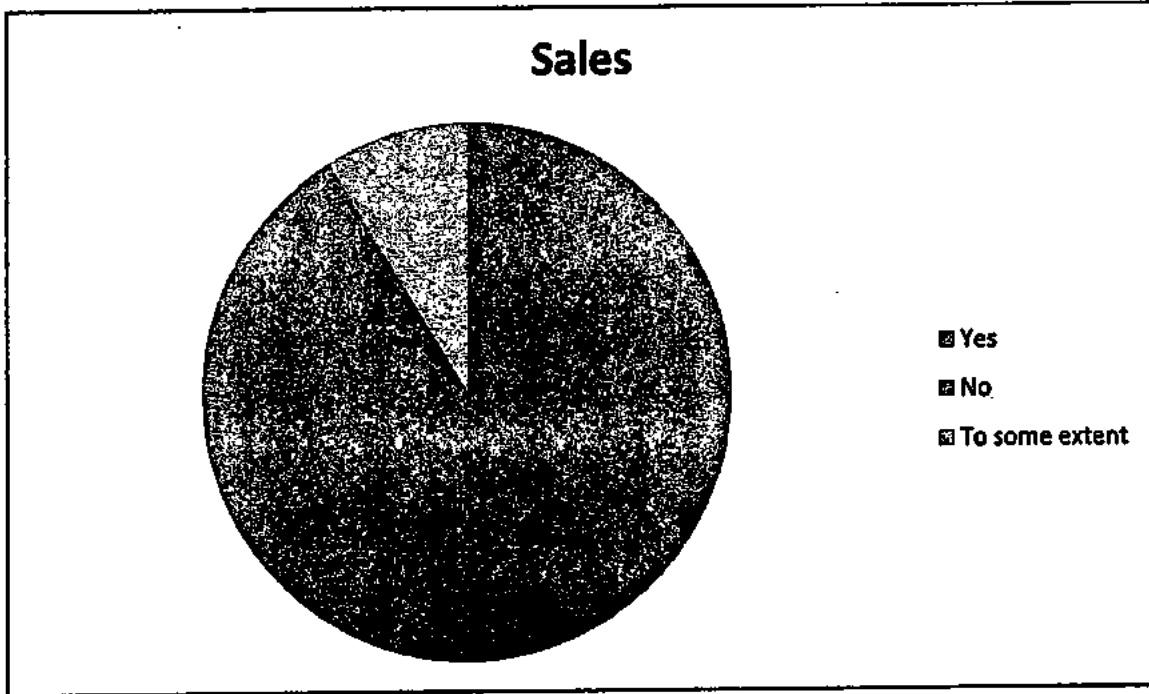
Chart 40: Questionnaire (Pragmatic Competence)

The students were given reading texts and were asked to critically evaluate the text using sarcasm and irony. They were supposed to find out the good points and the bad points and they did it excellently. Many students said they were able to critically evaluate a text.

Q 2. Did you come across different types of sarcasm used by the writer about the people of the society or characters in the story?

    a. Yes   b. No   c. Not sure
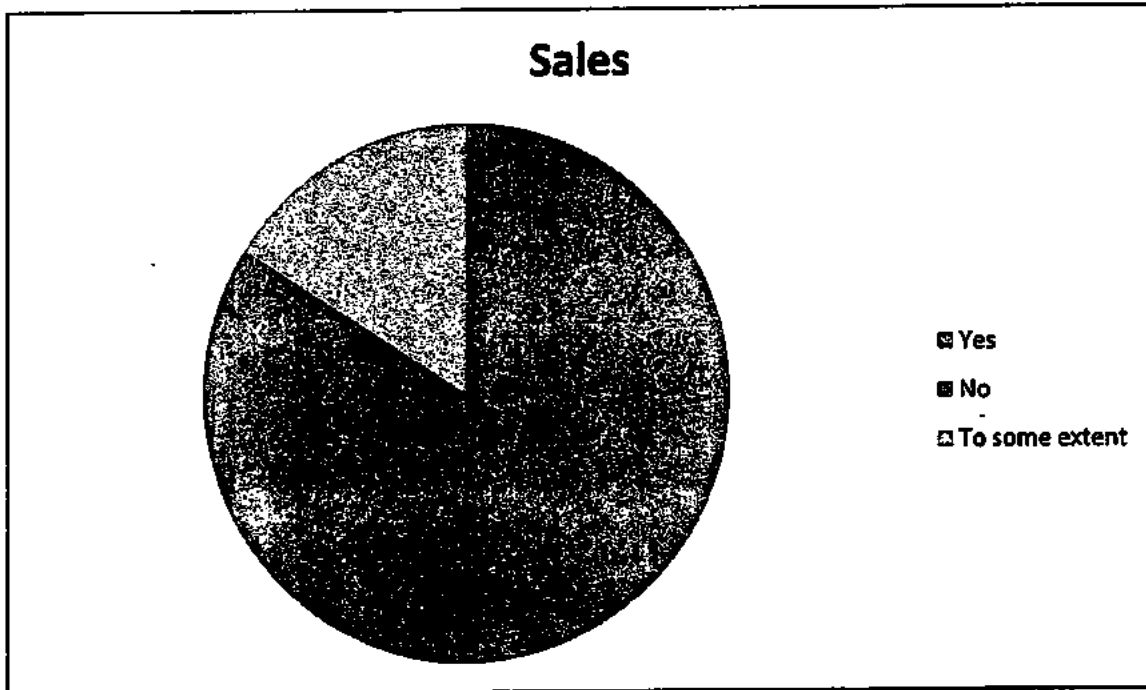
Chart 41: Questionnaire (Pragmatic Competence)

The students were presented with the stories such as 'The Lottery, animal farm etc and then movies were also shown and as a result they found many sentences where sarcasm was used. Most of the students agreed that they understood the sarcasm used and the underlying meaning. The video really helped.

Q 3. Was that sarcasm direct or indirect?

a. Direct   b. Indirect   c. Not sure
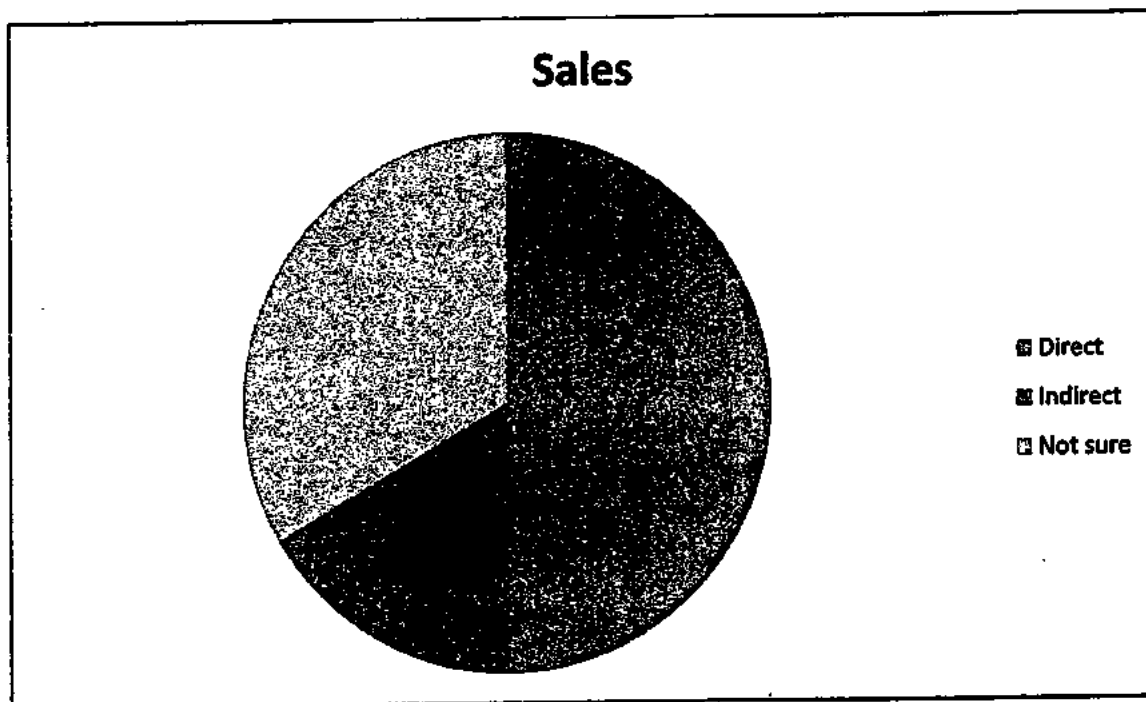
Chart 42: Questionnaire (Pragmatic Competence)

Usually the stories with criticism on society are very complicated to understand and usually long. The same problem was with this story, complicated or not it was long and due to shortage of time, many students couldn't read the full text but still many students were able to guess that the criticism was indirect. Most of students said that the sarcasm was indirect and few of them said it was direct. Still few of them were not sure whether it was direct or indirect.

Q 4. Could the reader get a real message through criticism or sarcasm which is indirect?

Yes   b. No   c. To some extent
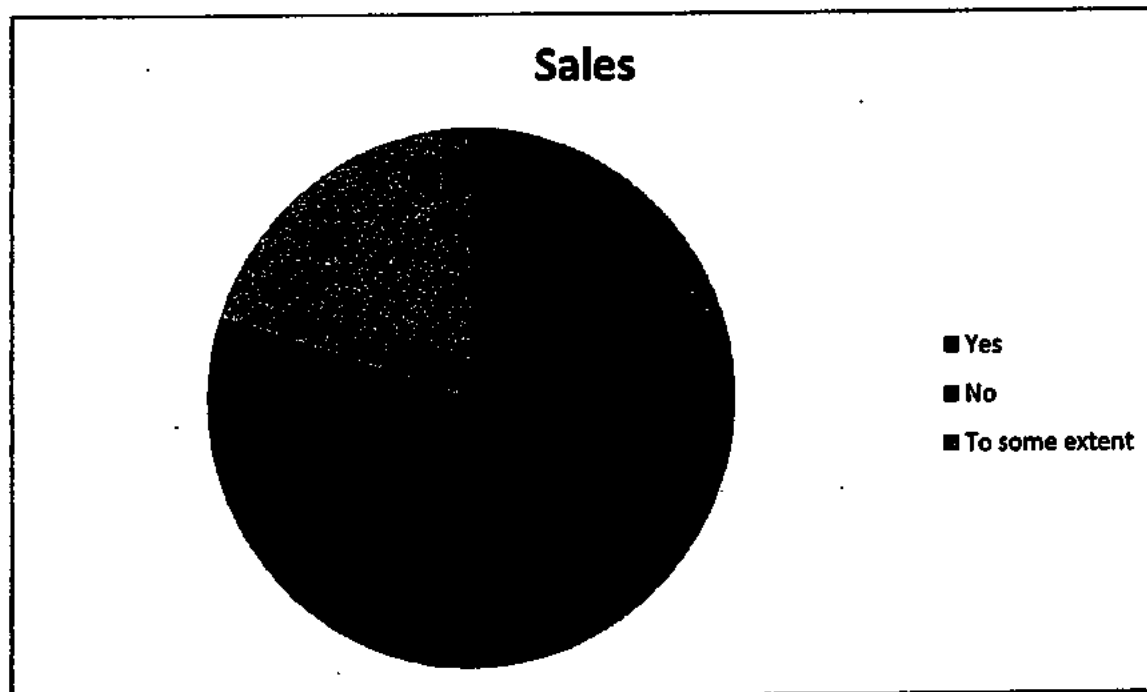
Chart 43: Questionnaire (Pragmatic Competence)

The students were asked to write a summary at the end of the passage and majority of them said that the writer used criticism to highlight a theme or to criticize the government or the society depending on their understanding of the story. Only 5 of the students were not sure about the real message highlighted through criticism. So it was pretty much clear that the students understood the real message.

Q 5. Did you come across different proverbs and phrases used by the English speakers in the movie that had double meanings?

a. Yes   b. No   c. Not sure

Sales

Legend:
- ■ Yes
- ■ No
- ▨ To some extent
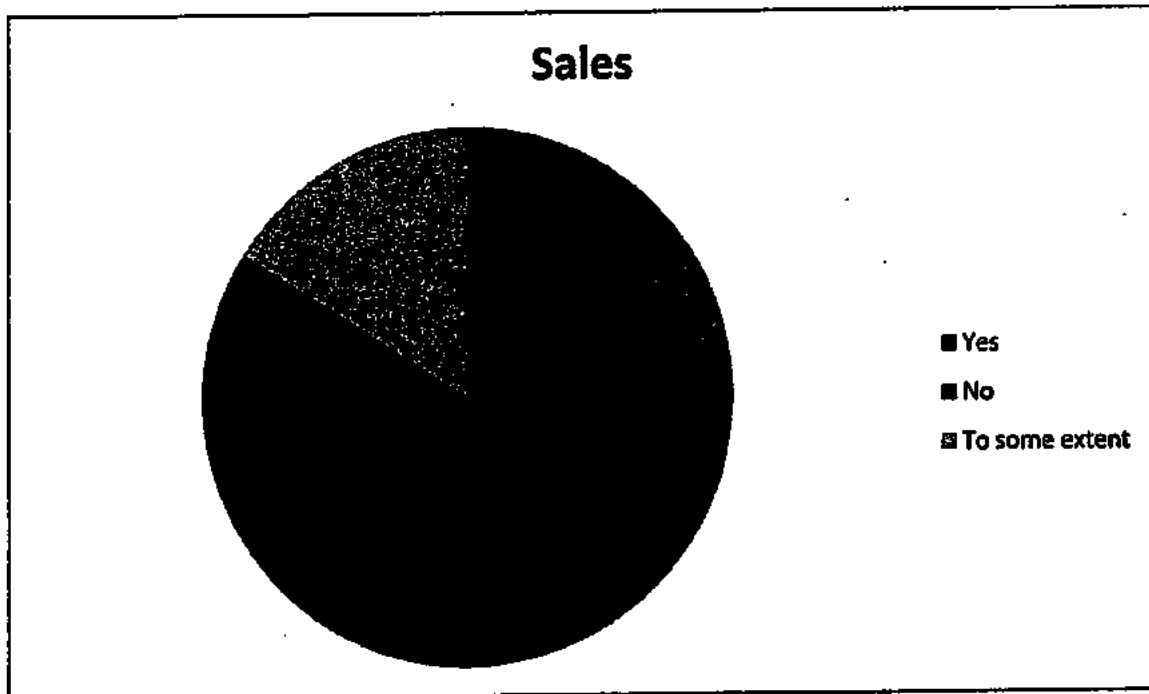
Chart 44: Questionnaire (Pragmatic Competence)

Use of proverbs and phrases that carry sarcasm and double meaning is hard to find because most of the students don't use them in their daily routine. The easy way was the teacher had underlined some of the proverbs as an example and that really helped the students in finding out the other proverbs and phrases. Only 19 out of 25 students were able to find out the proverbs and phrases used by the writer. The rest were either not sure or didn't know.

Q 6. Did the exercises' after the movie contain the questions that are concerned with characters use of double meaning sentences?

   a. Yes   b. No   c. To some extent
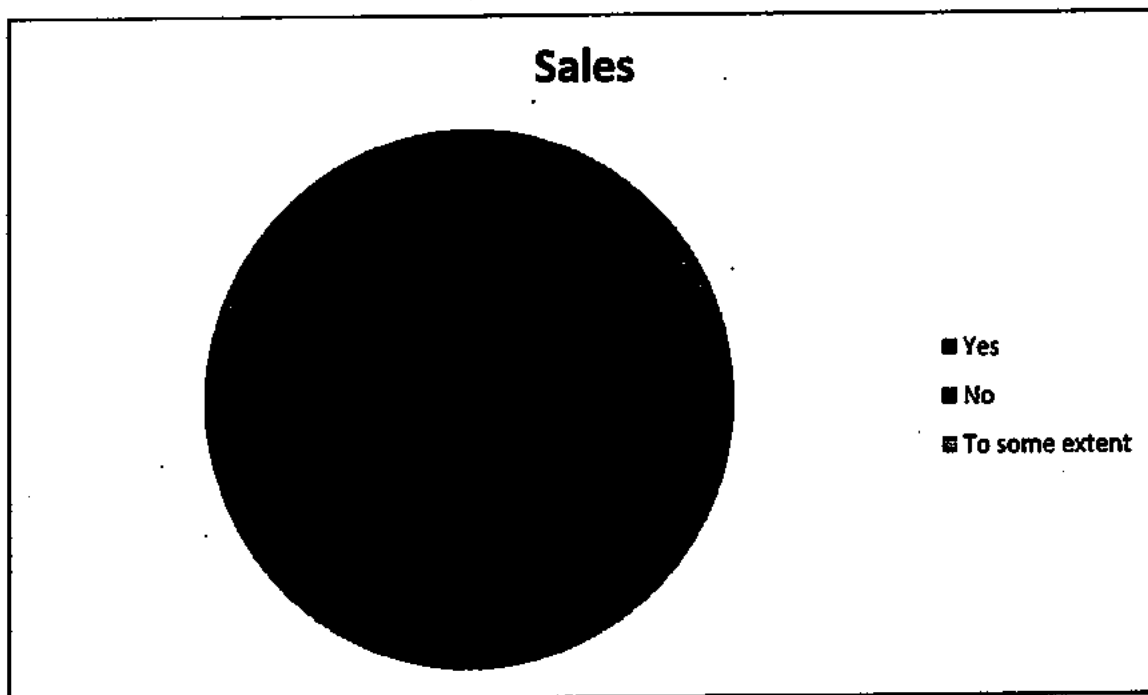
Chart 45: Questionnaire (Pragmatic Competence)

A movie was shown to the students and in the end of the movie a worksheet was given that had some exercises related to the movie. Some questions asked about the theme of the movie and some the characters/actors use of double meaning in the speech. Almost all the students were able to understand the underlying meaning in those sentences. The students responded positively that there were questions related to use of double meaning.

4.3 Findings on Interview

The researcher interviewed five CALL teachers at National University of Modern Languages, H-9 Islamabad. Interview contained 8 questions, all related to the use of CALL in the language classroom, learning grammar, pronunciation, culture of the target society, communication and interaction with language learners globally and improving speaking skills etc that can help in improving Communicative Competence. The interview questions will be analyzed descriptively one by one.

Q 1. In your opinion can CALL help in learning four language skills through the use of websites and web tools?

Although every teacher did not use web tools, but they were using websites for teaching listening skills, reading skills and writing skills. 3 out of 5 teachers were trying their best to make sure that students speak on skype and using different apps on mobile with their friends and native speakers of English language. Overall the teachers agreed on the using websites and web tools for teaching and improving four language skills.

Q 2. Does CALL use authentic material for language learning in the classroom?

No one had any doubt on this that whether CALL uses authentic material in the classroom or not. They were all of the view that whatever material they come across whether listening to an audio or watching a video or reading a text, the material is authentic and represents the society for which it is made or written.

Q 3. Do you think by using websites for grammar and phonetics, and by practicing on them, the students can learn grammatical rules and pronunciation?

Usually teaching grammar and phonetics is very boring and most of the time having same kind of exercises makes it monotonous. As a result there is no motivation for the students to learn grammar or even pronunciation. 2 teachers said that integrating usual class lecture with the websites that offer very interesting exercises and pronunciation exercises can make classroom very interesting and motivating. The other teachers also agreed on using websites for phonetics because sometimes it has songs or poems which remove the boredom of the class. For grammar, they gave websites exercises as homework but practice is still there.

Q 4. In your opinion watching movies and reading stories/texts online can help the students understand the culture of the target society?

All the teachers were of the opinion that watching movies can influence vocabulary and listening skills in an unconscious manner and unconscious learning is always long lasting. Some teachers did mention that reading a story or novel while sitting in front of the computer for hours is a bit tiring but they also agreed that at least one sits straight as compared to lying in the bed and then studying which is actually harmful for the eyes. Everyone agreed that reading a novel or watching a movie in the target language helps in learning the culture of the society but in an unconscious way.

Q 5. Do you think online reading exercises when integrated with listening or writing exercises can develop critical thinking?

All the teachers had different views about it. 3 of the teachers said that it depends on the reading passage. If the text contains a lot of literary figures of speech and the use of proverbs and phrases, it instigates the students to think and to find out the meaning of the phrases and proverbs and why they are used. 2 other teachers said that when reading texts are integrated with the listening audio or video clips, the underlying meaning becomes easy to understand.

Q 6. Can online chat rooms, twitter and other social media networks help in communicating with native speakers and language learners from all over the world?

It takes time to convince the students that social media network should be used for the learning a language apart from using it just for chatting to discuss family or personal issues while chatting. Teachers are of the opinion that if the students start uploading statuses in English language only, even that can help in improving their language and vocabulary. No doubt one can improve speaking skills only by speaking in the foreign language so all the teachers agree that communicating on social media and chat rooms in the target language can help in improving the language as well.

Q 7. How MALL (mobile assisted language learning) helps in learning a language?

The new trend is using emails, facebook, twitter and instagram on smart phones and androids. Besides these, the mobile apps are really helpful in improving language. 2 of the teachers used whatsapp for speaking skills in classroom. Similarly one another teacher played a game on it for improving vocabulary. Similarly viber is a good way of communicating with the native speakers through speech. Instagram on the hand is

concerned with uploading photos and then commenting on it. It's a good way of using it for improving vocabulary and writing skills.

Q 8. Do you think whatsapp and viber can help learners improve speaking skills apart from skype and google hangout?

All the teachers agreed on the use of skype and google hangout for improving speaking skills but they also said that because of the network issues in Pakistan, these two platforms are becoming less popular and it needs a special setting and environment arrangement to talk to someone through these mediums. But as far as the apps are concerned, there's no need of a special place or environment rather one can talk then and there without any voice or network problem.

4.4 Summary of the findings

It was observed after a detailed data collection with help of three tools i.e. questionnaires, observation sheet and interviews that most of the students were satisfied with learning language through CALL instead of the traditional language classroom. Not only they enjoyed learning a language but improved their language skills and especially listening and speaking skills. Through CALL they got an opportunity to exploit their skills directly and interact and communicate with the native speakers which they couldn't do in the traditional classrooms. While speaking on a given topic on voicethread and interacting with others on social media network, it was noted that the students spoke according to the situation and their speech was also polite.

4.5 Discussion and conclusion

In language classrooms all over the world and specifically in Pakistan, the students are not encouraged to speak because first they don't have enough vocabulary that can help them to express their feelings and secondly they are also hesitant to speak because of the fear of being insulted or embarrassed. In short there is less participation in classrooms in Pakistan and even the language classrooms are less interactive.

CALL classroom along with the multimedia, Internet, websites a language classroom more interactive. Because of the images and animation students get involved and interested in participating in the classroom and the authentic material presented through the computers or multimedia makes students more confident about learning. Students gather information from different sources on the internet that helps them in becoming confident and in speaking in the classroom.

Communicative competence in short means the ability to communicate and when the person has knowledge and vocabulary he can communicate with others and when the information and the knowledge in authentic and presented through different medias, the student becomes confident and lastly through CALL the language learners can communicate with people around the globe and they learn to communicate not just accurately but appropriately that helps them to become global citizens

Chapter 5

Conclusion and Recommendations

5.1 Summary

Computer assisted language learning has proved to be the most effective tool for language learning collecting data through questionnaires and interviews at NUML, H-9 campus in Islamabad. Not only that the learners are presented to authentic, real life material with the help of the internet but also they learn language which is slow but long lasting like first language acquisition. It was observed during the classes and after interviewing the language teachers, that language learning through CALL is unconscious and unstressed and since it is presented in the target language, it is long lasting. Students learn language without even being told that they are learning grammar rules or pronunciation or any language skill.

CALL classes are interesting and motivating and the learners can easily maintain their desire to learn till the end of the class. CALL makes language learners independent learners and helps them to become autonomous learners and take responsibility of their learning. Once the learners learn to use the right websites and webtools for language learning, they can learn it even outside the classroom. CALL in short is independent of time and place. If the learners have an access to internet and personal computers and gadgets, they can learn language on their own. If the learners are so keen to learn and they need help, they can even contact the teacher online through skype or google hangout or through the mobile apps such as whatsapp, viber etc. Learning a language through CALL is a slow process because the learners need to get used to the websites and web tools and to learn a language through them needs practice. All four language skills need

practice both productive as well as receptive. Among the receptive skills listening skills should be most focused on because it is the most neglected skill in Pakistan and the most difficult as well. On the other hand reading skills have been taught in all language classes without the use of the multimedia and computers so learners are to some extent used to this skill. But it still needs practice because the learners are not used to studying long texts and stories while sitting in front of the computers which is exhausting. Among the productive skills, speaking skills is the difficult one because one reason being, the learners are weak in the language and have weak vocabulary and secondly they are also not used to speaking in front of the computer. So the language teachers have to start with giving them vocabulary and integrating it with other language skills so that they can get new vocabulary. Writing skills is the easiest one when learning through CALL because the computer corrects grammatical and spelling mistakes automatically. Still it needs practice and again the reason is the learners are not used to typing through CALL which is exhausting.

Thus it can be concluded that using technology in language classroom helps in learning not just all four language skills, but also helps in learning grammatical rules, pronunciation and the culture of the target society that ultimately helps in developing and improving communicating competence of the learners. It is also observed that since learning through CALL is mostly unconscious, the development of communicative competence is also unconscious. All four language skills integrate to develop the communicative competence of the learners but the outcome is shown through speaking skills of the learners. Furthermore not only the ability to speak proves the development of the communicative competence but the way the speakers speak. The content they use and

the knowledge about the people around the world all show and demonstrate the development in the communicative competence of the learners.

5.2 Findings

As a result of reviewing the use of CALL websites and webtools for improving communicative competence in language classrooms, it is found that;

1. Learners could understand the instructions in the websites and web tools after a week of practice.

2. Listening and speaking skills were very interesting and motivating for the students. It was also noted that when integrating listening and speaking skills with reading and writing skills, the task became more lively and energetic till the end.

3. Grammar activities on different websites made the learners **competent linguistically.** The activities were a little boring in the start but when integrated with songs and listening to the rules of grammar through an audio clip, made it interesting for the students.

4. Phonics was neither too boring nor very interesting but a bit difficult to understand. It was important for the teacher to first teach them about the sounds before giving them phonetic exercises. Practicing phonics was another step in the improvement of **linguistic competence.**

5. Recording speech and talking in the target language on different websites and platforms such as soundcloud.com, google hangout and skype helps in socializing with other learners that automatically helps the language learners to improve **socio-linguistic competence.**

6. Watching movies helps the learners in understanding criticism and sarcasm used by the characters in the movie which results in improving **pragmatic competence**. By watching a movie or a video clip, they could easily understand the theme or the message of the text and that really improved their vocabulary which they also used in their speech later on.

7. Some of the learners from the underdeveloped areas started using facebook and twitter often on their smart phones and also used to start a discussion on social media about language and other topics. The learners were a bit slow in using whatsapp and other mobile apps for language learning but with the passage of the time, they stated using for discussion and for improving speaking skills. Majority of them have started using mobile apps for chatting, calling exchanging messages etc in the target language. Socializing through mobile apps helps in improving **socio-linguistics competence**.

8. It is clear from the analysis of the questionnaires that the students remained interested and motivated throughout the CALL classes. These classes had a positive effect on the learners. Language teaching has definitely changed in the new era.

9. Learners felt confident, full of vocabulary and knowledge about the topic they used to speak after every task which tells us that they have improved **communicative competence**.

10. While communicating with the native speakers and with people on social media, they made sure to use polite and appropriate language at the accurate context which is a big achievement towards improving **sociolinguistic competence**.

11. Over all the CALL classes were fruitful and beneficial for the students and the researcher had many new things to learn about the websites, web tools, about the behavior and likes and dislikes of the students and how to keep the students interested and motivated in the classroom.

5.3 Recommendations

1. Computer assisted language learning should be incorporated in all language classrooms.

2. CALL should be introduced at the early stages of learning a language (First semester) instead of being introduced in the 3rd semester of MA ELT at NUML and should continue for two more semesters and even at the school and college levels.

3. CALL workshops should be conducted for both language learners and teachers.

4. As it has been observed through CALL classes that the learners feel comfortable while speaking in front of the computers in chat rooms, so more computers and computer laboratories should be introduced in language classrooms.

5. Websites and tools for learning a language should be introduced in language classes to make the learners familiar with them from the beginning.

6. The other recommendation is that institutes must focus on teachers' training for the sake of computer assisted language teaching (CALT). Computer assisted language teaching (CALT) is very successful not only in teaching English but in all subjects as it provides teachers to practice their own language skills before starting teaching CALL.

7. Different grants for CALL projects should be availed by CALL students and scholars so that CALL could be promoted in different areas in Pakistan.

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Appendix A

1. Test based questionnaire for the students

Basic Information
Name:
Class:
Age:
Qualification:

General questions

1. Do you think CALL classroom is more motivating and interesting than traditional classroom?
    b. Yes   b. No   c. To some extent

2. Do you use computer at home?

    Yes   b. No   c. sometimes
3. What do you often do when you use computer?
    b. Use Facebook b. Read a book   c. Watch a movie

4. In your opinion is language learning more flexible and easy via computers and internet?

    b. Yes   b. No   c. To some extent

5. Do you agree that learners can learn a language in a relaxed and stress free environment through CALL as it allows them to practice language skills at their convenient time?

    b. Yes   b. No   c. To some extent

6. Do you think through CALL you can come across different authentic materials that can improve your language skills?

    b. Yes   b. No   c. To some extent

7. Learning a language through CALL is usually acquired because the learners can come across a real society and its cultural norms through novels, dramas and movies etc. Do you agree

    b. Yes   b. No   c. To some extent

8. Do you think by practicing the reading exercises that include not only comprehension questions but also grammatical activities; can help you learn to use correct sentences? Yes   b. No   c. To some extent

9. In your opinion listening to the native speakers speak; can help you to reproduce the sentences in the appropriate situation?

    b. Yes   b. No   c. To some extent

10. Do you think talking to a native speaker in online chat rooms can help you understand the cultural and traditional use of phrases in a given situation?

    b. Yes   b. No   c. To some extent

Note: The questions on the next three parts of communicative competence are based on the following web tools and websites. 1. Voice thread 2. Voxopop 3. Listen and Write 4. Wordle 5. ESL Video 6. Penzu 7. British Council 8. ESL Lab 9. Sound Cloud 10. Today's meet. 11. ESL Pod 12. BBC English 13. DFilm 14. Eyeloper 15. Wall wisher.

D. Linguistic Competence

1. Do you think by practicing language through CALL websites has enabled you to learn the following?

h. Spelling alphabets.
    Yes   No   To some extent

i. Letters, numbers, and Pronouncing English sounds.

    Yes   No   To some extent

j. Understanding main words and functional words.

    Yes   No   To some extent

k. Understanding the rules of noun phrases
    Yes   No   To some extent

l. Constructing and presenting descriptive texts which describe objects by using noun phrases.

    Yes   No   To some extent

m. Understanding the rules of word and sentence formation or structural skills.

    Yes   No   To some extent

n. Constructing sentence types and sentence forms.

    Yes   No   To some extent

2. Write down two different ways of greeting people.

_____

_____

3. Imagine yourself in a situation in which you are going to give information to another student about CALL.

_____

_____

_____

4. Write down five questions that come to your mind about learning a language online.

_____

_____

_____

5. Explain the theme in the first paragraph of the reading passage in activity 1.

_____

_____

_____

6. How did the person in the listening activity take leave while going away?

_____

_____

_____

7. Summarize and conclude the story that you have read in the reading passage in activity 2.

_____

_____

_____

_____

E. Socio-linguistic competence

1. Do you think that by practicing language through CALL you can respond to a question or give your feedback about an action or behavior according the situation?

   b. Yes   b. No   c. Not sure
2. In your opinion has CALL helped you to learn the following
d. How to greet your class·fellows?

   Yes   No   Not sure

e. How to take permission from the teacher to come in or leave the class?

   Yes   No   Not sure   ·

f. How to explain that why you are late?
   Yes   No   Not sure

3. Do you think that now you can understand the English society through reading online stories and novels and through watching realistic movies?

   b. Yes   b. No   c. To some extent

4. Do you feel surprise at the polite way of English people talking in a conversation?

   b. Yes   b. Of course   c. Not at all
5. When in a fight with someone, do you think you can use polite sentences instead of rude sentences?

   b. Yes   b. No   .   c. To some extent

6. What are the different situations when English speakers bless each other?

   _____

   _____

   _____

F. Pragmatic competence

1. While practicing four language skills through CALL, did you critically evaluate the reading texts?

b. Only linguistic items   b. Only literary items   c. Both   d. Not at all

2. Did you come across different types of sarcasm used by the writer about the people of the society or character?

   b. Yes   b. No   c. Not sure

3. Was that sarcasm direct or indirect?

   b. Direct   b. Indirect   c. Not sure

4. Could the reader get a real message through criticism or sarcasm which is indirect?

   a. Yes   b. No   c. To some extent

5. Did you come across different proverbs and phrases used by the English speakers in the movie that had double meanings?

   b. Yes   b. No   c. Not sure

6. Did the exercises' after the movie contain the questions that are concerned with characters use of double meaning sentences?

   b. Yes   b. No   c. To some extent

2. Observation Sheet

Class:
Teacher:
Observer:
Date:

Linguistic Competence	Observation	Socio-linguistic Competence	Observation	Pragmatic competence	Observation
a. Clear introduction of the websites was given		Introduction of a separate website that covers socio linguistic competence.		Introduction of another website which covers pragmatic competence.	
b.The appropriate use of the websites and links for Linguistic Competence		The students get to watch a video clip and then they have to answer questions in the end.		The students are asked to read the passage and watch a related video and answer the questions in the end.	
c.The website covers tasks that focus on grammar, sentence		The students have to write down the answers to some of		The students are asked to find out the phrases that have double	

structure, and use of words.		the questions that how people greeted each other, how they introduced each other, were they polite or not etc		meaning in them.	
d.In the end the students speak using appropriate grammar sentence structure and tense.		In the end two students are asked to greet each other using polite language. The speech was recorded using video recorder.		In the end the students were given a situation in which they had to criticize each other. The students recorded their speech in sound cloud.	

3. Interview

No of Teachers: 5

Type of questions: Open ended interview questions

Number of questions: 8

Q 1. In your opinion can CALL help in learning four language skills through the use of websites and web tools?

Q 2. Does CALL use authentic material for language learning in the classroom?

Q 3. Do you think by using websites for grammar and phonetics, and by practicing on them, the students can learn grammatical rules and pronunciation?

Q 4. In your opinion watching movies and reading stories/texts online can help the students understand the culture of the target society?

Q 5. Do you think online reading exercises when integrated with listening or writing exercises can develop critical thinking?

Q 6. Can online chat rooms, twitter and other social media networks help in communicating with native speakers and language learners from all over the world?

Q 7. How MALL (mobile assisted language learning) helps in learning a language?

Q 8. Do you think whatsapp and viber can help learners improve speaking skills apart from skype and google hangout?

Appendix B

CALL Websites/Webtools used to improve communicative competence

A. **CALL Website**

CALL/CALT by IS (call-calt-is.com)

- This website is developed by the author, Lecturer at the English Department at NUML, Islamabad Campus.

- It includes all the websites, webtools and social media network etc related to all four language skills at all levels such as Beginners, Intermediate and advanced that ultimately help in improving communicative competence.

Appendix C

Model Lesson Plan

Level: English Diploma class

Time: 1:30 hours

Students: 20-30

Aid: Computers, World Wide Web, Website i.e. Voicethread.com.

Objectives: To improve sociolinguistic competence that will allow the students to understand cultural ethics, dialects, registers etc.

Warm up activity.

Answer the following questions.

Q.1. How many of you work on computers and for how many hours in a day?

Q.2. How many of you have an email address?

Q.3. Do you compose an email twice a day?

Q.4. Have you ever worked on internet for improving language skills?

Q.4. Name some online activities or websites or books that you use for improving reading skills?

Activity 1(40 mins)

Voicethread

All the students are available on this website and can see and hear each other because they are all including the researcher are in everyone's friend lists.

Researcher: Use a greeting before you begin to say your name, last name, where you are from, where you live and how old you are. Make sure you use polite compliments such as nice to meet you, I always wanted to meet someone from taxes, you have a nice voice etc. Have fun. .

Students start talking to each other.
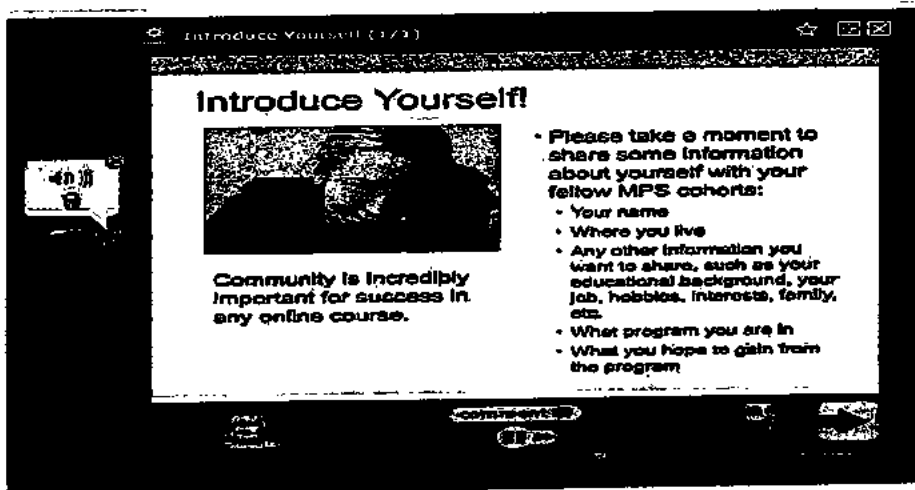
Researcher: Today's topic of discussion is "Language team including, teachers, instructors, researcher face challenges to ensure that every student learns. Do you agree that language teacher's in your university are ready to take responsibility of the results of every child?"

Activity 3 (20-25 mins)

Reseacher: Look at the video below, think about it and record your comments about it
one by one and then you could agree or disagree each other's comments too. Keep in
mind not to shun off anyone or discourage anyone, use polite language to cut off others in
the middle and make sure not to comment about anyone's color, religion and race etc.