

INVESTIGATING THE RELATIONSHIP BETWEEN FREQUENT USE OF CALL RESOURCES AND THE DEVELOPMENT OF AUTONOMOUS LEARNING SKILLS

Sidra Haroon

(Lecturer; Department of Linguistics and Communications, University of Management and Technology, Lahore)

Faiza Abid

(Assistant Professor; Department of Linguistics and Communications, University of Management and Technology, Lahore)

Rida Sarfraz

(Assistant Professor, Department of Linguistics and Communications, University of Management and Technology, Lahore)

Abstract

CALL refers to the use of computers in language learning and teaching (Levy, 1997). Beatty (2013) defines it as any process through which we can use computer and also can improve our language skills. CALL encompasses a variety of topics, including material design, technology, and other pedagogical theories and modes of instruction. The purpose of this study is to investigate the relationship between CALL resources and its frequent use for the development of autonomous learning skills. Holec (1981) stated that when learners' take charge of their own learning needs, that is something called autonomy, that means a self-learner has the authority of making all the decisions in which he wants to learn. Quantitative survey research design was employed in this research. Random sampling technique was inculcated to collect the data. The target population was of ESL students from tertiary level. They are from different age groups and different genders. The questionnaire consist of 15 questions was distributed among 113 ESL learners. study results shows that learners have improved their learning techniques, high motivational level for learning, and willingly take personal responsibility for self-learning with the help of CALL resources. From this, these improvements have assisted learners in making progress for self-learners. Providing them with the necessary techniques for learning language, learning strategies through CALL, help in reaching motivational level and encouraging learners for taking responsibility for autonomous learning in the development of language learning

Keywords: CALL Resources, Autonomous Learning, ESL

Introduction

Learning a language can become a challenging task when it is acquired in later age. For old learners, learning a new language structure and grammar rules can be crucial as we have to retrain our mind in making sentences new way. Another factor can be interference of native language, environmental change and less resources available. Learning a language is although hard but not impossible. In this technological era, we can learn a language more conveniently through internet, computers and different CALL resources such as games etc.

In learning a language, (CALL) Computer Assisted Language Learning was established in early 1960s. The evolution of CALL was witnessed in 1970s which results in the

development in research for different language purposes and for having appropriate learning conditions. In early 1980s, computers have emerged into many educational institutions and homes. CALL software starts getting available readily on the market and was available widely in public since early 1990s.

CALL materials can be purpose-made for language learning or adapted from existing computer-based videos, materials, and other resources. Although the term is frequently revised, it is still widely used to describe the intersection of technology and second language acquisition (Chapelle, 2001). Essentially, CALL is an approach that leverages computer resources and technology to evaluate and reinforce material to be learned in second language acquisition.

In language learning, the idea of autonomy entered through the languages project which was prepared in 1971 by Holec. Its concept in educational field derives from “*pedagogy*”. From Holec’s point of view, there should be given the responsibility to the language learners to make their decisions that are concerned to their own learning needs and requirements. Hence, Autonomous learning is a way in which individuals take responsibility of their learning. It is a customized way where the learner finds his own learning goals and needs, the most suitable manner for learning and to evaluate his learning progress. Learning a language is a lifelong attempt, not something that starts and ends in a classroom.

According to Dickinson (1993), autonomous learners can identify easily what has been taught of which they didn't understand in the classroom. They can easily develop their own learning styles, objectives and can consciously implement suitable learning strategies and monitor those strategies. Moreover, these learners can self-assess their learnings. Through CALL, we can promote autonomy in many ways. There are many opportunities of CALL resources so that they can learn on their own. This study will attempt on the ways that CALL resources foster autonomous learning.

Statement of Problem

Language teaching method has captivated the attention through computers and CALL resources of many researchers in the past few years, by which promoting these resources in terms of language learning has been increased. With the passage of time, learning without resources and technology makes it tricky that can be one of the problem for learners to learn a language. This study has focused on the learners' attitude towards CALL resources as a tool

that whether it will help them in autonomous learning. It will contribute on the process that CALL resources foster autonomous learning.

Objectives

1. To identify the most frequently used CALL resources by tertiary ESL learners.
2. To evaluate the resources that are useful as per the learners for autonomous learning.
3. To assess the utility of CALL resources in motivating ESL learners for autonomous language learning.
4. To assess gender-based difference in perception regarding utility of CALL resources for autonomous language learning.

Research Questions

1. Which CALL resource is most frequently used by ESL learners?
2. Which resource is useful as per the learners for autonomous learning?
3. How utility of CALL resources is motivating ESL learners for autonomous language learning?
4. How gender-based differences are assessed regarding utility of CALL resources for autonomous language learning?

Significance

This study will explore and allow learners to progress at their own and work individually. CALL resources have totally updated the way where it captures the learner's attention. It makes the material so engaging and up to mark that lead to an in-depth study of knowledge. In a language learning setting, the more interactive environment is, the more interesting and easier it becomes to learn, and CALL resources will help learners in the autonomous learning.

Literature Review

Learning a language can be harder to process in later age because of cognitive and physical changes in our mind and body. There are several methods and aspects to learn which can become a challenging task for adults as they have to learn new grammatical functions, new vocabulary words and so on. Additionally, adults may find it hard to recall specific words and right grammar that can impact their ability to make meaningful language words. Some other factors can be inference of our first language in second language. When we are learning a language, we think words in our native language and then speak in the target language.

Secondly, native accent and style can cause miscommunication and can cause difficulty in processing both written and spoken language (Ware et al., 2017).

Computers have become one of the most helpful devices for language learning lately. It has helped learners in accessibility as if computers are available, they can learn and work with them for their use. Over time, computers become flexible for learners from which they got benefit for their learning process. By the utilization and help from computers, distance teaching is also practicable nowadays. Technological tools have made it feasible to learn language at any time. They can access and get help from internet and their supervisors also. This has become an important criterion in second language teaching which can be seen in the discipline of linguistics (Stevens, 1992).

In these recent years, an explosion of internet has been witnessed in using computers as a second language in learning and also in teaching English. A couple of years back, in language learning, the usage of computers was only the concern of small amount of language teachers that were familiar with computers. But from the recent years, CALL has been the center of attention for many English and foreign language instructors. It is of the view that CALL shows new ways language learning and teaching that has an obvious impact on learning a second language and creates an environment which will help in learning. CALL is the process, where one can access and use computer in order to improve their language (Beatty, 2013).

Throughout these years, advancement in technology has impacted educational mode. For teaching second language, CALL has become popular in educational institutes. This kind of method helped learners their target language quickly (Warschauer & Healey, 1998). Through CALL, learners can easily interact with the native speakers of their target language. By interaction, they can grasp more quickly on the language and can focus on vocabulary, grammar and other skills. Technology and second language learner population have rapidly grown and with their growth, CALL benefits are promising (Salaberry, 2001).

CALL resources for language learning

CALL resources are used to teach language learning and to facilitate us in this process. It is also a student-centered learning resources which helps in promoting self-paced learning. CALL has developed resources for learners use. They are more interested in using online and technological resources. Nowadays, learners are connected with online world and considered

it as a trend that they should be a part of. They don't sometimes even realize they are learning through it without actually learning. Through that, all skills are learnt because most of the resources are in foreign language and with the passage of time, they begin to learn statements and terms that are useful in language learning. By their practical communicative lessons, it will motivate them to learn and use target language in their daily use (Domingo, 2006).

CALL in promoting Autonomous learning

One of the most supporting and enriching way of language curriculum and promoting self-learning is through the exact and genuine use of technology that is represented in CALL. English proficiency cannot be acquired sufficiently in the class interaction, it need exposure; in other words, much practice is required, the more the better. CALL resources accommodate learners to self-learn and allows them to drill language. Fotos and Browne (2013) had research that demonstrates CALL's usefulness in promoting accuracy in second language as well as improving learner autonomy. Learners' autonomy not only promotes confidence level and skills that can be learn in various contexts, but it can also lead to an appropriate learning environment. Learners can be comparatively free from the stress of peer and might feel less pressure than in a traditional classroom (Lamy, 2005).

Autonomous learners are in the position to take control of their own learning. The activities have been described by Shetzer and Warschauer that claim that learners work in a collaborative and cooperative manner, not just with their teachers but with each other and their peers if they want to work autonomously. Resources like computers, internet, and other tools like discussion forms, emails, online chat environment that will give language learners learning opportunities with authentic and collaborative environment where they can create autonomy and can take responsibility for self-learning (Warschauer, 2000).

The main concept of autonomous learning for self-access learning become very powerful since CALL can give such feasible environment that can cope a large amount of learning styles and possibilities. Autonomous user is free to select their own topics, course etc. However, Aparicio stated that in this approach, high chances are of less learning efficiently whether they have high motivation. The learners are not best at choosing their own learning strategy when they are at their initial stage. This can be improved if the learning autonomy introduction through self-learning is being processed as a procedure where the they trained

learners to gradually go to self-directed learning approach instead of externally-learning method (Benavides, & Jorge, 2000).

Theoretical Framework

There is major development in the field of psychology and sociology, from which the conception about language learning have influenced, especially the role of language learner in this process. By this, learner occupies a central place. At the same time, an attempt was being made to give learners the responsibility for self-learning. This attempt of development in learner's autonomy was not present in *theoretical framework* until 1970s, when Holec puts all the ideas forward. From the last two decades, autonomy has now become the most discussed topic widely in language learning field. According to Holec, when learners' take charge of their own learning needs, that is something called autonomy, that means a self-learner has the authority of making all the decisions in which he wants to learn. They can determine their objects, select techniques and methodologies that can be used, monitoring their acquisition procedure, and can evaluate what has been acquired (Holec, 1981).

There are different elements that play a significant role in the light of other linguists. According to Dickinson, he states autonomy as "*an attitude to language learning*". For him, these learners are always ready to learn on their own and show their tendency towards learning by keeping their goals in mind, selecting the material, choosing their methodology, time and place for study, monitoring themselves and guiding and evaluating their process (Dickinson, 1993).

For Benson, he states some situations through which we can get to summarize where the word autonomy has been used. First, those situations in which learners have their own company, totally independent and on their own. Second, a set of skills that can be used in self-direct learning. Next, there are the rights of learners that can determine their own direction of learning (Benson, 1997). Also Zimmerman states there is an expectation from learners that they are able to improve their learning ability by selective use of personal strategies, and can play an important role in choosing the right amount of instruction they need. They are known as "self-regulated learners" (Zimmerman, 2002).

Research Methodology

This chapter will deal with the overview of the research design and procedure, which includes the nature of research, population, sample, sampling technique, items and the research procedures and instrument.

Nature, Research Design and Population

The nature of the research is quantitative, whereas survey research design was employed in the research. The target population was ESL students from tertiary level. They are from different age groups and different genders.

Sample size, Sampling technique of the research

The sample size of respondents in total were inducted in the study as respondents of this study. In this, Random Sampling technique is used and we collected data from random tertiary ESL learners. The questionnaire was not made for specific people only, those who were willing to attempt were provided with the surveys and those who were not comfortable with it can skip that. So, we chose Random sampling technique.

Procedure, Research tool and Time Duration

Data of this study was collected through questionnaires. In this procedure, we asked some questions to respondents to respond in predetermined order. The questionnaire was filled by plenty of ESL learners. The participants in the questionnaire are total of 113 students of tertiary level. The number of questions were 15 in total. They were based on the objectives of the project and designed in an order. First three items contain demographics of students that include their age, gender and educational level. Next items contain how CALL is motivating learners to learn autonomously. Then what kind of CALL resources are they using and how they are benefiting them in learning a language. The time duration in collecting surveys was 4-5 days. We approached different students and requested them to fill out the questionnaire if they are comfortable. 95% of learners agreed and we gave them questionnaires. The required goal was to collect 100 surveys but we still got 113 responses.

Data Analysis

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Statistics

9. Which CALL resources are more suitable for learning a language more efficiently?

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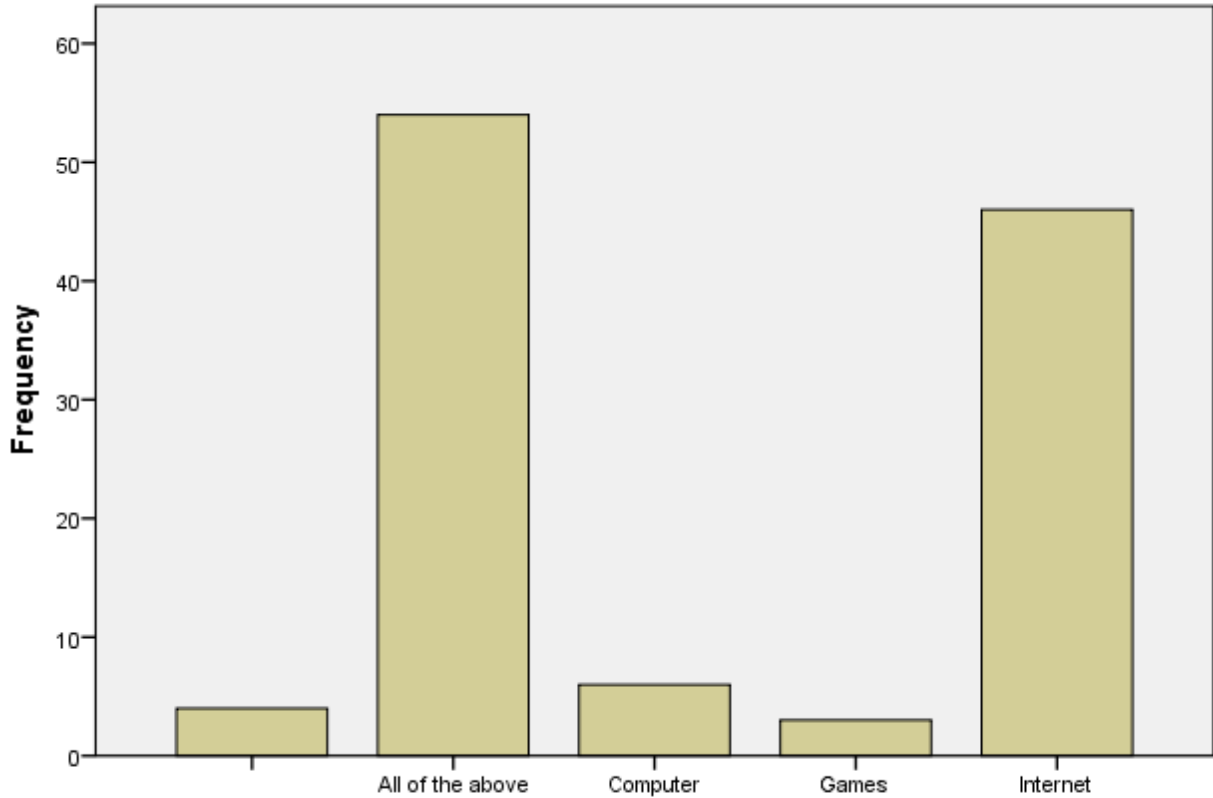
9. Which CALL resources are more suitable for learning a language more efficiently?

	Frequency	Percent	Valid Percent	Cumulative Percent
	4	3.5	3.5	3.5
All of the above	54	47.8	47.8	51.3
Valid Computer	6	5.3	5.3	56.6
Games	3	2.7	2.7	59.3
Internet	46	40.7	40.7	100.0
Total	113	100.0	100.0	

For All of the above Frequency= 54, Percent= 47.8, Valid percent= 47.8, cumulative percent= 51.3. For Computer Frequency= 6, Percent=5.3, Valid Percent= 5.3, Cumulative Percent= 56.6. For (Valid) Games Frequency= 3, Percent= 2.7, Valid Percent= 2.7, Cumulative Percent= 59.3. For Internet Frequency= 46, Percent= 40.7, Valid Percent= 40.7, Cumulative Percent= 100.0. Total Frequency= 113, Total Percent= 100.0, Total Valid Percent= 100.0.

No response has been recorded from Likert scale point where Frequency= 4, Percent= 3.5, Valid percent= 3.5, Cumulative percent= 3.5

9. Which CALL resources are more suitable for learning a language more efficiently?



9. Which CALL resources are more suitable for learning a language more efficiently?

FREQUENCIES

VARIABLES=@ 12.DoyouthinklearnersshoulduseCALLresourcesforautonom

@ 13.HaveCALLresourcesbeenbeneficialforyouinlearningala

@ 14.DoyouthinklearningalanguagethroughCALLresourcestook

@ 15.DoyouoftenfinditdifficulttoaccessdifferentCALLreso

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Frequencies

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Statistics

	12. Do you think learners' should use CALL resources for autonomous learning to learn a language?	13. Have CALL resources been beneficial for you in learning a language autonomously?	14. Do you think learning a language through CALL resources took too much time and thus you didn't use it often?	15. Do you often find it difficult to access different CALL resources for learning purposes?
N	Valid Missing	113 0	113 0	113 0

For Do you think learners should use CALL resources for autonomous learning to learn a language? (N) Valid= 113, Missing= 0. For Have CALL resources been beneficial for you in learning a language autonomously? Valid= 113, Missing= 0. For Do you think learning a language through CALL resources took too much time and thus you didn't use it often? Valid= 113, Missing= 0. For Do you often find it difficult to access different CALL resources for learning purposes? Valid= 113, Missing=0.

Frequency Table

12. Do you think learners' should use CALL resources for autonomous learning to learn a language?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Maybe, but I am not sure	3	2.7	2.7	2.7
No, I don't think so	47	41.6	41.6	44.2
Yes, I agree	8	7.1	7.1	51.3
Total	55	48.7	48.7	100.0
	113	100.0	100.0	

For (Maybe, but I am not sure) Frequency= 3, Percent=2.7, Valid percent= 2.7, Cumulative Percent= 2.7. For (Valid) No, I do not think so, Frequency= 47, Percent= 41.6, Valid Percent= 41.6, Cumulative Percent= 44.2. For (Valid) Yes, I agree, Frequency= 8, Percent= 7.1, Valid Percent= 7.1, Cumulative Percent= 51.3. Total Frequency= 55, Percent= 48.7, Valid Percent= 48.7, Cumulative Percent= 100.0.

No response has been recorded from Likert scale point where Frequency= 3, Percent= 2.7, Valid percent= 2.7, Cumulative percent= 2.7

13. Have CALL resources been beneficial for you in learning a language autonomously?

	Frequency	Percent	Valid Percent	Cumulative Percent
	6	5.3	5.3	5.3
I haven't gain any benefit at all from them	12	10.6	10.6	15.9
Valid They somehow benefit me in learning a language	47	41.6	41.6	57.5
Yes, they have helped me a lot in learning a language	48	42.5	42.5	100.0
Total	113	100.0	100.0	

For (I have not gain any benefit at all from them) Frequency= 12, Percent= 10.6, Valid Percent= 10.6, Cumulative Percent= 15.9. For Valid (They somehow benefit me in learning a language) Frequency= 47, Percent= 41.6, Valid Percent= 41.6, Cumulative Percent= 57.5. For (Yes, they have helped me a lot in learning a language) Frequency= 48, Percent= 42.5, Valid Percent= 42.5, Cumulative Percent= 100.0. Total Frequency= 113, Percent= 100.0, Valid Percent= 100.0.

No response has been recorded from Likert scale point where Frequency= 6, Percent= 5.3, Valid percent= 5.3, Cumulative percent= 5.3

14. Do you think learning a language through CALL resources took too much time and thus you didn't use it often?

	Frequency	Percent	Valid Percent	Cumulative Percent
	5	4.4	4.4	4.4
No, I disagree	31	27.4	27.4	31.9
Valid Somewhat, it is true	64	56.6	56.6	88.5
Yes, I strongly agree	13	11.5	11.5	100.0
Total	113	100.0	100.0	

For (No, I disagree) Frequency= 31, Percent= 27.4, Valid percent= 27.4, Cumulative Percent= 31.9. For Valid (Somewhat, it is true) Frequency= 64, Percent= 56.6, Valid percent= 56.6, Cumulative Percent= 88.5. For (Yes, I strongly agree) Frequency= 13, Percent= 11.5, Valid Percent= 11.5, Cumulative Percent= 100.0. Total Frequency= 113, Percent= 100.0, Valid Percent=100.0.

No response has been recorded from Likert scale point where Frequency= 5, Percent= 4.4, Valid percent= 4.4, Cumulative percent= 4.4

15. Do you often find it difficult to access different CALL resources for learning purposes?

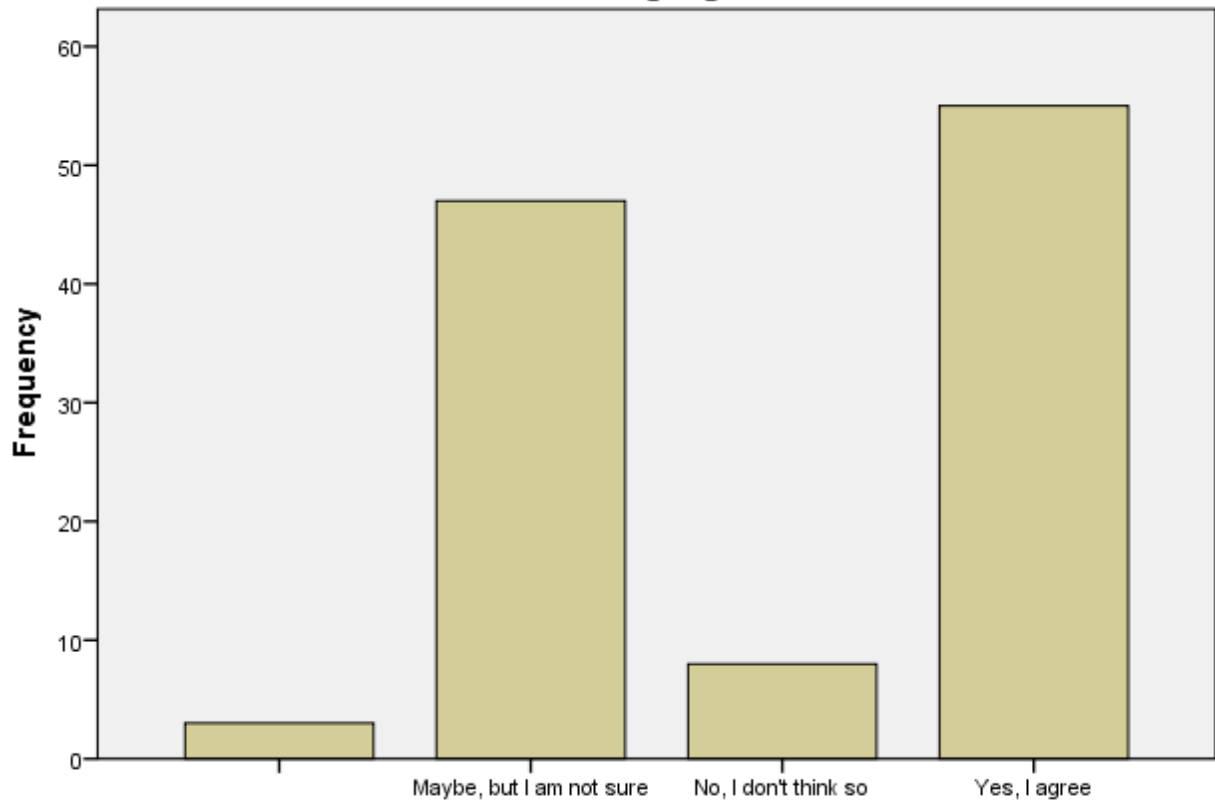
	Frequency	Percent	Valid Percent	Cumulative Percent
	4	3.5	3.5	3.5
No, they all are easy to access	17	15.0	15.0	18.6
Valid Some resources were difficult, some were easy	75	66.4	66.4	85.0
Yes, they are very difficult to access	17	15.0	15.0	100.0
Total	113	100.0	100.0	

For (No, they all are easy to access) Frequency= 17, Percent=15.0, Valid percent= 15.0, Cumulative percent=18.6. For (some resources were difficult, some were easy) Frequency= 75, Percent= 66.4, Valid Percent = 66.4, Cumulative Percent= 85.0. For (Yes, they are difficult to access) Frequency=17, Percent= 15.0, Valid Percent= 15.0, Cumulative Percent= 100.0.

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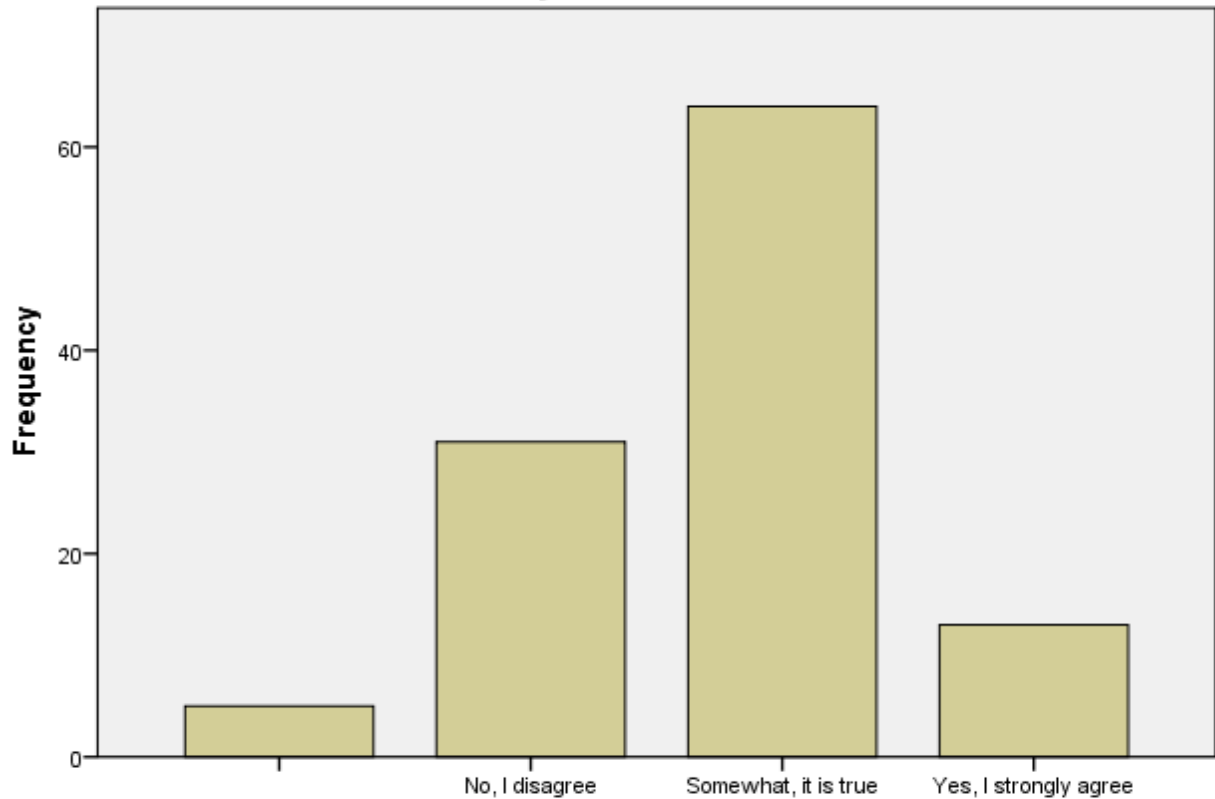
Bar Chart

12. Do you think learners' should use CALL resources for autonomous learning to learn a language?



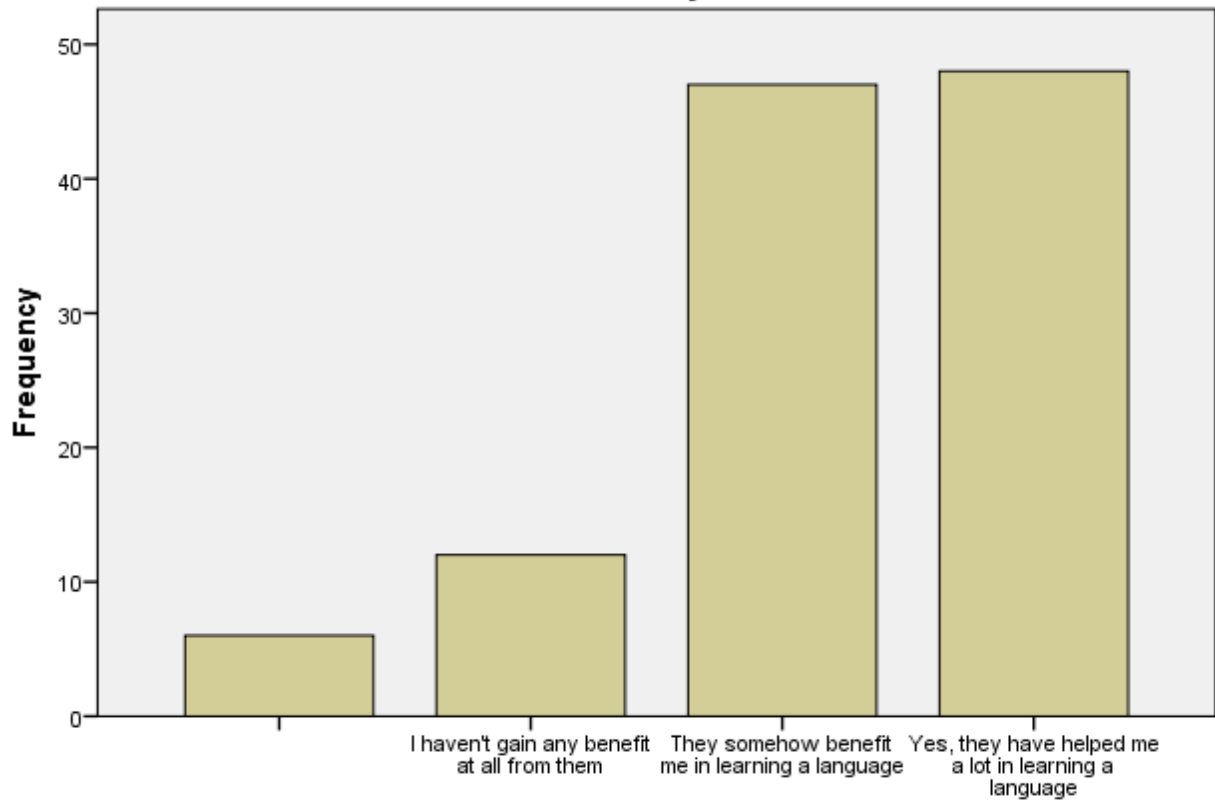
12. Do you think learners' should use CALL resources for autonomous learning to learn a language?

14. Do you think learning a language through CALL resources took too much time and thus you didn't use it often?



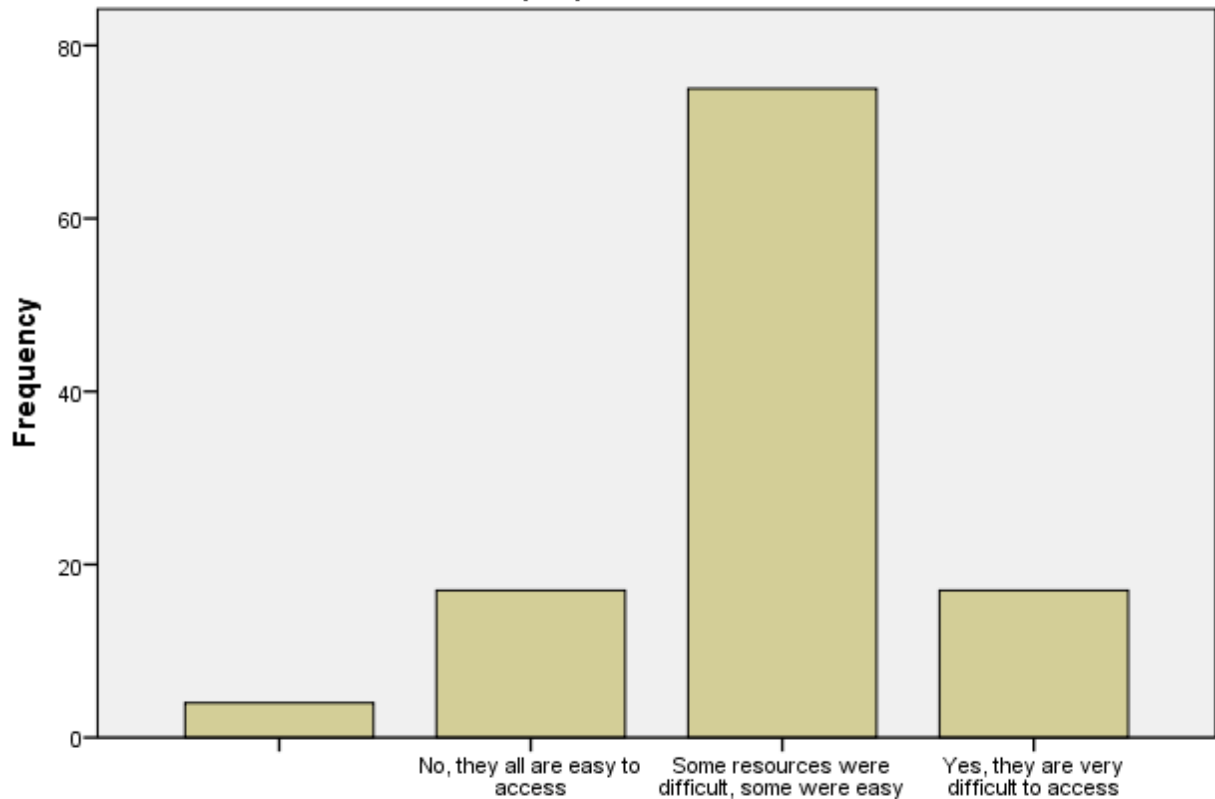
14. Do you think learning a language through CALL resources took too much time and thus you didn't use it often?

13. Have CALL resources been beneficial for you in learning a language autonomously?



13. Have CALL resources been beneficial for you in learning a language autonomously?

15. Do you often find it difficult to access different CALL resources for learning purposes?



15. Do you often find it difficult to access different CALL resources for learning purposes?

FREQUENCIES

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Frequencies

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Statistics

		4. I believe that the use of CALL (Computer Assisted Language Learning) makes learning easier for ESL (English as a Second language) learners.	5. I believe that computer and other resources promote student motivation to learn.	6. I believe that the use of CALL resources improve learners' performance.	7. I believe that CALL resources promote autonomous learning (self-learning).	8. I believe that CALL resources should be utilized in language learning classrooms.
N	Valid	113	113	113	113	113
	Missing	0	0	0	0	0

For Qno.4 Valid N= 113, Missing= 0. For Qno.5 Valid N=113, missing= 0. For Qno.6 Valid N=113, Missing=0. For Qno.7 Valid N=113, missing=0. For Qno.8 Valid N=113, Missing=0.

Frequency Table

4. I believe that the use of CALL (Computer Assisted Language Learning) makes learning easier for ESL (English as a Second language) learners.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	66	58.4	58.4	60.2
Disagree	1	.9	.9	61.1
Neutral	11	9.7	9.7	70.8
Strongly agree	32	28.3	28.3	99.1
Strongly disagree	1	.9	.9	100.0
Total	113	100.0	100.0	

For Agree Frequency= 66, Percent= 58.4, Valid Percent= 58.4, Cumulative Percent= 60.2. For Disagree Frequency= 1, Percent= .9, Valid Percent=.9, Cumulative Percent= 61.1. For (Valid) Neutral Frequency=11, Percent= 9.7, Valid Percent= 9.7, Cumulative Percent=70.8.

For Strongly Agree Frequency= 32, Percent= 28.3, Valid Percent, 28.3, Cumulative percent= 99.1. For Strongly Disagree Frequency= 1, Percent= .9, Valid Percent= .9, Cumulative Percent=100.0. For Total Frequency= 113, Percent= 100.0, Valid Percent= 100.0.

No response has been recorded from Likert scale point where Frequency= 2, Percent= 1.8, Valid percent= 1.8, Cumulative percent= 1.8

5. I believe that computer and other resources promote student motivation to learn.

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	1.8	1.8	1.8
Agree	55	48.7	48.7	50.4
Disagree	3	2.7	2.7	53.1
Neutral	13	11.5	11.5	64.6
Strongly agree	37	32.7	32.7	97.3
Strongly disagree	3	2.7	2.7	100.0
Total	113	100.0	100.0	

For Agree Frequency=55, Percent= 48.7, Valid percent= 48.7, Cumulative percent= 50.4. For Disagree Frequency=3, Percent= 2.7, Valid percent= 2.7, Cumulative Percent= 53.1. For (Valid) Neutral Frequency= 13, Percent= 11.5, Valid Percent= 11.5, Cumulative Percent=64.6. For strongly agree Frequency= 37, Percent= 32.7, Valid percent= 32.7, Cumulative Percent= 97.3. For strongly disagree Frequency= 3, Percent=2.7, Valid percent= 2.7, Cumulative percent= 100.0. For Total Frequency=113, Percent= 100.0, Valid percent= 100.0.

No response has been recorded from Likert scale point where Frequency= 2, Percent= 1.8, Valid percent= 1.8, Cumulative percent= 1.8

6. I believe that the use of CALL resources improve learners' performance.

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	2.7	2.7	2.7
Valid Agree	56	49.6	49.6	52.2
Disagree	4	3.5	3.5	55.8

Neutral	21	18.6	18.6	74.3
Strongly agree	28	24.8	24.8	99.1
Strongly disagree	1	.9	.9	100.0
Total	113	100.0	100.0	

For Agree Frequency= 56, Percent= 49.6, Valid percent= 49.6, Cumulative percent= 52.2.

For Disagree Frequency= 4, percent= 3.5, Valid percent= 3.5, cumulative percent= 55.8. For

(Valid) neutral frequency= 21, percent= 18.6, Valid percent= 18.6, Cumulative percent=

74.3. For strongly agree frequency= 28, percent= 24.8, Valid percent= 24.8, cumulative

percent= 99.1. For strongly disagree frequency= 1, percent= .9, valid percent= .9, cumulative

percent= 100.0. For Total Frequency= 113, Percent= 100.0, Valid percent= 100.0.

No response has been recorded from Likert scale point where Frequency= 3, Percent= 2.7,

Valid percent= 2.7, Cumulative percent= 2.7

7. I believe that CALL resources promote autonomous learning (self-learning).

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	1.8	1.8	1.8
Agree	45	39.8	39.8	41.6
Disagree	6	5.3	5.3	46.9
Neutral	22	19.5	19.5	66.4
Strongly agree	35	31.0	31.0	97.3
Strongly disagree	3	2.7	2.7	100.0
Total	113	100.0	100.0	

For Agree Frequency=45, Percent= 39.8, Valid percent= 39.8, Cumulative percent= 41.6. For

Disagree Frequency=6, Percent= 5.3, Valid percent= 5.3, Cumulative Percent= 46.9. For

(Valid) Neutral Frequency= 22, Percent= 19.5, Valid Percent= 19.5, Cumulative

Percent=66.4. For strongly agree Frequency= 35, Percent= 31.0, Valid percent= 31.0,

Cumulative Percent= 97.3. For strongly disagree Frequency= 3, Percent=2.7, Valid percent=

2.7, Cumulative percent= 100.0. For Total Frequency=113, Percent= 100.0, Valid percent=

100.0.

No response has been recorded from Likert scale point where Frequency= 2, Percent= 1.8,

Valid percent= 1.8, Cumulative percent= 1.8

8. I believe that CALL resources should be utilized in language learning classrooms.

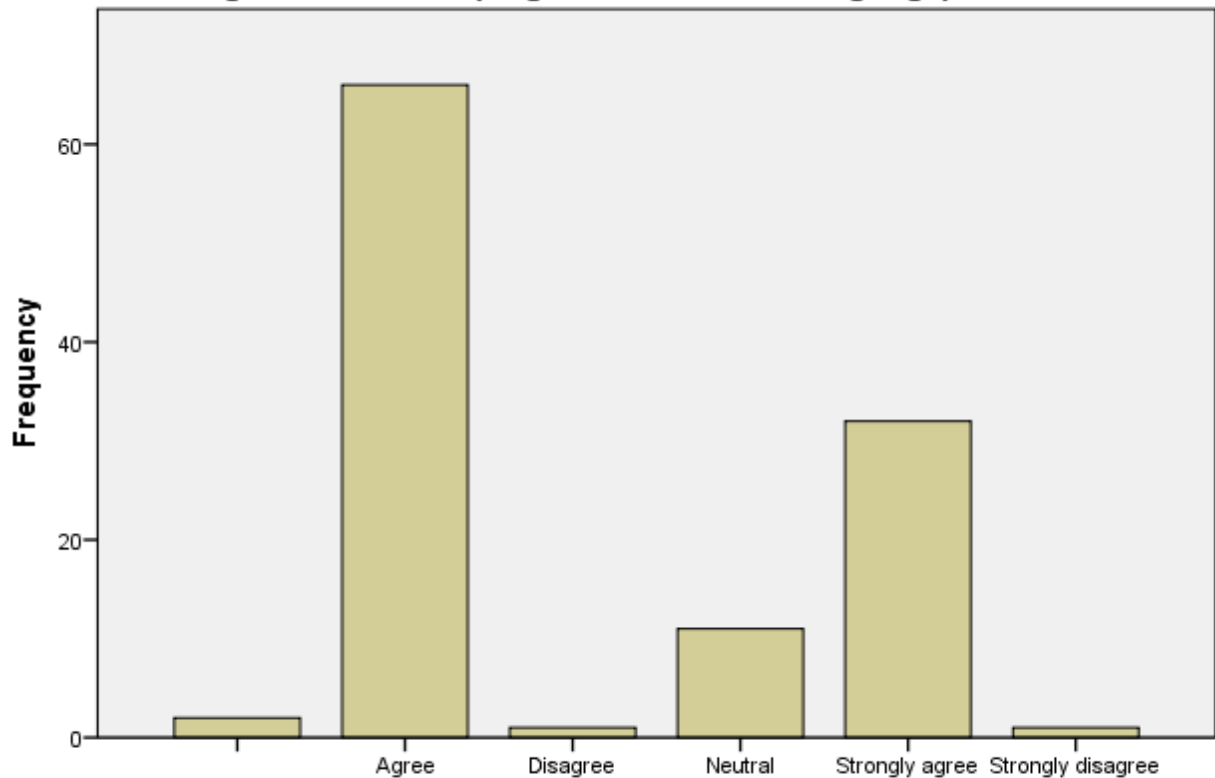
	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	55	48.7	48.7	50.4
Disagree	3	2.7	2.7	53.1
Neutral	15	13.3	13.3	66.4
Strongly agree	36	31.9	31.9	98.2
Strongly disagree	2	1.8	1.8	100.0
Total	113	100.0	100.0	

For Agree Frequency=55, Percent= 48.7, Valid percent= 48.7, Cumulative percent= 50.4. For Disagree Frequency=3, Percent= 2.7, Valid percent= 2.7, Cumulative Percent= 53.1. For (Valid) Neutral Frequency= 15, Percent= 13.3, Valid Percent= 13.3, Cumulative Percent=66.4. For strongly agree Frequency= 36, Percent= 31.9, Valid percent= 31.9, Cumulative Percent= 98.2. For strongly disagree Frequency= 2, Percent=1.8, Valid percent= 1.8, Cumulative percent= 100.0. For Total Frequency=113, Percent= 100.0, Valid percent= 100.0.

No response has been recorded from Likert scale point where Frequency= 2, Percent= 1.8, Valid percent= 1.8, Cumulative percent= 1.8

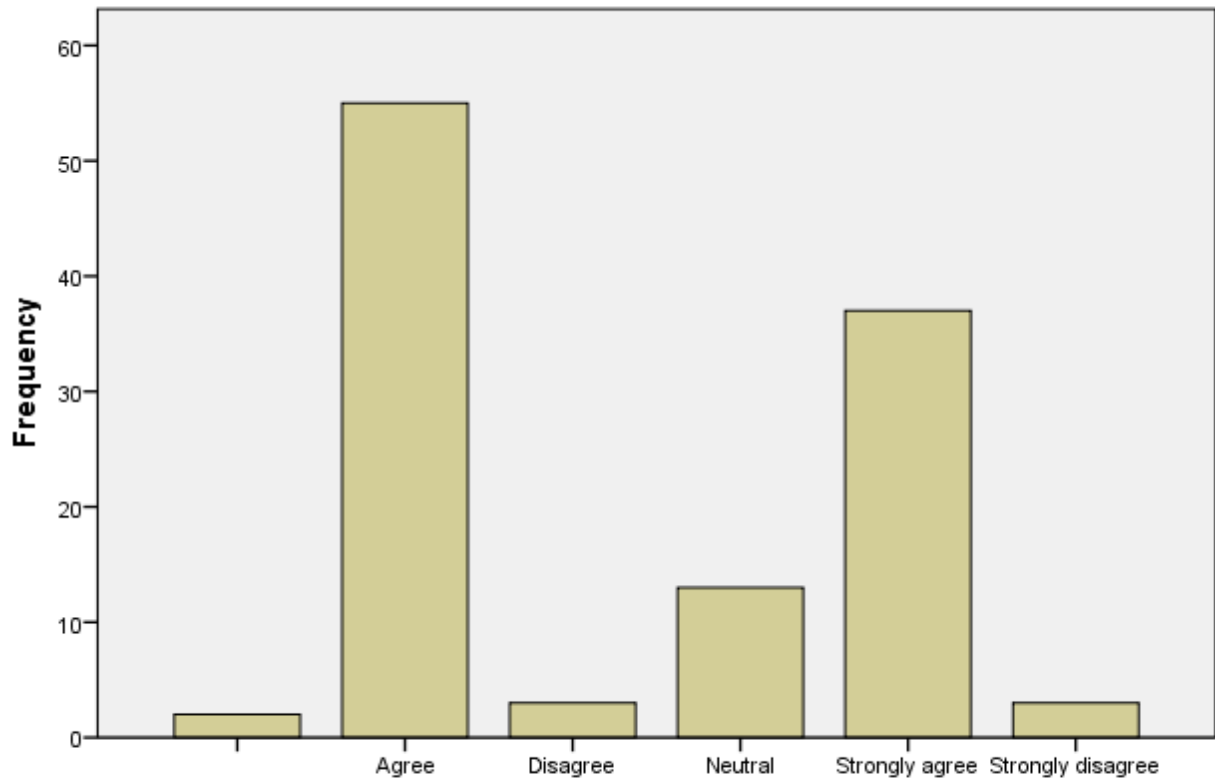
Bar Chart

4. I believe that the use of CALL (Computer Assisted Language Learning) makes learning easier for ESL (English as a Second language) learners.



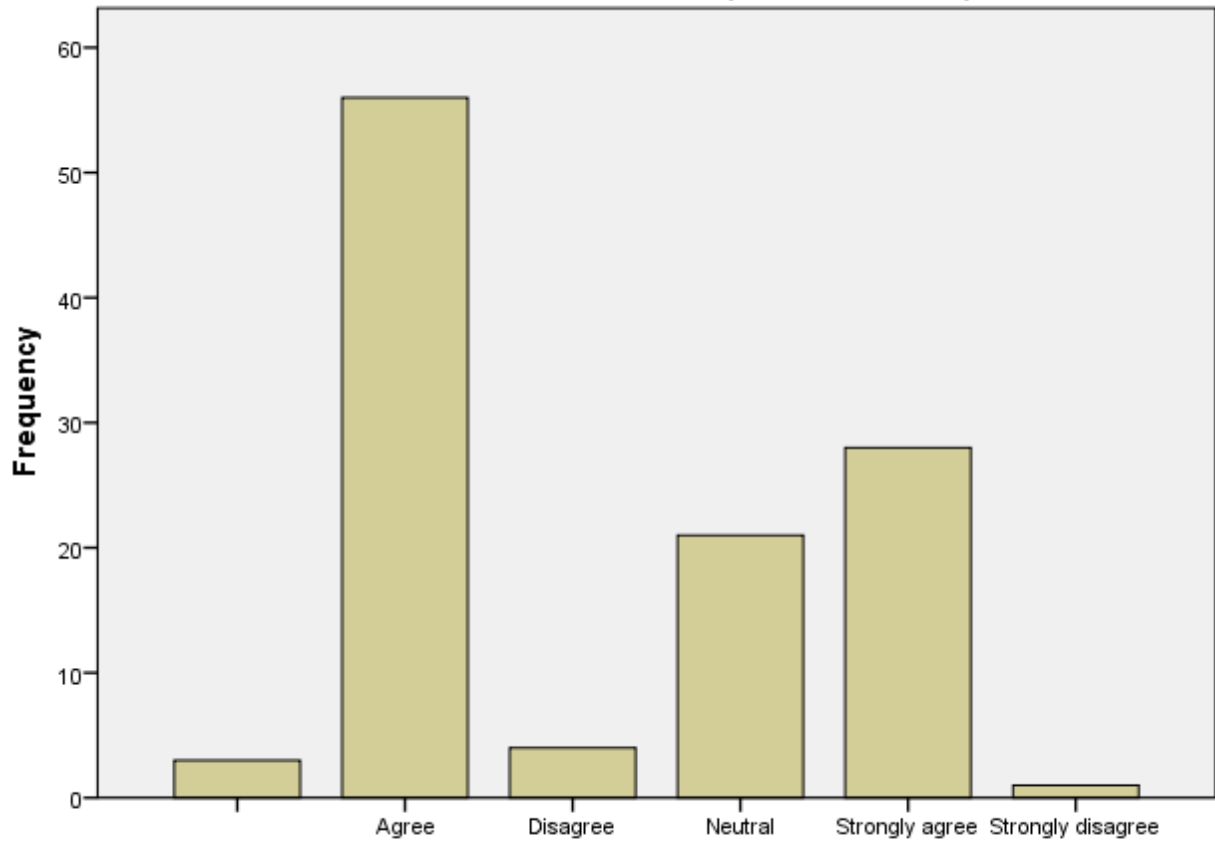
4. I believe that the use of CALL (Computer Assisted Language Learning) makes learning easier for ESL (English as a Second language) learners.

5. I believe that computer and other resources promote student motivation to learn.



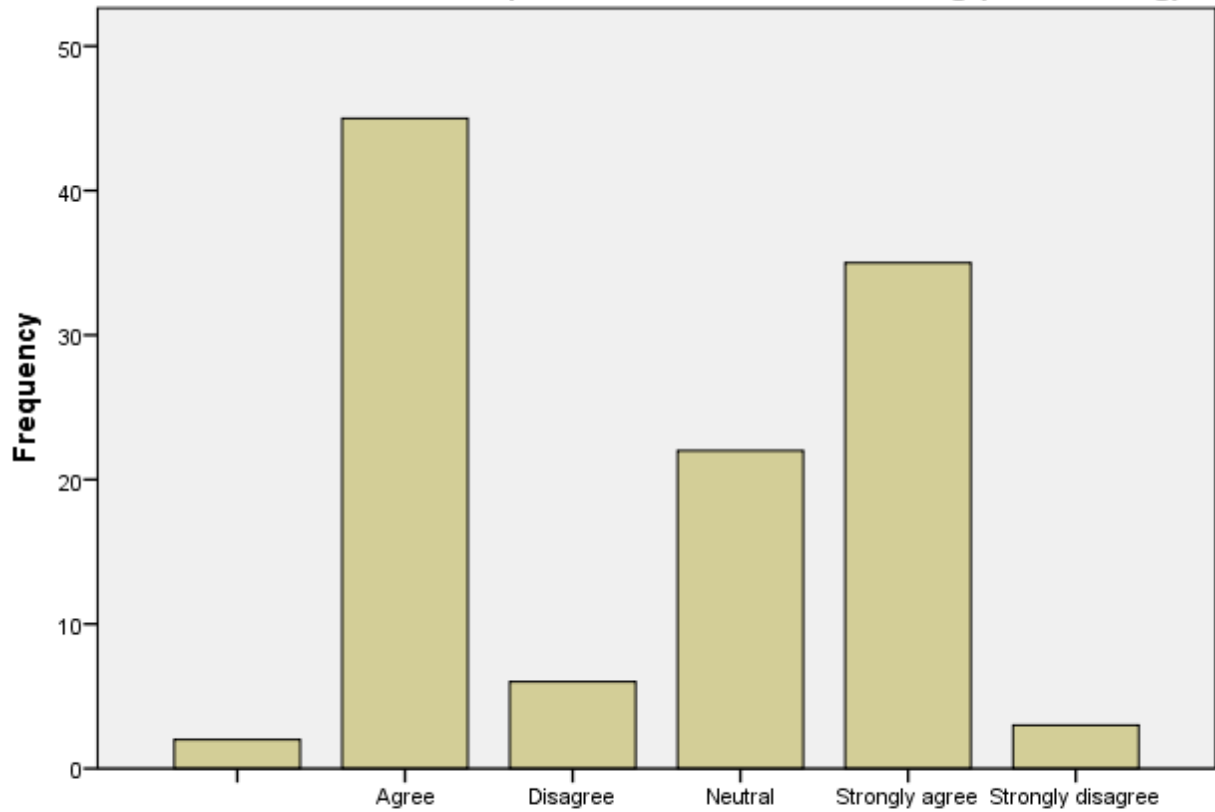
5. I believe that computer and other resources promote student motivation to learn.

6. I believe that the use of CALL resources improve learners' performance.



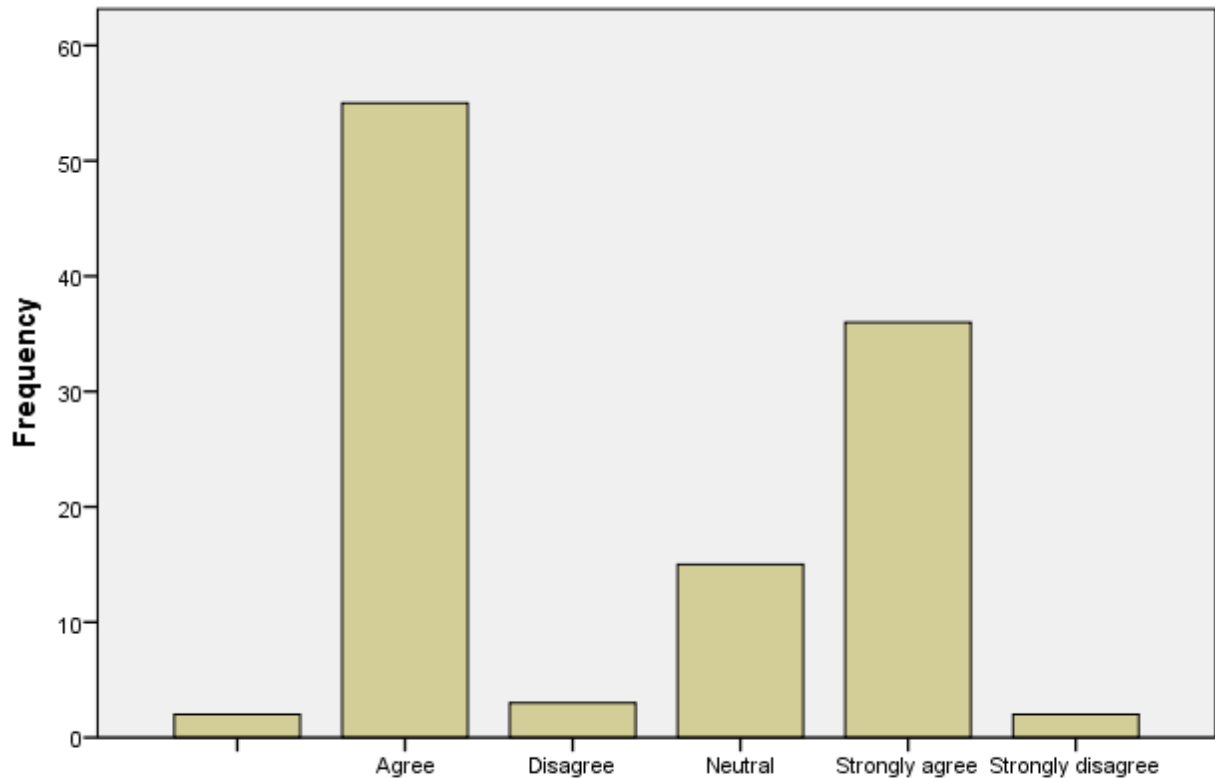
6. I believe that the use of CALL resources improve learners' performance.

7. I believe that CALL resources promote autonomous learning (self learning).



7. I believe that CALL resources promote autonomous learning (self learning).

8. I believe that CALL resources should be utilized in language learning classrooms.



8. I believe that CALL resources should be utilized in language learning classrooms.

```
COMPUTE CALLutilityMEAN=MEAN(Q3,Q4,Q5,Q1,Q2).
EXECUTE.
DATASET ACTIVATE DataSet1.
```

```
SAVE OUTFILE='C:\Users\22367\Desktop\DATA FILE BS.sav'
/COMPRESSED.
T-TEST GROUPS=@2.Gender('1' '2')
/MISSING=ANALYSIS
/VARIABLES=CALLutilityMEAN
/CRITERIA=CI(.95).
```

T-Test

```
[DataSet1] C:\Users\22367\Desktop\DATA FILE BS.sav
```

Warnings

The Independent Samples table is not produced.

Group Statistics

	2. Gender	N	Mean	Std. Deviation	Std. Error Mean
4. I believe that the use of CALL (Computer Assisted Language Learning) makes learning easier for ESL (English as a Second language) learners.	1	0 ^a	.	.	.
	2	0 ^a	.	.	.
5. I believe that computer and other resources promote student motivation to learn.	1	0 ^a	.	.	.
	2	0 ^a	.	.	.
6. I believe that the use of CALL resources improve learners' performance.	1	0 ^a	.	.	.
	2	0 ^a	.	.	.
7. I believe that CALL resources promote autonomous learning (self learning).	1	0 ^a	.	.	.
	2	0 ^a	.	.	.
8. I believe that CALL resources should be utilized in language learning classrooms.	1	0 ^a	.	.	.
	2	0 ^a	.	.	.

a. t cannot be computed because at least one of the groups is empty.

COMPUTE CALLutilityMEAN=MEAN(Q3,Q4,Q5,Q1,Q2).

EXECUTE.

T-TEST GROUPS=gender2(1 2)

/MISSING=ANALYSIS

/VARIABLES=CALLutilityMEAN

/CRITERIA=CI(.95).

T-Test

[DataSet1] C:\Users\22367\Desktop\DATA FILE BS.sav

Group Statistics

	2. Gender	N	Mean	Std. Deviation	Std. Error Mean
CALLutilityM		4	3.4500	2.96816	1.48408
EAN	Female.	80	5.2250	2.29239	.25630

For CALL utility MEAN N=4, Mean= 3.4500, Std. Deviation= 2.96816, Std. Error Mean= 1.48408. For Gender (Female) N= 80, Mean= 5.2250, Std. Deviation= 2.29239, Std. Error Mean= .25630.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
CALLutilityMEAN	Equal variances assumed	.768	.383	-1.493	82	.139	-1.77500	1.18895	-4.14019	.59019
	Equal variances not assumed			-1.179	3.182	.319	-1.77500	1.50605	-6.41689	2.86689

For (CALL utility MEAN) Equal variances assumed, Levene's Test for Equality of variances $F = .768$ and $Sig = .383$. For t-test for Equality of Means, $t = -1.493$, $df = 82$, $Sig (2-tailed) = .139$, Mean difference = -1.77500 , Std. Error Difference = 1.18895 . 95% Confidence interval of the difference in Lower = -4.14019 and upper = $.59019$. For Equal variances not allowed, t-test for Equality of Means, $t = -1.179$, $df = 3.182$, $Sig (2-tailed) = .319$, Mean difference = -1.77500 , Std. Error Difference = 1.50605 . For 95% Confidence interval of the difference in Lower = -6.41689 and upper = $.2.86689$.

Result and Conclusion

From the data analysis, we can emerge that the use of CALL resources does help learners in their autonomous learning to improve their learning strategies. Before CALL resources, there might be chances of less other resources and strategies where they can learn a language more efficiently. The results of this study show that learning a language should be in an interactive environment where learners can develop their language strategies through computers, internet and other resources. Moreover, we can also conclude that learners improved in their learning that has increased their learning autonomy.

CALL resources can offer learners different opportunities for self-directed learning, and help them in variety of contexts when practice language skills. From the analysis, CALL resources do have the potential to enhance language learning for autonomous learners. Nowadays, with the wide range of activities available, they can engage in different variety of contexts. However, it should be acknowledged that CALL resources should not be seen as a replacement for traditional classroom interaction. They should be rather used in combination with all these methods to create an effective experience for language learning.

From the data, the main goal of this research was to persuade learners to find their learning strategies and methods. Thus, when they established this autonomy, they will be exploring

different methods of study for improving their language. This will involve the use of different CALL resources to learners that they will employ outside the learning environment. It was observed that learner's motivation level also increases when they learn through different resources with such enthusiasm. Nowadays, learners learn actively through computers and it has been confirmed through our data analysis which led them to autonomy development.

In conclusion, this study results shows that learners have improved their learning techniques, high motivational level for learning, and willingly take personal responsibility for self-learning with the help of CALL resources. From this, these improvements have assisted learners in making progress for self-learners. Providing them with the necessary techniques for learning language, learning strategies through CALL, help in reaching motivational level and encouraging learners for taking responsibility for autonomous learning in the development of language learning.

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