

UTILIZING COMPUTERIZED ASSISTED LANGUAGE LEARNING IN RURAL ENGLISH LANGUAGE CLASSROOMS OF PAKISTAN

Dr. Muhammad Mooneeb Ali, **Noman Khan, *Shabila Hafeez*

ABSTRACT

Computer assisted language learning has gaining popularity among educationists. The current study determines to explore the perceptions of ESL teachers on the integration of CALL in English language classroom. The study focuses un quantitative paradigm as research design. The population of the study comprised were the secondary school students from all Punjab. Whereas the sample of the study comes from studying in private schools of Changa Manga, Lahore division Punjab. 100 students were randomly selected from 5 schools. The data was collected through a close-ended questionnaire. The collected data was analyzed in SPSS. The results demonstrated that the Pakistani students have shown positive attitude towards CALL used inside the ESL classrooms. The study also spotlights that it motivates learners to learn in team. If CALL can be implemented efficiently in rural areas of Pakistan, it can be one of higher-ranking tools for language learning.

Keywords; *Computer Assisted Language Learning (CALL), ESL learners, Student- centered class room*

1. Introduction

Pakistan is a developing country. Its literacy rate is 59.13% which is not praiseworthy and is at a low level in the ranking list of literate countries. The situation is even worse in rural areas (Ali et al., 2019; Bhatti, 2016). The students even after twelve years of education have rudimentary command over English Language (Ali et al., 2018; Kannan, 2009; Bhatti, 2016). Moreover, English reading is the most neglected skill of the English language learning (Warsi, 2004; Bhatti, 2016). Most teachers are not well- trained in their specific subject (Warsi, 2004), and it directly effects learning of students. Reading skills have vital role for the success of students at school (Jarvis & Pastuszka, 2008). It is estimated that students who can do extremely well in schools are those who have a strong foundation in reading and receive encouragement at home (Yubune et al., 2007). Jose and Raja (2011) recommend that reading has immense importance for children in secondary schools. Sadly, schools offer the chance of improving reading skills to a very little extent (Bangs, 2011); however, a recent study on the use of technology in language education found that the reading skill can be improved by using computers in secondary schools (Bax, 2011; Ali et al., 2020). The significance of technology in every field of life has increased rapidly (Almekhalif, 2006) so there is a dire need to adopt CALL method in teaching and learning English in rural areas of Pakistan. CALL can help to enhance reading skill of English language learners (Almekhalif, 2006; Bhatti, 2013; Liu, 2013). It is observed that the English-speaking skills of most teachers in rural areas are very basic (Farhat & Dzakiria, 2017) therefore their students also face problem to read efficiently. Many of the teachers are untrained in the implementation of reading techniques and cannot help their students to read properly and fluently.

*H.E.D. Punjab

**Assistant Professor H.E.D. Punjab

***Principal City Public School and College, Changa Manga, Pakistan

ESL students of rural areas face problems in pronunciation (Farhat & Dzakiria, 2017), and they are unaware of phonics. It is observed that they lack confidence while reading English rather than Urdu (Ali et al.,2016; Shamim, 2017).

Statement of the Problem

The government of Pakistan has promoted information and communication technology (ICT) and Computer Assisted Language Learning (CALL) at all level of institutions of Punjab, Pakistan. In the past, the government of Pakistan has distributed laptops among a huge number of students. They focused on implementation of ICT (Information Communication Technology) at school level too. The students of public-sector schools can have access to the information present on internet through laptops in the dynamic supervision of teachers. It has become an ever-growing need around the globe generally and specifically in Pakistan. Computer devices have become integrated with daily lives of people.

The investigations in language learning through CALL are concerned with a number of researchers who are investigating its efficacy through experiments. The studies in this regard include Bhatti, (2013), Liu, (2015), Farrah & Tushyeh (2010), Rashid (2015) and Irshad & Ghani (2015). However, there are lesser studies investigating Pakistani ESL learners towards CALL. In view of limited number of CALL studies, the current study attempts to investigate perceptions of Pakistani ESL learners towards CALL usage in government sector schools in rural areas of Kasur, Pakistan.

Research objectives

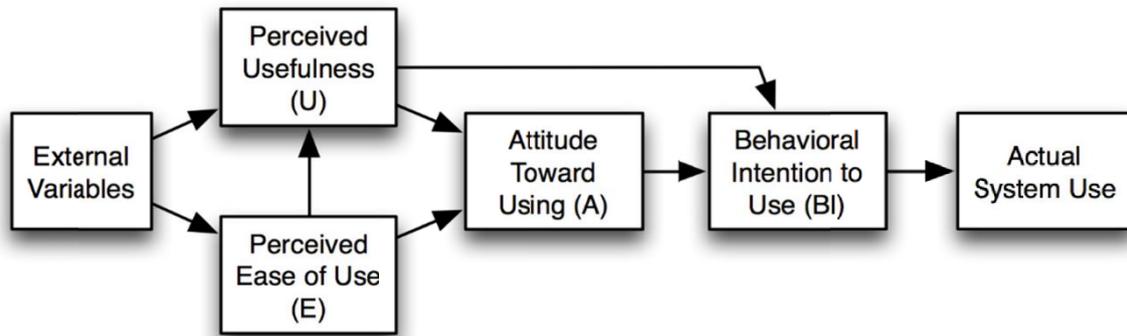
- To explore the impact of CALL to enhance reading skills of ESL learners in rural areas of Pakistan

Significance of the present study

Teaching of reading through CALL has been considered to be an effective and productive activity. It enhances the reading skills of English language learners. Ali et al., (2020) said has argued that the reading competence comes only from self-motivation and a teacher can build confidence of learners through proficiency level of reading skill. This study is beneficial in enhancing the reading skills of ESL learners in rural areas of Pakistan. This study rejected the conventional methods of teaching English reading skill and suggested the better and improved ways to enhance productivity in English language reading. Moreover, the study helped to motivate students and increased the interaction level for learning. Therefore, it is strongly recommended that the methods proven effective and productive in this study be implemented on a large- scale by the Government of Pakistan. This study has theoretical and pragmatic significance. The results of this study determined the direction for high schools to introduce latest trends in learning for Pakistani ESL learners living in rural areas.

This particular study was an attempt to search for the most appropriate, fruitful and inspirational way to teach English language reading in private schools of Changa Manga. The study is an attempt to observe, analyze and report the impact of CALL on the reading skills.

Theoretical Framework



Technology Acceptance Model (TAM) has been derived from the theory of reasoned action which is the base of the attitudes, beliefs, behaviors and intentions of an individual (Sandberg & Wahlberg, 2007). A person can enhance efficiency in a specific task through his attitude and behavior (Moss et al., 2010). Ali et al., (2018) and Johnson (2005), explained that external variables like age, experience, education and gender are directly connected with the perceived ease of use and perceived utility of the person regarding the acceptance of technology.

Technology Acceptance model has been scrutinized by many researchers with diversity like application on a web-based information system (Van der Heijden, 2003) or implementing it on internet banking (Wang et al., 2003) and likewise in E-commerce (Henderson & Divett, 2003). The researchers elaborated that TAM integration has the potential to enhance the learning level of learners if implemented on a large scale due to its value and affectivity as a model.

In Pakistan, many researchers applied TAM in classrooms like Bhatti, (2013), Farrah &Tushyeh (2010), Rashid (2015) and Irshad & Ghani (2015). Bhatti (2013), explored that using TAM to teach reading skill is more significant than a teacher’s lecture and the study showed 35% difference between experimental group and controlled group. Liu (2015) explored that the experimental group had huge achievements in terms of reading comprehension ability than the controlled group due to the use of CALL. Farrah &Tushyeh (2010), explored that using CALL enhances the reading proficiency of ESL learners. Irshad & Ghani (2015), revealed that CALL has pedagogical benefits for ESL learners and it helps to increase proficiency level of English language learning

2. Literature Review

Reading skill can be explained as “a cognitive ability which enables a human being to use while interacting with texts” (Urquhart & Weir, 1998). Reading is a means of language acquisition, communication, and of sharing information and ideas. As the third skill in language acquisition, it requires great deal of concentration on the material to be read, taking appropriate notes on the words and their pronunciation, and also the punctuation marks that guide the reading for meaningful comprehension (Straus, 2015). Sometimes it makes them lose interest in reading thereby making them not to comprehend the content of the text due to high level of vocabulary associated with the test (Azikiwe, 2007, Straus, 2015). To recapitulate, reading is a skill which permits us to acquire a message, be familiar with the written words (written symbols), understand the meaning, used to teach pronunciation, acquisitive information from texts, (Козак, 2011).

The one world literacy foundation (2013), added that if the world can read, the world can succeed. Reading is the way to discover new things and it helps to develop a positive self-image. Educational researchers have found that there is a strong correlation between reading and academic success”, (ESL, n.d). Kieffre et al, (2012), added that ESL learners must have mastery on four language skills to process, understand and apply the meaning of content.

Reading skills and practical classrooms

Pakistan is a country where English is the official medium of instruction in private and government schools but many students have poor English reading skills (Ali et al., 2015). Warsi, (2004) explored that conditions under which English is taught in Pakistan are not conducive to teaching and learning. Nawab (2012) stated that majority of the English teachers who teach English L2 reading/ text materials or language skills, still prefer to use traditional methods while teaching reading skill. Bhatti (2012), presented the study which showed 100% rating for using old traditional methods to teach reading skills. Students read text books daily but they do not read books for pleasure (Ansari ,Panhwar and Umrani, 2012). EFL learners at secondary level, face difficulties in reading where they encounter ambiguous words, unfamiliar vocabulary, and limited available time to cognitively process the text, (Rashid, 2017). Study explored that problems faced during teaching reading are lack of interest in reading skills, short concentration span and limited reading comprehension, (Fareed, Jawad, Awan, 2018; Warsi,2004). ESL learners find conventional methods of language learning non-innovative (Kessler, 2007) and believe that computer can present the latest literature in various forms (McEnery & Wilson, 2011), and present it more fascinatingly. Computer can engage the students in language learning (Walker, Davies, & Hewer, 2011; Walz, 2001) in a number of thrilling and interactive activities which can improve reading skills (Yubune, Kanda, &Tabuchi, 2007).

CALL and reading skills

CALL is abbreviation of Computer Assisted Language Learning which is used by educationists to explain the use of computers as part of a language course. It is traditionally described as a means of ‘presenting, reinforcing and testing’ particular language items (Saeidi & Yusef, 2012). CALL offers integration of multiple media to ensure pedagogical benefits for learners (Irshad & Ghani, 2015). Using the interactive computer software in the class may

have encouraged the readers to process the meaning of the text more deeply and actively (Saeidi & Yusef, 2012). Sawaki (2001) listed the studies carried out on computer-based and paper-based reading comprehension. Computer-based reading programs are effective and fairly quick in addressing the reading problems of young learners (Wyk & Louw, 2008; Liu, 2015). Computer-assisted reading programs offer learners the opportunity that we as educationists should embrace (Wyk&Louw, 2008). CALL has showed positive results in improving the reading skills of students at secondary school (Bhatti, 2013). Nadera (2001) found that e-reading is more active activity which involves more flexible reading strategies. CALL makes EFL enjoyable, meaningful, motivating, relevant, and exciting, (Farrah & Tushyeh, 2010). Heidar (2017), found that the web-based learning is effective in enhancing learners' motivation in improving pronunciation. Anderson (2003), has emphasized in his study that Meta cognitive online reading strategies play an important role for both EFL and ESL readers. Some institutions also highlight their integration of technology as a point of difference in their institutional branding (Royo-Vela & Hünermund, 2016). Recent study shows the valuable use of technology in EFL reading instruction and it works best when integrated in the instructional scheme (Taj, Ali, Sipra & Ahmad, 2017).

3. Methods

This study used Quantitative approach which is used for analyzing the statistical data that is student's perception based on close-ended questions. Quantitative methods are the most viable methods for descriptive studies (Ali et al.,2021). In order to meet the objective of the study i.e. the perceptions of participants about CALL quantitative research paradigm with descriptive research design seems appropriate as this type of research design aims to specify or describe naturally occurring phenomenon without experimental manipulation (Seliger & Shohamy, 1989). Such type of research tends to construct statistical models and figures to explain what is observed and makes use of tools such as questionnaire, surveys, measurements and other equipment to collect numerical or measurable data (Dornyei & Taguchi, 2010).

Participants

The ESL learners, living in rural areas of Pakistan, know the basics of laptops and computers. To answer the question related to the study, the ESL students of secondary level were selected as research population from five schools of Change Manga, Punjab (Pakistan). Ten ESL students were randomly taken from each school and the total numbers of students were fifty. This delimitation was done to build up the authenticity and validity of the research.

Data Collection Tools

The data collection tool used for the current study was a close-ended questionnaire. 50 students of 10th class filled the questionnaire which contained 10 questions. ESL learners were enthusiastic towards English reading and did not have good command over English reading

skills. All the questions were made on Likert scale. Every statement had 5 options to express the views of participants and the options were in the following sequence:

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Computers and online reading resources were used to teach reading skills to ESL learners whereas the controlled group was taught through black board and book reading. The data was analyzed through SPSS.

4. Results

Quantitative techniques were used to collect data. Participants were informed for the purpose of this study. Students were randomly selected to fill the questionnaire. Statistical Package for Social Sciences (SPSS) frequency test was used to determine the responses of respondents. The overall findings of the questionnaire have been presented in terms of two sections i.e., (a) reliability and validity and (b) frequency of constructs.

Reliability and Validity

Table 1 (a) Case Processing Summary

Cases processing summary	N	%
Valid	50	100.0
Excluded	0	0
Total	50	100.0

List wise deletion based on all variables in the procedure

Table 1 (b) Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha based on Standard Items	N of Items
.871	.871	2

The reliability statistic of the questionnaire is reflected in the above Table 1. It can be seen that the Cronbach Alpha's value is 0.871 which validates the fact that the questionnaire is reliable and valid.

Let us focus on the perception of the ESL learners regarding the impact of CALL methodology. For this purpose, a knitted questionnaire was presented to the students of experimental group in order to have the relevant responses from them. The responses of ESL learners proved the efficacy of CALL methodology especially in rural areas. The descriptions of the responses are followings;

1. Enhancement of motivation in reading English is due to use of CALL and dynamic online reading practices.

	Frequency	Percent Valid	Percent	Cumulative Percent
Valid				
Neutral	2	4.0	4.0	4.0
Agree	18	36.0	36.0	40.0
Strongly Agree	30	60.0	60.0	100.0
Total	50	100.0	100.0	

Table 2 represents answers related to the question: Enhancement of motivation in reading English is due to use of CALL and dynamic online reading practices. Here in the table given above, data represents frequency, valid percent, percent and cumulative percentage of the values thus giving clear picture of data distribution. From 50 responses, no one was on the option of strongly disagree and disagree and only 4% neutral, 36% agree and 60% strongly agree. Thus, illustrating the complete data range from strongly disagree to strongly agree with the majority agreeing at 36% and strongly agreeing at 60% which is the highest range from other all scales.

2. CALL has absolutely improved my English reading proficiency.

	Frequency	Percent Valid	Percent	Cumulative Percent
Valid				
Disagree	1	2.0	2.0	4.0
Neutral	2	4.0	4.0	8.0
Agree	22	44.0	44.0	52.0
Strongly Agree	25	50.0	50.0	100.0
Total	50	100.0	100.0	

Table 3 defines answers related to the question: CALL has absolutely improved my English reading proficiency. Here in the table data illustrates frequency, valid percent, percent and cumulative percentage which is providing vivid picture of data distribution. From the 50 responses, only 2% disagree, 4% neutral, 44% agree, 50% strongly agree and no one strongly disagrees. Thus, illustrating the complete data range from being strongly disagree to strongly agree with the majority agreeing at 44% and strongly agreeing at 50%. The highest range favored the objectives of study.

3. ESL learners of rural areas can overcome pronunciation mistakes after using online resources through CALL.

	Frequency	Percent Valid	Percent	Cumulative Percent
Valid				
Neutral	3	6.0	6.0	6.0
Agree	20	40.0	40.0	46.0
Strongly Agree	27	54.0	54.0	100.0
Total	50	100.0	100.0	

Table 4 illustrates responses of the respondents regarding the question: I can overcome pronunciation mistakes after using online resources through CALL. It not only presents frequency but also contains valid percent, percent and cumulative percentage of the values thus providing vivid picture of data distribution. Of the 50 responses, only 6% neutral, 40% agree, 54% strongly agree and no response was found about strongly disagree and disagree. The values in the given table covering the data range from strongly disagree to strongly agree with the majority agreeing at 40% and strongly agreeing at 54%.

4. CALL environment is highly recommended as one of the most effective ways to learn English reading for ESL learners.

	Frequency	Percent Valid	Percent	Cumulative Percent
Valid				
Strongly Disagree	2	4.0	4.0	4.0
Disagree	1	2.0	2.0	6.0
Neutral	4	8.0	8.0	14.0
Agree	17	34.0	34.0	48.0
Strongly Agree	26	52.0	52.0	100.0
Total	50	100.0	100.0	

Table 5 exemplifies the responses of the respondents regarding the question: CALL environment is highly recommended as one of the most effective ways to learn English reading for ESL learners. It characterizes the frequency, valid percent, percent and cumulative percentage respectively of the values thus providing vivid picture of data distribution. From 50 responses, 4% strongly disagree, 2% disagree, 4% neutral, 34% agree and 52% strongly agree. The values given in the above table cover the data range from strongly agree to strongly disagree with the majority agreeing at 34% and strongly agreeing at 52%.

5. The ESL learners of rural areas can utilize various English learning websites as supportive material for enhancement of English reading skills through CALL.

	Frequency	Percent Valid	Percent	Cumulative Percent
Valid				
Disagree	1	2.0	2.0	2.0

Agree	22	44.0	44.0	46.0
Strongly Agree	27	54.0	54.0	100.0
Total	50	100.0	100.0	

Table 6 illustrates the responses of respondents regarding question: The English learning websites that my teacher recommended were helpful to my English reading skill. It is providing the vivid picture of data distribution by showing frequency, valid percent, percent and cumulative percentage respectively of the values. From 50 responses, no one chose strongly disagree and neutral, only 2% disagree, 44% agree and 54% strongly agree. The table is covering the data range of the values from strongly disagree to strongly agree with the majority of agreeing at 44% and strongly agreeing 54%.

6. The student-centered approach with CALL equipment is helpful to my English study.

	Frequency	Percent Valid	Percent	Cumulative Percent
Valid Strongly Disagree	5	10.0	10.0	10.0
Disagree	3	6.0	6.0	16.0
Neutral	2	4.0	4.0	20.0
Agree	18	36.0	36.0	56.0
Strongly Agree	22	44.0	44.0	100.0
Total	50	100.0	100.0	

Table 7 illustrates the responses of the respondents regarding the question: the student-centered approach with CALL equipment is helpful to my English study. The values in the above table contain not only frequency but also describe the valid percentage, percentage and cumulative percentage to provide the vivid picture of data distribution. From 50 responses, 10% strongly disagree, 6% disagree, 4% neutral, 36% agree and 44% strongly agree. The values in the given tables cover the data range from strongly disagree to strongly agree with the majority agreeing at 36% and strongly agreeing at 44%.

7. The CALL learning environment is more significant than any other teaching approach.

	Frequency	Percent Valid	Percent	Cumulative Percent
Valid				
Disagree	5	10.0	10.0	10.0
Neutral	3	6.0	6.0	16.0
Agree	17	34.0	34.0	50.0
Strongly Agree	25	50.0	50.0	100.0
Total	50	100.0	100.0	

Table 8 exemplifies the responses of the respondents about the question: The CALL learning environment is more significant than any other teaching approach. It represents the

frequency as well as valid percentage, percentage and cumulative percentage of the values which is providing clear picture of data distribution. From 50 responses, no one chose **strongly disagree**, 10% disagree; only 6% neutral, 34% agree and 50% strongly agree. The values in the given table, covering the data range from strongly disagree to strongly agree with the majority agreeing at 34% and strongly agreeing at 50%.

8. CALL can help to understand abbreviations and acronyms in English content.

	Frequency	Percent Valid	Percent	Cumulative Percent
Valid				
Strongly Disagree	3	6.0	6.0	6.0
Disagree	3	6.0	6.0	12.0
Neutral	4	8.0	8.0	20.0
Agree	20	40.0	40.0	60.0
Strongly Agree	20	40.0	40.0	100.0
Total	50	100.0	100.0	

Table 9 represents the responses of the respondents regarding the question: CALL helps me to understand abbreviations and acronyms in English content. It represents the frequency, valid percent, percentage and cumulative percentage of values respectively which is providing the clear picture of data distribution. From 50 responses, 6% strongly disagree, 6% disagree, 8% neutral, 40% agree and 40% strongly agree. The values in the above table covering the complete data range from strongly agree to strongly disagree with the majority agreeing and strongly agreeing at 40% by the same token.

9. After coaching sessions with CALL, I have developed the skill to use CALL materials for English language learning.

	Frequency	Percent Valid	Percent	Cumulative Percent
Valid				
Neutral	2	4.0	4.0	4.0
Agree	25	50.0	50.0	54.0
Strongly Agree	28	56.0	56.0	100.0
Total	50	100.0	100.0	

Table 10 illustrates the responses of the respondents regarding the question: after coaching sessions with CALL, I have developed the skill to use CALL materials for English language learning. The table represents frequency, valid percentage, percentage and cumulative percentage of the values respectively thus providing vivid picture of data distribution. Of the 50 responses, no one chose strongly disagree and disagree 4% neutral, 50% agree and 56% strongly agree. The values in above table covering the complete data range from strongly disagree to strongly agree with the majority agreeing at 50% and strongly agreeing at 56% respectively.

10. In future, I want to have CALL in my Class.

	Frequency	Percent Valid	Percent	Cumulative Percent
Valid				
Strongly Disagree	3	6.0	6.0	6.0
Disagree	2	4.0	4.0	10.0
Neutral	1	2.0	2.0	12.0
Agree	20	40.0	40.0	52.0
Strongly Agree	24	48.0	48.0	100.0
Total	50	100.0	100.0	

Table 11 represents the responses of the respondents regarding the question: In future, I want to have CALL in my Class. It represents frequency, valid percentage, percentage and cumulative percentage of values respectively thus providing clear picture of data distribution. From 50 responses, 6% strongly disagree, 4% disagree, 2% neutral, 40% agree and 48% strongly agree. The values in above table covering the complete data range from strongly disagree to strongly agree with the majority agreeing at 40% and strongly agreeing at 48%.

Discussion

The study highlights the impact of CALL on reading skills. This study gave very fruitful results in answering the research questions rationalized in the start about impact of CALL on reading skills. The results of this study are in line with the findings of Bhatti, (2013), Liu, (2015), Ali et al., (2020) Farrah &Tushyeh (2010), Rashid (2015) and Irshad & Ghani (2015). Bhatti (2013), explored that using CALL to teach reading skill is more significant than a teacher's lecture and the study showed 35% difference between experimental group and controlled group. Ali et al., (2016) Liu (2015) explored that the experimental group had huge achievements in terms of reading comprehension ability than the controlled group due to the use of CALL. Farrah &Tushyeh (2010), explored that using CALL enhances the reading proficiency of ESL learners. Irshad & Ghani (2015), revealed that CALL has pedagogical benefits for ESL learners and it helps to increase proficiency level of English language learning (Ali et al., 2021).

This research spotlights the general overview of the attitudes of the students towards improvement in reading. The respondents were found more curious and interested towards the implementation of CALL in classes to learn reading skills. Variation of CALL tool helped to enhance the motivation and interest level of students. The effect of animated stories, dialogues and short stories cannot be negated in boosting up the interest in English language reading. The students showed a remarkable excitement for watching videos, listening to native speakers by using CALL in class. The ESL learners learned new ways to use the CALL environment for the enhancement of English language

reading. This is in line with the research conducted by Ali et al., (2021) who was of the view that new technology methods can uplift learners' performance. Student- centered approach enhanced self confidence in the learning of students. New feeling of liveliness made the students to love CALL learning environment. Subsequently the tiresome, dry and unexciting environment was changed into interactive, participatory and excited one which increased confidence and self- study of ESL learners. In the performance of pre- test, students were almost on same scale but after coaching session of thirty days, statistically significant difference in the test scores of the students was found which was the most important cause of the attractiveness and effectiveness of CALL methodology among students.

Conclusion

CALL has showed positive results for the enhancements of reading skills of ESL learners at secondary level. Using CALL for reading skill has generated a lot of interest among the students for reading skills. The students enjoyed and did not get bored during learning session because CALL has variety of animated stories, sounds and eye- catching pictures.

Bhatti, (2013) concluded that preparing power point presentations generates more interest in language learning but in this study, the researcher found that there are certain online varieties available for the enhancement of English language learning. CALL proved its value by boosting motivation level of ESL learners and encouraging students greater than teachers. Therefore, CALL is a competent mode for teaching reading skill and it promotes positive attitude for learning. In the same token, it was presented in Liu's study (2015) that CALL improved the efficiency of reading skills among ESL learners which supports the results of the present study. Moreover, special network CALL laboratory was unavailable and classes were conducted in an ordinary computer lab. The researcher faced many problems such as internet connectivity, electricity shortage. It is assumed that in future CALL will succeed in rural areas of Pakistan as digital media is increasingly being used in and outside educational institutions. For this purpose, the report published by Ministry of Education (2004), on the development of Education in Pakistan, illustrated accomplishment in computer- based capacity building of ESL teachers. In addition, it aims to develop online courses for ESL learners and teachers. National Education Policy 1998-2010 also proposes significant steps for the induction of CALL at all levels in educational institution to modernize education. Likewise, National Education Policy (2017) aims to develop CALL resources to teach ESL learners and training for ESL teachers. These steps for the development of CALL are promising the bright future for ESL learners in Pakistan.

Therefore, it can be concluded that for the teaching of English at secondary level, CALL proved to be an effective methodology. This study recognized the efficacy of CALL materials in their ability to produce results especially for the improvement of reading skills (Ali et al., 2021). Moreover, it has created an innovative way for English language reading for the students of rural areas and gave new path to researchers to move

on. CALL learning environment is most effective for learning English on all aspects of language

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