Esl Students' Attitude And Perception In Reading Comprehension Towards Call

Muhammad Akram[1] , Sadia Abdul Wadood[2] , Syed Khuram Shahzad[3*]

1Assisstant Professor in English, Department of Humanities and Social Sciences, Khawaja Fareed University of Engineering & Information Technology RYK.

2 M.Phil Scholar in English, Linguistics, Khawaja Fareed University of Engineering & Information Technology RYK.

3 Ph.D. Scholar in English, Linguistics IELL, University of Sindh, Jamshoro.

Abstract

This research was aimed to investigate the ESL learners' perceptions and attitudes towards Computer Assisted Language Learning. The researchers have adapted a questionnaire to explore the students' opinions about CALL. The main objective is to know about ESL students' teaching reading comprehension skills at the Secondary level with the help of Computer-mediated instructions and students' perception towards it. 100 ESL students were selected randomly and divided into four groups. In each group, there were 25 students. They were treated with Computer-mediated instructions, and for this purpose Immersive Reader application was used. After treatment, a questionnaire was distributed. Student opinion was positive. They were motivated towards CALL.

Keywords: CALL, Reading comprehension Skill, Attitude, Perception, Secondary Level, Motivation

Introduction

The English language distinguishes between receptive and productive skills, with listening and reading being considered receptive and speaking, and writing is considered productive. Students' capacity to communicate is influenced by their ability to read, which is why it is one of the abilities that they must master. Additionally, reading is seen as vital since it is used to acquire knowledge

and get access to a variety of interpretations and information that are then interpreted in academic contexts once they have been acquired.

English as a foreign language is significant in a variety of areas in Pakistan, including education, international relations, technology, and the economy. Additionally, English has been made a required subject at the junior high school, senior high school, and university levels of education in Pakistan. Additionally, there are certain areas in Pakistan where English is taught from kindergarten to elementary school, which is a huge benefit.

New and creative ways of language teaching and learning are being challenged by traditional techniques based on the most recent technological breakthroughs in computer and Internet technologies. Using the vast resources and opportunities made available by computers and the Internet, it is now feasible to develop new language teaching tools, techniques, and strategies in the field of language learning and teaching. When seeking to integrate technology into an educational program, the effort's success is heavily reliant on the support and attitudes of people responsible for the task. Researchers suggested in multiple studies that when instructors feel or perceive that the computer does not meet their or their students' requirements, they are more likely to oppose attempts to integrate technology into their teaching and learning. This theory has been tested by (Aşkar and Umay 2001). Computers are influencing many parts of our social and professional life and many aspects of our leisure pursuits, as they become more widely used. Computer skills and expertise are becoming more favorably associated with professional and personal accomplishment as the number of human-computer interaction jobs grows.

Students' attitudes and perceptions of computers should be examined to motivate them to reflect on their computer and other resource use. We believe this is because constructivist viewpoints hold that students play a critical part in the learning process and are significantly influenced by technology-assisted instructional activity.

The significance of the study

This research aims to contribute to teaching and learning reading comprehension by providing information regarding the use of computer-based reading in Secondary school reading comprehension classes. The findings of this study are intended to serve as a valuable resource for other academics interested in conducting research on the same issue at a higher or lower degree of abstraction.

Statement of the Problem

The researcher revealed that a considerable proportion of his students have low reading proficiency and use a limited set of reading approaches as a result of his vast teaching experience. For instance, they frequently concentrate on superficial aspects of reading and adopt ineffective comprehension strategies. They seldom need prior knowledge and have a relatively small vocabulary. Additionally, these students typically struggle to connect new content to prior knowledge, resulting in a lack of comprehension of the material they read.

The theoretical structure

The research focuses on strengthening students' autonomy in learning and their cognitive, emotional, and behavioral attitudes toward utilizing computers for learning.

(Little and Teaching 2007) defines autonomy learning as "the capacity to direct one's own learning." According to (Oxford 2003), autonomous learning can occur in institutions where students' study entirely alone. According to the Study, autonomy in learning can never be accomplished without a strong internal motivation to learn.

Cognitive: The term 'cognitive' refers to the mental process involved in achieving consciousness or knowledge. Additionally, it pertains to data processing, intellectual resources, and perceptual abilities.

Emotional: It encompasses both good and negative emotions such as love, hatred, liking, and disliking.

Behavioral: (Muslim 2010) asserts that action is frequently, but not always, a reflection of pre-existing ideas and attitudes. It is impacted by a variety of elements, including one's own and others' prejudices, economic circumstances, and societal pressures (what peers and community members are saying and doing).

Research Objectives

To know the ESL learners perceptions and attitudes towards CALL

To know if ESL students are motivated towards CALL while learning language skills, particularly reading comprehension Skill

Research Questions

What is the attitude and perceptions

Are ESL students motivated towards CALL while learning language skills, particularly reading comprehension Skills?

Literature Review

Academic and personal success is contingent upon a student's ability to comprehend what they read. Comprehension of text is one of the four foundational language abilities. Reading comprehension entails a range of abilities, including visual interpretation, title selection, character analysis, identifying the location and time of events, and grasping text conclusions (Schünemann, Spörer et al. 2013). They emphasize the need for three reading comprehension practices: those performed prior to reading, those performed during reading, and those performed following the reading. The reader engages with the texts and the context in which they are read during these stages while simultaneously cognitively comprehending their meaning. Before beginning to read, the reader conducts some prior study to discern the storyline and genre of the texts. They strategize

while they read and create similarities between what they already know and what they are reading. They discuss their ideas on what they've read in the post-reading section. They assess their knowledge at this stage, including what was accomplished, how it was accomplished, and the problems encountered. According to (Aşıkcan, Pilten et al. 2018), a reader must engage in pre-reading, during-reading, and post-reading activities and employ the essential methodologies and procedures to get a thorough knowledge of a book.

Many techniques and aptitudes are targeted in the worldwide literature on computerized reading comprehension training systems. Activities supporting cognitive (e.g., vocabulary, inference making) and metacognitive (e.g., the application of techniques, comprehension monitoring, and identification of relevant elements in a text) components of reading comprehension are included in a number of researches. The participants are of all ages and school classes, with the majority being in middle and high school. The majority of participants in training programs outperformed their peers assigned to comparison groups and maintained their improvements, resulting in a positive overall outcome of the studies due to a significant improvement in comprehension skills after the training program with long-lasting effects also during follow-up; indeed, the majority of participants in training programs outperformed their peers assigned to comparison groups and maintained their improvements.

According to (Page 2002) covers the issues of solutions and evaluations of research on the impact of computer-based technology on student performance, academic success, student behavior, student attitudes, and the implications of these findings. The review, exercises, and applications provided the foundation for the investigation. An alphabetical list of criteria for assessing computer-based education programs is offered below for your convenience. When pupils are of a given age, level of ability, and program variety, computer-based education is the most successful method of instruction.

(Isman, Caglar et al. 2004), handles the Attitudes of Students towards Computer-Based Education in Secondary Schools. The aim of the study is to develop a scale for evaluating students' attitudes towards computer-based education. A study has been carried out in order to test the validity and reliability of data collected from the four different types of schools, including 1303 students. For this purpose, a questionnaire was developed to measure students' attitudes toward computer-assisted instruction and to determine high schools' students' attitudes toward computer-assisted instruction concerning gender, prior experience with computers, and different school types.

(Gümüş and Özad 2004), did a research project. The ultimate purpose of the study is to develop a scale for evaluating students' attitudes about computer-based education. A study was carried out to assess the authenticity and reliability of data received from 1303 students from four distinct educational establishments. The researchers hope to develop a questionnaire to measure students' attitudes about computer-assisted learning and uncover differences in attitudes toward computer-assisted instruction among high school students based on gender, prior computer experience, and kind of school.

Nowadays, reading is accomplished through traditional methods such as printed materials and via modern gadgets such as computers. According to (LEUNG), computer-based reading refers to the act of reading text on a computer screen, including tablets and e-book readers, from a source such as the Internet or the computer itself. Due to the fast growth of computers, people no longer have to rely on printed information. They may obtain information via the Internet, online newspapers, magazines, and even online textbooks. Computers are utilized to supplement the teaching and learning process.

It is not a new challenge to employ computer-assisted language learning (CALL). Several studies on the use of the computer as an assistive media in the context of English language acquisition, particularly reading ability, have been undertaken by researchers (Pardede 2019). According to this study's conclusions, utilizing a computer enhances reading comprehension. They also suggested that using a computer for other sorts of instruction may provide similar outcomes. The other research was handled by (Malik, Abid et al. 2018). In the study, data were obtained utilizing a pretest and post-test instrument. A paired one-tailed T-test was used to analyze the data. CALL was shown to be 35% more effective than traditional instructor-led sessions. Two researchers have already investigated the use of CALL-in reading teaching and learning. According to their results, CALL is a helpful application for both instructors and students.

Research Methodology

The research was carried out in two phases. In the first phase, randomly selected students were treated with Immersive Reader to teach reading comprehension (Shahzad, Sarwat et al. 2021), experimental research. In the second phase, randomly selected students from four sections of a secondary class have interacted with computer-based reading comprehension treatment. They were divided into four groups, and each group was constituted of 25 students. Each group was treated for two weeks. The purpose of this treatment was to introduce and interact with them with computer-based teaching to share their opinion about this treatment. After this, they were distributed with a questionnaire and asked to share their views on teaching through Computer-based teaching, particularly reading comprehension. This research was based on a quantitative approach as a questionnaire was adapted and distributed.

Population

The population under investigation included students from the 2020-2021 school year in Sadiqabad.

Sampling

100 ESL students registered in Secondary School Ajmal Bagh Sadiqabad were selected by using a random sampling technique. The ages of the participants were 13-15 years.

Research Tool

The questionnaire was designed to analyze students' attitudes towards computers for this research. The tool was adepted by (Kılınçoğlu, Altun, 2002).

The survey was designed according to outlines of "Tendency Towards Computer-Based Education, particularly reading skill of Students at Secondary Schools" (Kılınçoğlu, Altun, 2002). There were 46 items at this instrument. Their responses representing forty items are on a series five-point Likert scale. (5=strongly disagree and 1=strongly agree).

Questionnaire to know students opinion

Sr. No	Statement	SD		D		N		A		SA	
		f	%	f	%	f	%	f	%	f	%
1	I am not afraid to engage with computers.	5	5	10	10	0	0	50	50	35	35
2	I do have not enough skills to use the computer.	15	15	25	25	20	20	25	25	15	15
3	I want to do my studies with computers.	10	10	10	10	10	10	40	40	30	30
4	I involve computers in my life in all fields	20	20	35	35	20	20	15	15	10	10
5	Engaging with computers makes me angry.	55	55	20	20	0	0	15	15	10	10
6	Learning computers is only losing time for me.	45	45	35	35	10	10	10	10	0	0
7	I do not want to use a computer out of need it.	25	25	20	20	15	15	25	25	15	15
8	I like to read books for getting information about computers.	5	5	10	10	0	0	55	55	30	30
9	I hate computers.	35	35	65	65	0	0	0	0	0	0
10	I believe that I can do all my ESL studies with the help of computers.	15	15	20	20	20	20	25	25	20	20
11	I do not try to overcome problems at computers.	25	25	20	20	5	5	30	30	20	20
12	I have to know using computers for my future success.	10	10	10	10	10	10	40	40	30	30
13	It is a very hard task to participate in any kind of course for learning computers for me.	25	25	20	20	5	5	30	30	20	20
14	I believe that I will not be a good user of computers.	25	25	25	25	0	0	30	30	20	20

15	I do not believe that I can get help from a computer in my daily life.	15	15	25	25	20	20	25	25	15	15
16	It is enjoyable for me to learn new things in computer courses.	25	25	20	20	0	0	30	30	25	25
17	It is difficult to use computers.	25	25	20	20	5	5	30	30	20	20
18	I get nervous when I think about studying with computers.	25	25	25	25	0	0	30	30	20	20
19	Computers can help in ESL learning.	0	0	3	3	0	0	62	62	35	35
20	Computers can help in learning all the skills of the language.	16	16	14	14	9	9	41	41	20	20
21	Computers are helpful in improving reading comprehension skills.	14	14	16	16	11	11	39	39	20	20
22	Computers help in improving all the domains of reading comprehension skills.	11	11	9	9	10	10	42	42	28	28
23	Computers motivate you to learn the language.	3	3	7	7	12	12	38	38	40	40
24	Learning through a computer is a good experience.	0	0	4	4	0	0	77	77	19	19
25	Computers should be used in teaching a language.	0	0	0	0	0	0	78	78	22	22

In response to Q.No.1, students' response is positive. 5 students strongly disagree, that is 5%, 10 students disagree that is 10%, 0 students are neutral that is 0%, 50 students agree that is 50% and 35 students strongly agree that 35% of the total students.

In response to Q.No.2, students' response is positive. 15 students strongly disagree, that is 15%, 25 students disagree that is 25%, 20 students are neutral that is 20%, 25 students agree that is 25% and 15 students strongly agree that 15% of the total students.

In response to Q.No.3, students' response is positive. 10 students strongly disagree, that is 10%, 10 students disagree that is 10%, 10 students are neutral that is 10%, 40 students agree, that is 40% and 30 students strongly agree that 30% of the total students.

In response to Q.No.4, students' response is positive. 20 students strongly disagree, that is 20%, 35 students disagree that is 35%, 20 students are neutral that is 20%, 15 students agree that is15%, and 10 students strongly agree that 10% of the total students.

In response to Q.No.5, students' response is positive. 55 students strongly disagree, that is 55%, 20 students disagree that is 20%, 0 students are neutral that is 0%, 15 students agree that is 15% and 10 students strongly agree that 10% of the total students.

In response to Q.No.6, students' response is positive. 45 students strongly disagree, that is 45%, 35 students disagree that is 35%, 10 students are neutral that is 10%, 10 students agree that is 10% and 0 students strongly agree that 0% of the total students.

In response to Q.No.7, students' response is positive. 25 students strongly disagree, that is 25%, 20 students disagree that is 20%, 15 students are neutral that is 15%, 25 students agree that is 25%, and 15 students strongly agree that 15% of the total students.

In response to Q.No.8, students' response is positive. 5 students strongly disagree, that is 5%, 10 students disagree that is 10%, 0 students are neutral that is 0%, 55 students agree that is 55% and 30 students strongly agree that 30% of the total students.

In response to Q.No.9, students' response is positive. 35 students strongly disagree, that is 35%, 65 students disagree that is 65%, 0 students are neutral that is 0%, 0 students agree that is 0% and 0 students strongly agree that 0% of the total students.

In response to Q.No.10, students' response is positive. 15 students strongly disagree, that is 15%, 20 students disagree that is 20%, 20 students are neutral that is 20%, 25 students agree that is 25% and 20 students strongly agree that 20% of the total students.

In response to Q.No.11, students' response is positive. 25 students strongly disagree, that is 25%, 20 students disagree that is 20%, 5 students are neutral that is 5%, 30 students agree that is 30% and 20 students strongly agree that 20% of the total students.

In response to Q.No.12, students' response is positive. 10 students strongly disagree, that is 10%, 10 students disagree that is 10%, 10 students are neutral that is 10%, 40 students agree that is 40% and 30 students strongly agree that 30% of the total students.

In response to Q.No.13, students' response is positive. 25 students strongly disagree, that is 25%, 20 students disagree that is 20%, 5 students are neutral that is 5%, 30 students agree that is 30% and 20 students strongly agree that 20% of the total students.

In response to Q.No.14, students' response is positive. 25 students strongly disagree, that is 25%, 25 students disagree that is 25%, 0 students are neutral that is 0%, 30 students agree that is 30% and 20 students strongly agree that 20% of the total students.

In response to Q.No.15, students' response is positive. 15 students strongly disagree, that is 15%, 25 students disagree that is 25%, 20 students are neutral that is 20%, 25 students agree that is 25% and 15 students strongly agree that 15% of the total students.

In response to Q.No.16, students' response is positive. 25 students strongly disagree, that is 25%, 20 students disagree that is 20%, 0 students are neutral that is 0%, 30 students agree that is 30% and 20 students strongly agree that 20% of the total students.

In response to Q.No.17, students' response is positive. 25 students strongly disagree, that is 25%, 20 students disagree that is 20%, 5 students are neutral that is 5%, 30 students agree that is 30% and 20 students strongly agree that 20% of the total students.

In response to Q.No.18, students' response is positive. 25 students strongly disagree, that is 25%, 25 students disagree that is 25%, 0 students are neutral that is 0%, 30 students agree that is 30% and 20 students strongly agree that 20% of the total students.

In response to Q.No.19, students' response is positive. 0 students strongly disagree, that is 0%, 3 students disagree that is 3%, 0 students are neutral that is 0%, 62 students agree that is 62% and 35 students strongly agree that 35% of the total students.

In response to Q.No.20, students' response is positive. 16 students strongly disagree, that is 16%, 14 students disagree that is 14%, 9 students are neutral that is 9%, 41 students agree that is 41% and 20 students strongly agree that 20% of the total students.

In response to Q.No.21, students' response is positive. 14 students strongly disagree, that is 14%, 16 students disagree that is 16%, 11 students are neutral, that is 11%, 39 students agree that is 39% and 20 students strongly agree that 20% of the total students.

In response to Q.No.22, students' response is positive. 11 students strongly disagree, that is 11%, 9 students disagree that is 9%, 10 students are neutral that is 10%, 42 students agree that is 42% and 28 students strongly agree that 28% of the total students.

In response to Q.No.23, students' response is positive. 3 students strongly disagree, that is 3%, 7 students disagree that is 7%, 12 students are neutral that is 12%, 38 students agree that is 38% and 40 students strongly agree that 40% of the total students.

In response to Q.No.24, students' response is positive. 0 students strongly disagree, that is 0%, 4 students disagree that is 4%, 0 students are neutral that is 0%, 77 students agree that is 77% and 19 students strongly agree that 19% of the total students.

In response to Q.No.25, students' response is positive. 0 students strongly disagree, that is 0%, students disagree that is %, 0 students are neutral that is 0%, 78 students agree that is 78% and 22 students strongly agree that 22% of the total students.

Conclusion

All reflections about the study that is "students' perceptions towards computers," concluded that students give importance to computers as a part of their life. In addition to this, research results represent that high percentages concentrated on positive attitudes towards computers because of being a tool to organize life efficiently.

When it is examined the results of research and questionnaire, students have positive tendency the useful and easy reflections of computers. This means there is a consciousness about the effects and importance of computers. Still, there are a few tendencies to apply the consciousness or willingness

of new technological style because of not having particular education, encouragement, and facilitative environment.

Computer-based education is a new trend that has acquired widespread support across the board. It has an influence on education because it affects students' learning as a result of their technical and cultural roles. Students can acquire reliable, modern information with the computer's multifunctional features. While considering the modern educational setting and its emphasis on knowledge application, research for learning has become an integral element of the students' and educators' surroundings. As a result, this study's purpose was to raise awareness of new trends and developments in computer use and its implications on education as a factor influencing student learning.

On the other hand, computers have the power to enhance students' creative and critical thinking abilities by giving research capabilities, large amounts of storage, and quick and simple study for those with the skills to use them. The significance of the study is to demonstrate how computers affect individuals, particularly students' learning and research processes, by offering steady and active learning with its relevant and beneficial properties regarding students' knowledge. The computer is a critical problem because it enables individuals to develop a feeling of application, self-responsibility, and self-decision-making while doing their studies. Individuals take on an active part while studying on computers, and they also require instruction to mold them properly.

The majority of students think that computers, and their propensity to use them, provide effective and valuable facilities in a competitive atmosphere, and they are aware of their capabilities and trends. Additionally, they argue that kids require a computer education in order to conduct effective studies and acquire relevant knowledge. To these conclusions, it is vital to monitor new trends and the increasing usage of computers to aid students' future success. As a result of these considerations, individuals should acknowledge that computers greatly impact the educational landscape. Consequently, computers may be used more effectively as a powerful influencer, facilitating active learning for students and providing a simple means of resolving educational and study-related concerns rather than being a burden on their lives.

Teachers' and students' approaches to reading instruction are determined by their functional conceptions of learning, language, and reading. Grammar translators and/or teachers create reading materials that include the vocabulary and examples of the grammar to be learned. Students read such materials to grab on the linguistic aspects embedded in them. Proponents of audio-lingual education adhere to a behaviorist learning paradigm in which reading is prescribed to reinforce language habits. Students read texts containing rehearsed patterns to cement those structures in their memory. The communicative perspective views reading as an active mental activity, significantly expanding the reader's role since the main responsibility for meaning is transferred from the text to the reader. Thus, language learners now have a far wider variety of alternative strategies to employ before, during, and after the reading assignment to improve their reading efficiency.

Recommendations

This type of study was carried out by (Ghani, Sarwat et al. 2021), and recommendations were made.

- Apart from reading comprehension skills, students at various language competence levels, i.e., elementary, intermediate, or advanced, might be subjects for another research.
- A public school was chosen as the study area for this research. The same method might be applied in various other contexts, including language institutes, public schools, and universities.
- Different scholars interested in examining the effect of other sorts of alternative strategies on language abilities are encouraged to do so. It would be beneficial to examine the interaction between teachers' passion and learners' comprehension.
- As English language acquisition is crucial for learners due to its widespread use in society, teachers should employ a variety of approaches and techniques to get the desired results.
- Students acquire desire, courage, self-confidence, and self-esteem through language skills practices.

References

Aşıkcan, M., et al. (2018). "Investigation of reflecting reading comprehension strategies on teaching environment among pre-service classroom teachers." 10(4): 397-405.

Aşkar, P. and A. J. H. U. J. o. E. Umay (2001). "Perceived computer self-efficacy of the students in the elementary mathematics teaching programme." 21(1): 1-8.

Ghani, M. U., et al. (2021). "Effect of Computer-Mediated Technology on Vocabulary Skills at Elementary Level." 20(5): 7220-7225.

Gümüş, A. and B. Özad (2004). "Efficiency of Computer Literacy Course in Communication Studies."

Isman, A., et al. (2004). "Attitudes of Students toward Computers." 3(1).

LEUNG, D. S. "Research and Evaluation of Screen Time and Digital Technology."

Little, D. J. I. J. o. I. i. L. L. and Teaching (2007). "Language learner autonomy: Some fundamental considerations revisited." 1(1): 14-29.

Malik, H. A. M., et al. (2018). "Challenges of computer science and IT in teaching-learning in Saudi Arabia." 2(1): 29-35.

Muslim, I. M. J. C. O. E. F. W. (2010). "The influence of CALL on students attitudes toward comprehension." 21(3): 743-749.

Oxford, R. L. (2003). Toward a more systematic model of L2 learner autonomy. Learner autonomy across cultures, Springer: 75-91.

Page, M. S. J. J. o. r. o. t. i. e. (2002). "Technology-enriched classrooms: Effects on students of low socioeconomic status." 34(4): 389-409.

Pardede, P. J. J. o. E. T. (2019). "Print vs Digital Reading Comprehension in EFL." 5(2): 77-90.

Schünemann, N., et al. (2013). "Integrating self-regulation in whole-class reciprocal teaching: A moderator–mediator analysis of incremental effects on fifth graders' reading comprehension." 38(4): 289-305.