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The role of CALL (Computer-Assisted Language Learning) in Enhancing Student's Listening Skills

The Case of Second Year LMD Students of English at Khenchela University

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master
in Language and Culture

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Dedication

I dedicate this humble work to my beloved parents, who have been my moral and physical support throughout my life studies, my father Zidane, and my prettiest mother Laatra.

I gift it to my grandmother may God prolong her life Rabaia.

To my lovely aunt Saliha.

To my dearest brothers Imad, and Hicham.

To my sweetheart sisters Samah, and Nour Elhouda.

To my dear uncle "may god bless his soul"

To all my teachers.

To all the ones who supported me.

Menal

Dedication

I dedicate this humble work to my beloved mother, who have been my moral and physical support throughout my life studies, my dear father Belkacem “may Allah bless his soul”

I gift it to my dearest brother Chaffai

To my lovely sisters: Djouher, Samira and Assia

To my sweetheart my nieces and nephews

To all my dear friends specially who helped in my research “M”

To all my teachers.

To all the ones who supported me.

LOUBNA

Acknowledgments

First of all, thanks to the Almighty Allah for giving us the strength to fulfill this work.

We would like to express our wholehearted appreciation and profound gratitude to our supervisor, **Dr. Boumaaraf Amel**, for her support and guidance that lightened the path to the finish line.

Massive thanks go to the jury members who accepted to evaluate our work

We are thankful to the participants, students and teachers of the English department of Abbess Laghrour for providing us with the data required for the research.

We also want to show our cordial gratitude to all those who, one day, have been our teachers.

We deeply thank our families for their unconditional encouragement to pursue our interests.

Abstract

This study provides how Computer-Assisted Language Learning (CALL) tools can enhance the listening abilities of language learners. Given the pivotal role of listening in language acquisition, the research evaluates the effectiveness of CALL technologies in improving auditory skills. A mixed-methods approach was employed, combining quantitative data analysis with qualitative feedback from both learners and instructors. Results demonstrated that CALL tools significantly boost listening skills by offering interactive and engaging exercises, authentic audio materials, and instant feedback. These features enable students to practice at their own pace, thereby increasing motivation. The study concludes that incorporating CALL into language instruction can substantially improve listening comprehension and overall language proficiency.. This research contributes to the expanding field of technology-enhanced language learning and provides practical guidelines for educators aiming to enhance listening skills through digital means.

List of abbreviations

TV: Television.

EFL: English as a Foreign Language

CALL: Computer-Assisted Language Learning

PLATO: Programmed Logic for Automatic Teaching Operations

TED: Technology Entertainment and Design

CD-ROM: Compact Disc Read-Only Memory

DVD: Digital Versatile Disc

MP3: MPEG Audio Layer-3

TOEFL: Test of English as A Foreign Language

AVM: Audio Visual Media

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General Introduction

1. Background

Learning English involves mastering four essential skills: listening, speaking, writing, and reading, all of which are crucial for achieving proficiency. Nunan (2000), cited in Nashua (2012), describes listening as the "Cinderella skill," emphasizing its critical role in language learning. Brown (2001), as referenced in Triyanuarsih (2011), also underscores the importance of listening skills, particularly in academic settings, as they significantly enhance language proficiency.

The integration of computers in education, particularly through language laboratories, has led to advancements in educational technology. Traditional learning models often rely on outdated practices and neglect innovations. Modern educational systems have incorporated technology-based methods, such as language laboratories, to improve student outcomes and elevate the academic experience.

One significant advancement is the use of Computer-Assisted Language Learning (CALL). Levy (1997) defines CALL as "the search for and study of applications of the computer in language teaching and learning," highlighting its role as a modern approach that leverages computer and internet technology for language learning. CALL provides various materials such as audio, videos, text, and podcasts, thereby enhancing listening skills. Govindaswamy (2002), as cited in Ashraf and Salami (2011), notes that the integration of computer and electronic technology has garnered widespread interest among educators and students, making learning more accessible. E-learning, which involves delivering instructional content through electronic means like the Internet, satellite broadcasts, and interactive TV, has become prevalent. This research aims to assess the effectiveness of CALL in improving students' listening abilities, encouraging greater

involvement in listening studies, and identifying the challenges associated with using CALL to enhance listening skills.

2. Statement of the Problem.

Previous research (Nachoua,2012; Yaiche,2018) has shown that CALL effectively enhances English listening skills by increasing students' motivation, engagement, and performance in comprehension exercises. Consequently, educational institutions, especially at higher levels, have increasingly relied on Computer-Assisted Language Learning (CALL) for language learning. They sought to provide all the tools and laboratories to students. Taking the English language in a country like Algeria as an example; Algerian students face obstacles in using technologies in their learning. Lack of tools, especially during listening skill classes, which sometimes necessitate the usage of podcasts, films, and other resources. It is regarded as one of the major hurdles that can affect students' levels and the educational process.

To address this issue, this study focuses on second-year students at Khenchela University to investigate: What are students' attitudes towards the role of CALL in language learning? And How does CALL increase student's listening abilities?

3. Objectives of the Study

The study aims to:

- Investigate the effectiveness of CALL in enhancing students' listening skills.
- Increase students' awareness of the value of listening sessions.
- Raise teachers' awareness about the use of CALL technology to improve listening skills.

4. Research Questions

This study is guided by the following research questions:

1. How can CALL be utilized to effectively enhance students' listening skills?
2. To what extent can CALL increase students' awareness of the value of listening sessions?
3. How can teachers' awareness be raised about using CALL technology to improve students' listening skills?

5. Hypothesis

We take into consideration the aforementioned questions, it is worthy to ask the following hypothesis:

- Student's listening skills may be enhanced when they are using Computer Assisted Language Learning.

6. Research Methodology Design

6.1. Method Choice

To examine this research, a mixed-methods approach was employed, combining quantitative and qualitative methods (convergent mixed method). The quantitative approach involves analyzing students' questionnaires, while the qualitative approach includes describing and analyzing teachers' interviews. This method integrates data from both approaches to provide a comprehensive explanation of the studied problem.

6.2. Population

The study focuses on second-year English EFL students at Khenchela University, who have had prior exposure to oral sessions in their first year. This group was selected based on our experience of challenges in oral sessions due to insufficient CALL materials. The research aims to incorporate feedback from both students and teachers to provide relevant insights.

6.3. Sampling

A simple random sampling strategy was used for the quantitative survey, while purposeful sampling was applied for the qualitative interview section. Simple random sampling ensures a representative sample and eliminates bias. The population size is 142, with a fifth selected as the sample.

6.4. Data Gathering Tools

The study employs a questionnaire designed for second-year students in the English department at Khenchela University. Additionally, interviews with teachers will be conducted to capture their experiences and enhance the credibility of the research.

7. Structure of the Research

The study is divided into two parts. The first part includes a general introduction and the theoretical framework, discussing listening skills, CALL, and their relationship. The second part comprises the field study, general conclusion, recommendations, and a list of appendices and references. The field study involves describing and analyzing the results from the data collection tools, namely the questionnaire and the interview.

LITERATURE

REVIEW

I- Listening Skills

Introduction

The ability to listen attentively is extremely important when acquiring a new language and is a crucial component of effective communication. Without strong listening skills, oral communication can easily break down, leading to frustration for both speakers and listeners. Therefore, students must become proficient in listening skills to understand and appropriately respond to messages. Despite its significance in language education, listening has not received sufficient attention from researchers, and learners often overlook its importance in language learning. To address this, it is essential to focus on the fundamental concepts associated with developing listening skills, such as its definition, steps, types, models, stages, and strategies, as well as its overall importance.

1. Definition of Listening

Listening skills are widely recognized as crucial in acquiring a second language, with various definitions offered by researchers. According to Hornby et al. (1995), listening involves making a conscious effort to hear someone or something. Downs (2008) describes it as paying attention and heeding. Bihari Dash (2013) characterizes listening as receiving, constructing meaning from, and responding to spoken and/or non-verbal messages. Mendelssohn, cited in Abededdaim (2013), views listening as the ability to comprehend the language used by native speakers. Tyagi and Babita, mentioned in Lestari and Umara (2020), assert that listening entails not only hearing but also being psychologically engaged with the speaker, understanding their accent, pronunciation, vocabulary, grammar, and meaning. Rost, as cited in Lestari and Umara (2020), emphasizes that listening involves both hearing and mental engagement to interpret the information. From these definitions, listening can be

defined as an active process where listeners decode speaker utterances to grasp the intended meaning.

2. Steps of Listening

In communication, speakers and listeners have different roles. The speaker can choose the language and use strategies like paraphrasing or simplifying to ensure effective communication, while the listener often focuses on replying rather than truly understanding the message. Stephen (1998), as cited in Tsabet (2016, 2017), stated: "Most people do not listen with the intent to understand; they listen with the intent to reply." This implies that listeners must interpret messages in any language directed at them and aim to respond rather than solely understand. Stephen, as mentioned in Tsabet (2016, 2017), describes three main steps in listening: hearing, understanding, and judging

2.1. Hearing: Hearing involves actively receiving and interpreting sound waves through the ears. According to Stephen (1998), it involves the vibration of sound waves on our eardrums and the transmission of electrochemical signals from the inner ear to the brain's auditory system. Brownell (2006), cited in Purdy (2024), suggests that hearing is a physiological process with three stages: receiving sound waves, processing sound in the brain, and associating auditory information. Effective listening requires attention, as the brain selectively focuses on certain stimuli, filtering out others. It's crucial to note that people can intentionally ignore sounds that are boring or uncomfortable, regardless of their hearing capacities.

2.2. Understanding: The next stage involves trying to understand what has been heard. It can be challenging, especially if the speaker isn't clear. Understanding is shaped by our views and experiences. Nunan (2001), cited in Arustamyan (2017), notes that understanding

involves analyzing the meaning of what we've heard and interpreting the symbols, which can be words or sounds, considering the context and the speaker's intended meaning.

2.3. Judging: After comprehending the message, the listener assesses its validity. Nunan (2001), referenced in Arustamyan (2017), emphasizes the importance of being receptive and avoiding preconceived notions about the message. Judging involves evaluating the speaker's quality and forming opinions, which can be positive or negative.

3. Models of Listening Processes

Flowerdew and Miller (2005) describe predominant models for processing information during listening:

3.1. The Bottom-Up Model: Developed in the 1940s and 1950s, this model suggests that listeners start understanding by processing the smallest parts of the audio message, such as individual sounds or phonemes, which combine to form words, phrases, clauses, and sentences, ultimately creating ideas and relationships. Communication is viewed as transmitting information, as shown in Shannon and Weaver's (1949) model, where the sender encodes a message, it travels through a channel as a signal, and is decoded by the receiver.

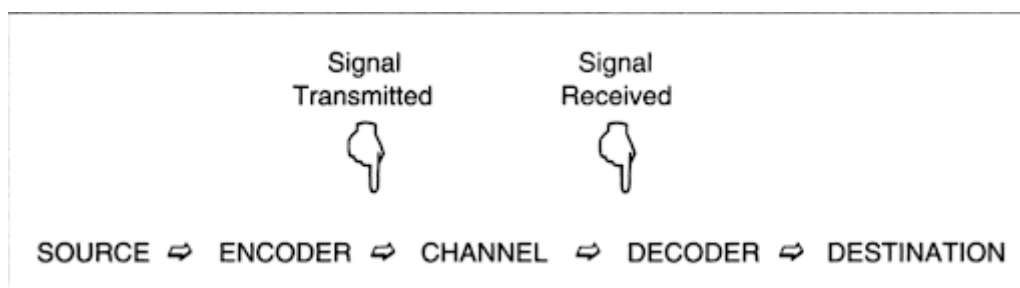


Figure 1, A communication transmission model (adapted from Shannon & Weaver, 1949) as cited in Flowerdew & Miller (2005, p. 25).

In this communication model, the sender encodes a message, which travels through the communication channel as a signal and is then decoded by the receiver. The channel must be intact for successful communication, and both parties must use the same code. This model suggests that communication can occur independently of the speaker, listener, or broader context. Flowerdew & Miller (2005).

3.2. The Top-Down Model: Top-down models emphasize using prior knowledge to process text rather than focusing solely on individual sounds and words. Listeners use the acoustic signal and their existing contextual knowledge to interpret verbal messages, as illustrated by the ability to predict sounds based on the surrounding context (Flowerdew & Miller, 2005).

4. Types of Listening

Each type of listening aids students in developing various skills and strategies:

4.1. Extensive Listening: Extensive listening involves listening outside the classroom for leisure or other purposes, using materials like CDs, DVDs, videos, or online audio. Listeners choose materials based on interest and can pause, stop, or repeat as needed to gain a general understanding and enjoy the experience (Harmer, 2007).

4.2. Intensive Listening: Live listening promotes genuine communication in the classroom through direct conversation with teachers or guests, allowing students to practice listening skills in real-life situations and learn to clarify misunderstandings or ask for repetitions (Harmer, 2007).

4.3. Attentive Listening: Attentive listening involves brief verbal or action responses to the speaker, requiring quick information processing and decision-making. Support comes

in linguistic, non-linguistic, and interactional forms, making it adaptable for students of all levels (Rost, 1991).

4.4. Selective Listening: Selective listening helps students determine a purpose for listening by focusing on keywords, discourse cues, or information structures. This skill aids in understanding both short, natural texts and longer, more complex texts (Rost, 1991).

4.5. Interactive Listening: Interactive listening empowers learners to actively participate and control interactions, requiring them to seek information or ask clarifying questions. Activities like information gap pair work and student presentations enhance listening skills through interaction (Rost, 1991).

5. Stages of the Listening Process

According to Lissimo (2020), the listening process includes three stages: before, during, and after listening. Each stage involves specific activities, aims, and objectives.

5.1. Pre-Listening: This initial phase involves piquing students' interest, establishing context, and prompting discussion about the upcoming content. Teachers encourage students to consider and discuss what they are about to hear.

5.2. While-Listening: During this stage, students listen to audio materials and might write down main ideas or fill in missing information. Effective listening requires focusing on key concepts and overall messages (Foreign Language Teaching Method, 2010; Lissimo, 2020).

5.3. Post-Listening: The post-listening phase involves follow-up exercises to enhance comprehension and assess understanding. Activities extend beyond while-listening tasks, providing greater engagement with the information (Underwood, 1989, cited in Al Bloushi, 2024).

6. Listening Strategies that Develop Students' Comprehension

Vandergrift (1999), cited in Bingol et al. (2014), stated that strategy development is crucial for listening training as strategies are conscious tools learners use to understand and react to what they hear.

6.1. Cognitive Strategy: This method involves understanding verbal input and gathering information, often through guessing meanings based on context when learners encounter unfamiliar words, Bingol et al. (2014).

6.2. Metacognitive Strategy: These tools help students recognize, track, and control their thought patterns, learning styles, and behaviors (Shahid Lakha, 2023).

7. The Importance of Listening Comprehension in EFL Teaching and Learning

Listening comprehension has gained more attention in EFL teaching and learning due to its significant role in communication. Exposure to various auditory materials can develop learners' skills, enabling them to differentiate accents and understand real-life usage of English. Regular listening practice improves sentence formulation and enhances vocabulary, grammar, and style (Mike, 2013; Modi, 1991, cited in Djebbar, 2016).

Conclusion

This section provides a comprehensive overview of listening skills and their importance in language teaching and learning. Emphasizing listening skills in language education is crucial, and EFL teachers should focus on enhancing listening comprehension through varied materials and classroom tasks to help learners achieve their goal.

II- Computer Assisted Language Learning (CALL)

Introduction

In today's increasingly digital environment, integrating technology into education is crucial. One area significantly impacted by technology is language acquisition, particularly through computer-assisted language learning (CALL). CALL encompasses a broad range of methods and programs that leverage software and computers to enhance language learning. This section will define CALL, discuss its historical stages, examine its components, explore its use in language teaching, and consider its advantages and disadvantages.

1. Definition of CALL

CALL refers to the use of computers in educational settings to facilitate language learning. Levy (1997) defines CALL as "the search for and study of applications of the computer in language teaching and learning." It involves a variety of activities aimed at improving language skills through technology. Beaty (2010) further describes CALL as "any process in which a learner uses a computer and, as a result, improves his or her language." Schmidt and Richards (2010) describe CALL as "the use of computers in the learning and teaching of a foreign or second language." In essence, CALL utilizes various media formats textual, visual, pictorial, and auditory to enhance language skills and abilities. The multifaceted nature of CALL underscores its dynamic nature, evolving alongside advancements in technology and pedagogy.

2. Brief History of CALL

Warschauer and Healey outline three historical phases of CALL based on underlying pedagogical approaches:

2.1. Behavioristic CALL (1960s-1970s): This phase was influenced by the behaviorist learning model, utilizing mainframe computers for drill-and-practice exercises focused on

linguistic repetition. The PLATO system, a notable example, offered activities like translation tests and grammatical explanations. The CALICO project also emerged during this period, pioneering computer use for language learning and research.

2.2. Communicative CALL (late 1970s-1980s): With the rise of personal computers, this phase shifted away from behavioristic approaches to emphasize language as a process of expression and discovery. Activities focused on using linguistic forms in meaningful contexts, encouraging fluency and creativity. Technologies like text-based adventure games and virtual language exchange platforms became popular, facilitating immersive learning experiences.

2.3. Integrative CALL (1990s-present): Leveraging multimedia and networked computers, this phase integrates diverse language skills—listening, speaking, reading, and writing—into a unified learning process. It promotes task-based, project-based, and content-based learning, with technology seamlessly embedded into the language learning environment.

Table 1: The Three Stages of CALL

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

(Based on Kern & Warschauer, 2000; Warschauer, 1996; Warschauer, 2000a)

3. Constituents of CALL

CALL can be categorized into various components, as explained by Ahmed (2020):

3.1. Flashcards: Flashcards serve as practical educational tools utilized in academic settings and individual study sessions (Computer-Assisted Language Learning, 2024, Wikipedia). They feature questions or prompts on one side and answers or solutions on the other. They cover subjects like vocabulary, history, and math, aiding memorization through interactive question-and-answer formats. Their effectiveness, especially with spaced repetition techniques, is well-recognized for reinforcing language skills and improving retention.

3.2. Multimedia: Books, audio cassettes, and video cassettes combined into educational packages were originally called multimedia. (Davies,2012). Multimedia can be a useful tool for language teachers as it can creatively and smoothly incorporate speaking, listening, reading, and writing skills. Kazoma was confirmed in Learning with Media (1991) cited in Ahmed (2020) discusses the use of media, Software nowadays can include pictures, sounds, animations, and videos because it's cheaper to store them on computers. This helps language teachers make learning more exciting and understandable for students who may find it hard to learn otherwise.

4. The Use of CALL in Language Teaching

Bamrung Torut divides the use of CALL into several categories:

4.1. Drill and Practice: These tasks help students test and solidify their language abilities, such as reading and listening comprehension. Effective programs include timed elements to increase speed and efficiency Bamrung (1999).

4.2. Computer as Tutor: Afroza Mili and Md. Sabbir Ahmad (2020) claimed that Computers deliver lesson content through various multimedia formats, providing interactive tasks and activities to engage students effectively.

4.3. Games and Learning: Educational games with specific learning objectives make learning fun and engaging, promoting language skills in an enjoyable manner.

4.4. Simulation and Problem-Solving: These activities encourage analysis, critical thinking, and language use by presenting students with challenging scenarios to solve.

4.5. Computers as Tools for Educators and Learners: According to (Afroza Mili & Md. Sabbir Ahmad, 2020) Word processors help teachers create and modify teaching materials and provide students with tools to enhance language accuracy and fluency.

4.6. Internet Applications: The internet enables the integration of interactive multimedia, enriching the language learning experience with text, images, music, video, and animations.

5. Advantages and Disadvantages of CALL

5.1. Advantages of CALL

CALL provides many advantages for English language teachers and learners, and will offer even more in the future.

5.1.1. For The Learners

Higgins (2005) as cited in Nazlı (2005) believes that the main benefit of computers is that they create an environment for conducting language experiments. Many drills now incorporate games, leveraging the computer's capabilities and competitive elements to motivate language learning. These programs offer varying levels of instruction in addition to the games. Also, many programs now let students record their voices and compare them to a model. Even if speaking isn't the main focus, these programs often encourage group discussions .

Other benefits of CALL as mentioned in Gallego Espinosa (2008) are listed as follows:

- ✓ Promotes creative thinking.
- ✓ Improves collaboration abilities.
- ✓ Increases personal confidence.
- ✓ Offers a range of instructional tools.
- ✓ Promotes critical listening abilities.
- ✓ Tailors materials to suit learner's requirements.
- ✓ Promotes better classroom engagement.

5.1.2. For Teachers

- ✓ CALL transforms the teacher's role into that of a facilitator rather than a controller of the learning environment.
- ✓ It redefines the use of teaching materials.
- ✓ It provides authentic materials for learning and teaching.

5.2. Disadvantages of CALL

Bamrung (1999) explained the disadvantages of CALL in many aspects

5.2.1. Cost: Implementing CALL can be expensive, requiring significant investment in hardware, software, and internet access, which can be challenging for schools with limited funding.

5.2.2 Teacher's Attitudes and Anxiety: Some teachers may fear replacement by technology or feel anxious about their limited skills and experience with CALL. Concerns about student isolation from social interactions also exist.

5.2.3 Training: CALL software can face issues like limited content diversity, outdated teaching approaches, technical compatibility problems, and a lack of individualized

learning elements. These challenges can hinder its adaptability and integration into educational settings.

Conclusion

CALL modernizes language education by focusing on real-world communication and practical language use. By creating interactive, student-centered learning environments and incorporating technology, CALL enhances language abilities and prepares students for authentic communication in various contexts. This approach not only improves linguistic skills but also equips students for successful engagement in a globalized environment.

III- Interaction between CALL and Listening Skills

Introduction

Computer-Assisted Language Learning (CALL) improves listening skills through technology such as software, online courses, interactive applications, and multimedia resources. CALL offers an immersive environment with real-time feedback, tailoring exercises to individual needs and proficiency levels, making language learning more adaptable and accommodating. This section discusses previous studies on CALL and listening skills, the impact of computers on listening skills, and multimodal CALL processing, including the role of video, visuals, and text in learning listening skills.

1. Previous Studies

Many studies have been conducted in CALL to teach and learn listening. In his study, Barani (2011) sought to determine the value of CALL in enhancing Iranian EFL learners' listening comprehension. The investigator split the sixty pupils into two groups: the experimental group and the control group. Three instruments are used to collect data from experimental tests: Nelson Test, Proficiency Test, and Achievement Test. As a result, students in the experimental group understood concepts more thoroughly than those in the control group. Iranian EFL learners' listening skills are significantly impacted by their use of computer-assisted language learning (CALL). It draws attention to the link between the improvement of listening skills and computer-assisted language learning, or CALL. Also, Nachoua (2012) in her study was to determine whether CALL could improve students' motivation and, consequently, their listening comprehension. Since first-year students have diverse educational backgrounds, the data is focused on them. Students' performance in grammar, vocabulary, writing, and listening is greatly improved as a result of CALL. By concentrating on new technologies and their potential for integration. Badem and

Akbulut's (2019) research also showed a great deal about the promising advancements in computer-assisted language learning (CALL). It stressed the significance of social communication tools in delivering visually and aurally enriched instructional materials, as well as the necessity for additional qualitative and quantitative research to measure their performance to facilitate the transition to an integrated CALL practice paradigm.

However, other studies have shown different findings. They said that learning to listen is best done an old-fashioned manner, not by using material from computers or the internet. In their study, Hassan et al. (2014), referenced in Wildan Al Futuhi (2020), sought to determine the relative merits of online vs traditional classroom instruction in Malaysia. The study was carried out at Malaysia's University Sains Islam. According to the findings, online learning is less successful than traditional classroom instruction.

According to a different study, CALL is challenging to adopt in Indonesia. According to Mukhtar (2011), referenced in Wildan Al Futuhi (2020), the traditional call is more appropriate for use in Indonesia than the internet call because it simply requires a computer, speaker, and CD-ROM and doesn't require an internet connection. The expense and danger to students of traditional CALL are lower. The study also claimed that the absence of technology expertise among Indonesia's teachers makes it challenging to use CALL.

The results of instruction with and without CALL were the only focus of both positive and negative studies. They omit to address potential issues teachers can have when adopting CALL as well as the proper procedures to follow. Based on that scenario, the researcher's goal is to determine the extent to which EFL teachers use CALL to teach listening, as well as any challenges they may encounter in doing so. Since technology reports are relevant to the research issue, the researcher selected them as the focus of the study.

2. CALL and Listening Skills

Computers give students a variety of tasks to improve their listening abilities, according to Warschauer & Healey (1998). Given that they need equipment other than the computer itself, computer applications are thought to be more sophisticated than those of other CALL materials. Combining a multiple-choice or fill-in program with a cassette recorder or the most recent multimedia that has a recorder is one of the easiest methods to develop listening comprehension. The computer can replay the pertinent portion of the tape for the learner in addition to providing the standard feedback following an incorrect response. The error message can provide the learner with suitable counter numbers if a separate cassette recorder is utilized. Utilizing a tape and a test-reconstruction application is another easy method that lets students utilize the tape to rebuild an outline of a recorded story on a screen. In addition to fostering the combination of writing and listening skills, these activities allow for a more active assessment of students' listening comprehension abilities than would often be achievable in a non-CALL setting Jones & Fortescue (1987). A listening exercise from "JMS Newline Software" called "The Listening Learner: Listening Comprehension, Spoken English" might be used to hone listening abilities. Overall, CALL improved the listening skills of learners. It has been demonstrated by (Bingham and Larson,2006; Lakshmi and Reddy,2015) that computer-assisted language learning, or CALL, significantly improves students' listening skills and overall academic performance. Research suggests that interactive and captivating listening activities provided by CALL technologies and resources enhance listening comprehension. Since learners are better able to comprehend and process listening in a variety of educational situations, these gains in listening skills can also result in higher academic accomplishment.

3. Steps of CALL in Teaching Listening

Levy et al., cited by Lestari and Umara (2020), outline the following steps for using CALL in teaching listening:

3.1. Gain CALL experience: Teachers must familiarize themselves with CALL to effectively integrate it into their teaching.

3.2. Share responsibility: Students should take some responsibility for their learning, using the foundational knowledge provided by language instructors.

3.3. Adopt a cyclical approach: Repeated exposure to learner control and specific strategies is necessary for mastery.

3.4. Encourage reflection: Assign groups to discuss their experiences with homework, promoting reflection and peer learning.

3.5. Use materials creatively: Audiovisual resources can be repurposed to enhance vocabulary development and listening skills.

4. Multimodal CALL Processing

According to Deng (2015, P.9), multimodal processing is a class of applications that spans multiple modalities and is closely linked to multitasking learning. The learning domains or "tasks" in multimodal processing encompass a variety of natural language, image/video, audio/speech, touch, and gesture applications. Several approaches or modalities are used in multimodal learning to impart knowledge. For various learning styles, such as kinesthetic, visual, auditory, writing, and reading (Dopson, 2023).

Understanding the advantages of subtitled videos for second and foreign language learners has been aided by the works of (Barras,1993; Chiquito,1994; Jung,1990;

Vanderplank,1990) as described in Raghavendra (2017). According to this research, adding text does not hinder comprehension; rather, it fosters greater understanding, improved memory, and increased student production. Learners' comprehension improves as a result of the development of strategies for processing combinations of inputs optimally over time. As noted by Ciekanski and Chanier (2008) in Guichon and Cohen (2016), multimodality refers to the dynamic process of meaning-making that takes place when students deal with technology-mediated interactions as well as the presentation of a technology-mediated learning activity.

The following outlines the elements of CALL and multimedia and how they, both separately and together, promote the development of auditory processing and, consequently, second-language listening abilities.

4.1. The Role of Video

As stated by Pérez-Torre-Grossa et al. (2017), referenced by Sablic et al. (2021), the video serves as a tool for reflection and improvement of the learning process. Videos are used to assist students think about their scientific study as well as to promote their development of skills and procedures. Although learners' responses to video as a teaching tool have been good in many disciplines, language education has benefited greatly from it. This is largely because learners are prone to have good opinions regarding the medium. Strong receptivity may also be associated with the ease of aural processing implied by visual accompaniment in terms of language acquisition.

4.2. The Role of Visuals

Images improve understanding, retention, and recall of information, according to learning theorists (Pavio, 1965), referenced in (Raghavendra, 2017). Visual materials of various types have long been used as a primary teaching technique in language classrooms.

In language learning exercises, images such as slides, drawings, and the like play a variety of roles. Activities that concentrate students' attention on both the images and the corresponding audio are frequently used to improve listening abilities. Higher degrees of learner motivation are facilitated by visuals' assistance for understanding and formation of meaning correspondence. In interactional language usage, where the focus is on the relationship between participants. According to Buck (2001) as mentioned in Kirana (2016), visual cues are more significant in interactional language use, where the focus is on the interpersonal relationships between participants. Additionally, he says that AVM makes it simple to see who is speaking, where they are, what circumstances they are in, and especially their gestures and body language. In this instance, visual cues like the setting in which the speech is occurring, and the speaker(s)'s actions, emotions, and gestures can all aid the listener in understanding the story's overall meaning.

4.3. The Role of Text

The effects of several forms of stimuli (dialogues, brief chats, academic debates, and micro talks) and competency on students' performance on the TOEFL were studied by Ginther (2002), as mentioned in Shaojie et al (2022), he employed lectures and discussions in the form of videos. He observed that compared to the videos given in the graphical and audio forms, the dialogue and lecture videos had a much lower overall score. Because of how important this distinction was, it cannot be disregarded. According to Jung (1990), text

can "diminish the decoding load placed upon the learner by the unrefined audio signal of authentic speech and materials" pointed in (Raghavendra, 2017). Furthermore, verbatim subtitle text is performance text rather than produced, reflective material, which is directly in line with the objectives and procedures of communicative language teaching. Subtitles

are added to what people say. Subtitle text more closely mimics spoken communication than written communication since it is what is said on the video screen. As a result, it offers language learners a unique chance to encounter written and auditory representations of oral language.

Conclusion

CALL significantly enhances listening skills by offering interactive and engaging methods for language acquisition. Through multimodal processing, including video, visuals, and text, CALL creates a rich learning environment that caters to various learning styles. By leveraging technology, CALL not only improves linguistic abilities but also prepares students for effective communication in a globalized world.

CHAPTER TWO

The Field work

Analysis of the results

Introduction

To enhance what was stated in the theoretical aspect and to answer the research questions, we need to collect information. For this, we distributed questions to the students to find out their opinions and experiences with using in their learning and on the other hand, we conducted interviews with professors. The questionnaire component of our research endeavors to provide a comprehensive understanding of students' experiences and perceptions regarding the use of CALL for language learning. Through a series of carefully crafted questions, we collected data on students' answers, self-assessed language proficiency, challenges encountered in language learning, and their attitudes toward CALL tools and their impact on listening skills development. Moreover, we interviewed professors to add depth to the research to enhance quantitative data, To enhance the research results.

1.Students' Questionnaire

Introduction

The students' questionnaire is distributed to the Second-year students in the English department of Khenchela University to collect their perspectives on the role of CALL in enhancing their listening skills. It is divided into general information about students and three sections, each containing a mix of open and closed-ended questions. The first section was aimed to provide us with insights into learners' attitudes and opinions regarding listening skills. The second section was designed to explore student's use of CALL in learning English. The last section was about knowing students' opinions of the importance of CALL in improving their listening skills.

General Information

Item one: Student's Gender

Table 02

Gender of Students

Options	Participant	Percentage
Male	8	16%
Female	42	84%

8

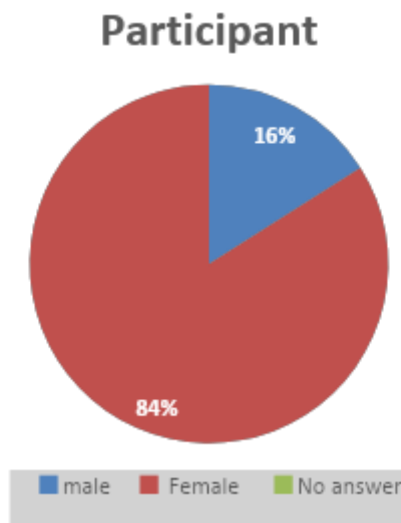


Figure 02. *Gender of Students*

Table 02 shows an observable difference in the number of male and female students at Abbes Laghrour Khenchela with (84%) being female and only (16%) male. This could be because of Societal Gender Stereotyping, where cultural beliefs about gender and communication abilities influence choices. In many societies, women are seen as better communicators, which might lead more women to study language-related subjects like oral expression. Addressing these stereotypes is important for creating fair opportunities for everyone in education.

Item two : Student's Age

Table 03

Age of Students

Options	Participant	Percentage
20-25	50	100%
30-45	0	0%
More than 45	0	0%

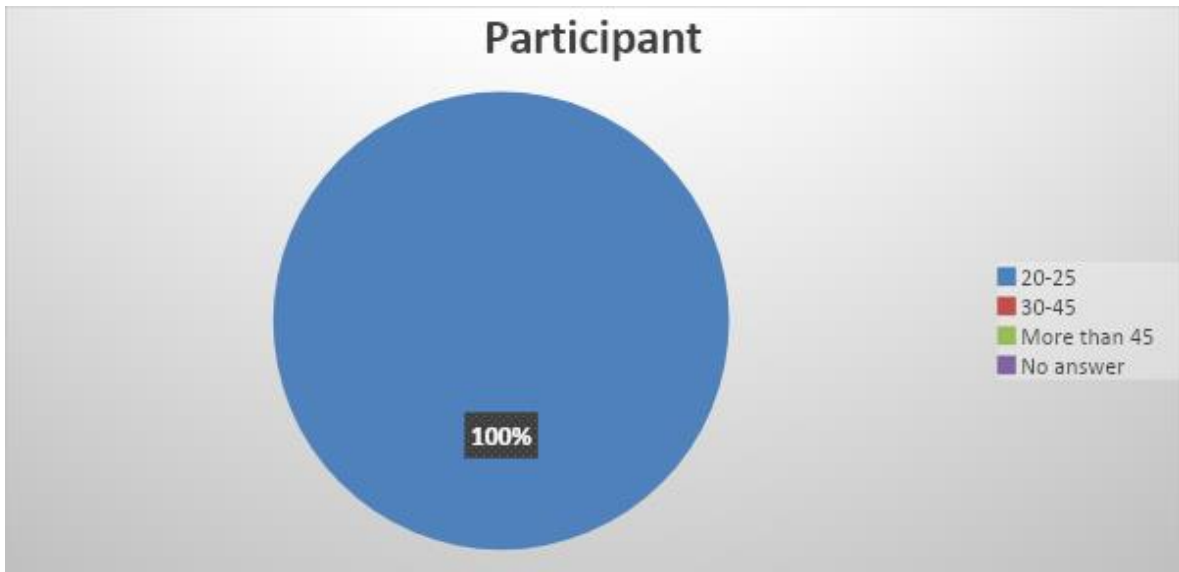


Figure 03. *Age of Students*

According to the data analysis, all of the students polled were between the ages of 20 and 25, with no replies from those beyond the age of 45. This implies that the majority of the pupils are young adults. However, having the majority of students in the same age bracket may limit the student body's diversity of perspectives and life experiences. To solve this, teachers must notice the age distribution and adapt their teaching techniques and support services accordingly. Furthermore, promoting diversity and inclusiveness among students is critical to ensuring a well-rounded education. Embracing students' diverse origins, viewpoints, and experiences leads to a more interesting learning environment. This

not only improves the learning experience, but also prepares students for success in a varied world.

Item three: How do you evaluate your English level?

Table 04

Evaluating Student's Level of English Language

Options	Participant	Percentage
Excellent	4	8%
Good	11	54%
Medium	17	34%
Weak	2	4%

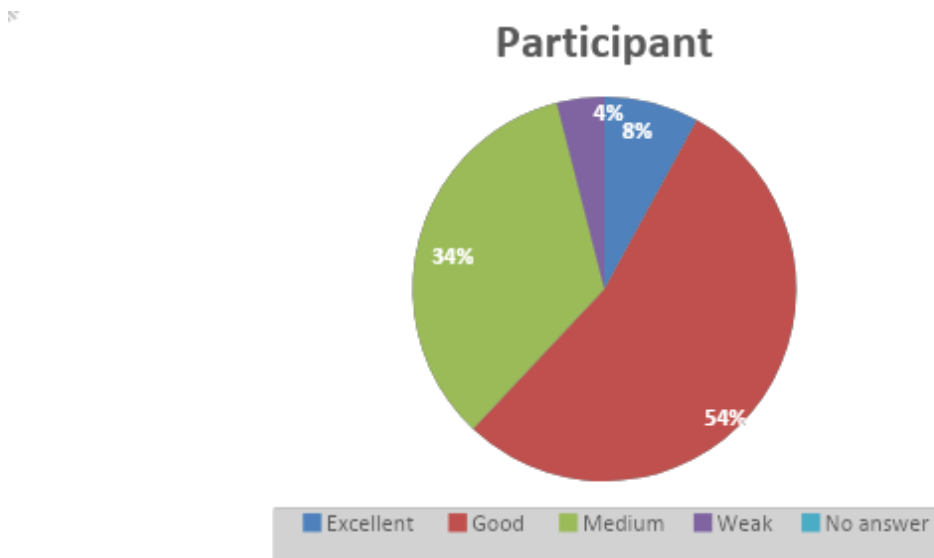


Figure 04. *Assessment of Student's English Language Level*

The questionnaire’s findings of students' self-evaluation of their English language proficiency suggest that the majority, around (54%), describe their English level as "good." A large majority, around 34%, believe their English ability is "Medium," while a smaller number, approximately 8%, consider it "Excellent." Only around (4%) consider their competence to be "weak." The high percentage of students rating their English proficiency as "good" indicates the students' interest in the English language. Additionally, the good

level of English proficiency at the university, also demonstrates a wide variety of language capabilities among students, with many feeling confident in their English abilities but a significant percentage showing a need for growth. Understanding these self-assessments is critical for designing language programs and support services that match the various requirements of students.

Section one: Learner's Attitude and Option about Listening Skills

Item One: Which skill do you find it difficult to acquire?

Table 05

The Skills Students Struggle to Acquire

Options	Participant	Percentage
Listening	10	20%
Speaking	28	56%
Writing	15	30%
Reading	2	4%

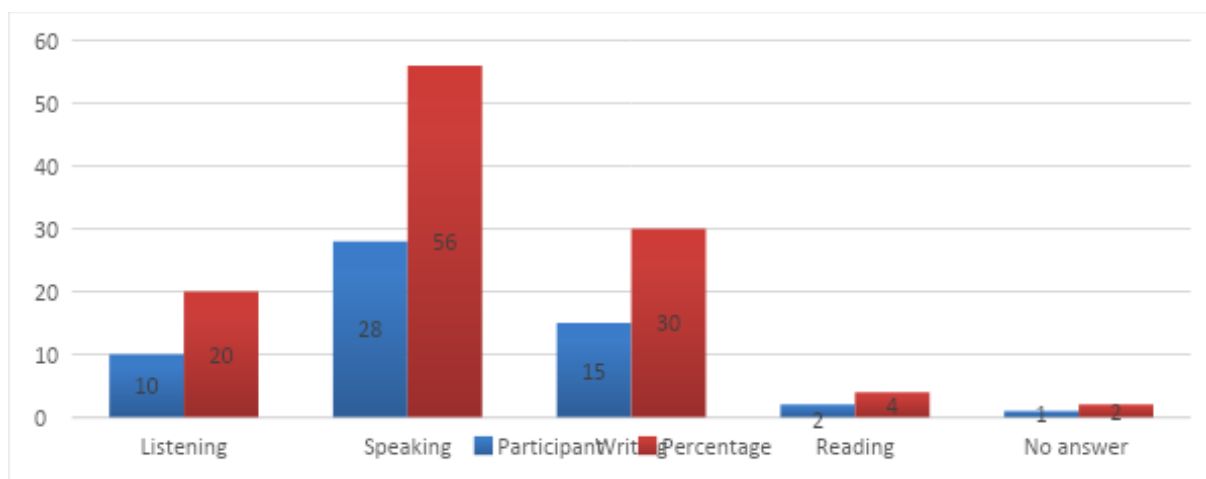


Figure 05. Difficult Skills for Students

The information from Table 05 sheds light on the most difficult skills for students. It shows that the majority, or (56%), believe speaking to be the hardest skill to learn. This highlights how difficult it is to learn spoken language, including vocabulary, grammar, and

communication techniques. Furthermore, (30%) of people have trouble writing, pointing to problems with organization and linguistic expression. Remarkably,(20%) report having trouble understanding what they hear, which suggests that this fundamental ability needs more concentrated attention. Remarkably, just(4%) of respondents say reading is difficult. And finally, one person chose not to reply. These results highlight how crucial it is for educational strategies to accommodate a range of language proficiency in order to properly educate students.

Item two: Is listening an important skill for you?

Table 06

The importance of Listening Skills for Students

Options	Participant	Percentage
Yes	49	98%
No	1	2%

8

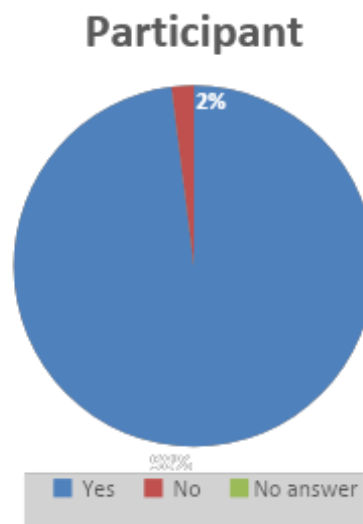


Figure 06. *The Vital Role of Listening Skills for Students*

Regarding Item Two, Table 06 data indicates that participants strongly agreed on the significance of listening abilities.(98%) of respondents affirm that hearing is essential to language learning, underscoring the basic importance of listening in both language

acquisition and communication. This broad recognition indicates a profound comprehension among students of the crucial relationship between listening ability and total language competency. On the other hand, just (2%)of respondents voice a different opinion. The fact that no one chose to remain silent is noteworthy because it shows that everyone agreed on the significance of listening abilities in language instruction. All things considered, these results highlight how widely acknowledged listening is as a fundamental language learning ability.

Item three: Do you have difficulties with your listening skills during oral sessions?

Table 07

Challenges in Oral Session Listening Skills

Options	Participant	Percentage
Yes	15	30%
No	35	70%

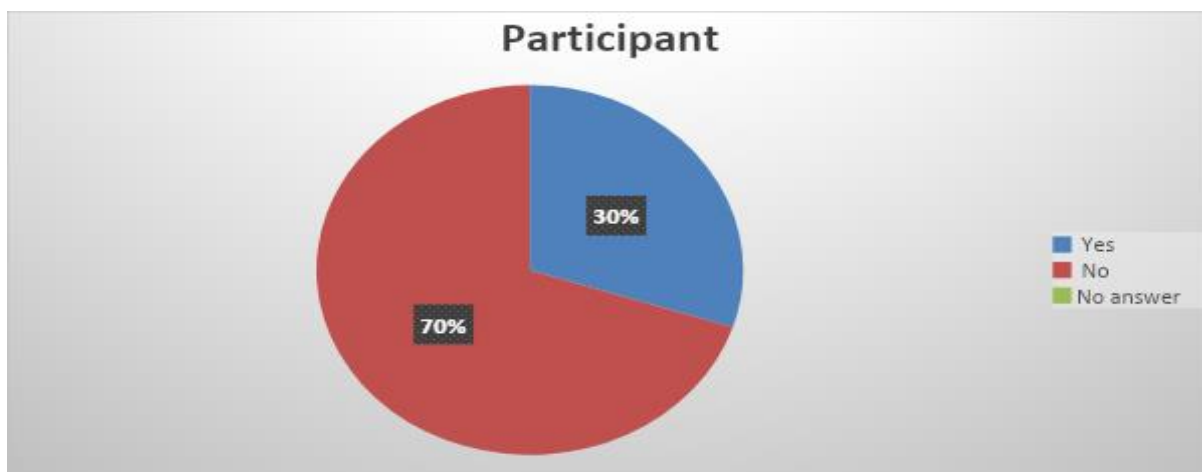


Figure 07. *Challenges in Oral Session Listening Skills*

Item Three looks into students' listening experiences during oral sessions, as shown in Table 7. The statistics highlight a noteworthy observation:(30%)of participants exhibit difficulty in this area, perhaps impeding their ability to interpret spoken language during classroom debates or presentations. In contrast, a sizable majority of (70%) show

confidence in their listening abilities, demonstrating various levels of competency across respondents. Surprisingly, all participants completed the survey, with none abstaining, indicating a high level of involvement. These findings highlight the necessity of focused treatments to improve listening difficulties and enhance good oral communication skills in students. Active listening strategies and comprehension support may be extremely beneficial in improving general language ability in academic contexts.

Item four: According to you, is time sufficient for oral sessions, for example, one session in a week ?

Table 08

Sufficiency of Time for Oral Sessions

Options	Participant	Percentage
Yes	11	22%
No	39	78%

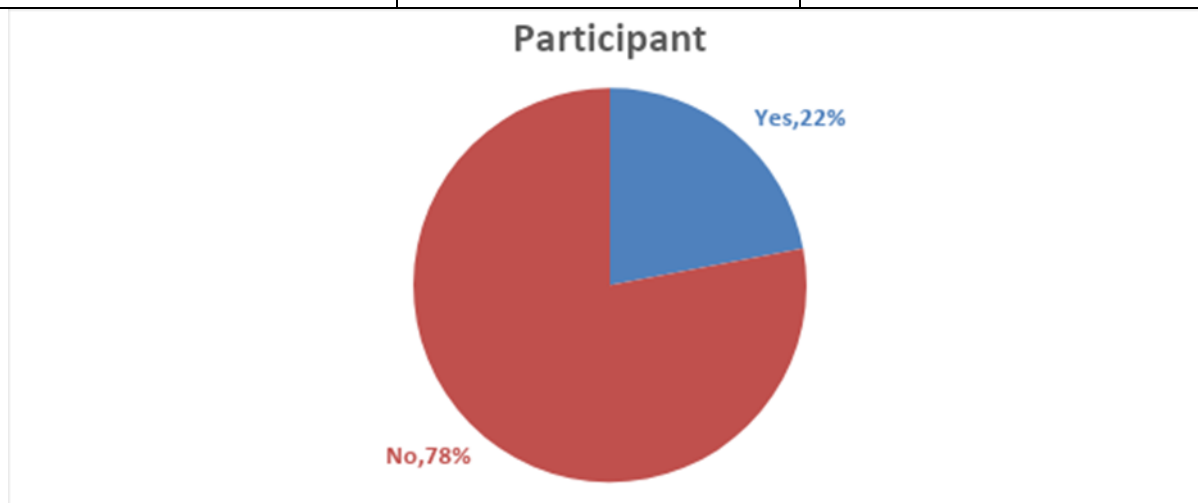


Figure 08. *Sufficiency of Time for Oral Sessions*

Students' views on the adequacy of time allotted for oral sessions, as shown in Table08, demonstrate a clear split. A significant majority,(78%)feel unsatisfied with the current frequency, suggesting that one session per week might not meet their learning needs adequately. In contrast, a smaller group, (22%)of respondents, believe the allocated time suffices for oral sessions. Notably, all participants participated in the questionnaire,

indicating widespread engagement. These results highlight the need for a comprehensive review of the frequency of oral sessions to better address students' educational needs and improve language instruction effectiveness. Adjusting instructional methods and curriculum to suit various learning paces and preferences is crucial for addressing these discrepancies effectively.

Item five: Do you think that listening skills have an important role in mastering language?

Table 09

The Role of Listening Skills in Mastering Language

Options	Participant	Percentage
Yes	46	92%
No	4	8%

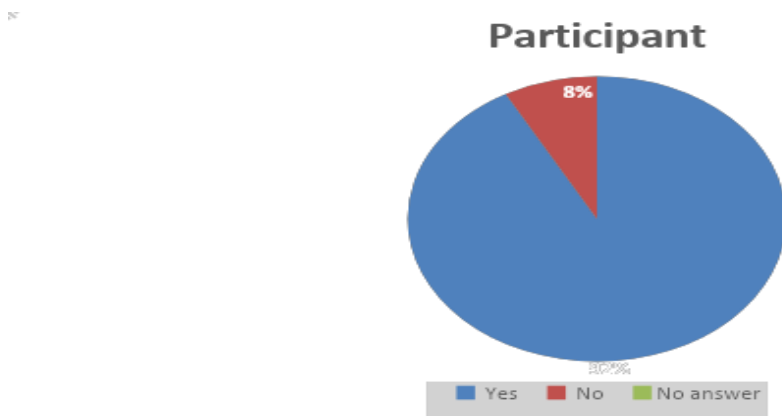


Figure 09. *The Role of Listening Skills in Mastering Language.*

Participants' opinions about how important listening abilities are to learning a language, as seen in Table 08. A strong consensus is shown by the results, with (92%) of respondents recognizing the value of listening comprehension in language acquisition. The overwhelming consensus highlights how important listening skills are to learning a language. On the other hand, a small percentage of respondents (8%) state that they are dubious about the importance of listening skills. Crucially, every respondent completed the

questionnaire, demonstrating broad participation. These results highlight how important it is to develop good listening techniques and comprehension abilities in order to support thorough language learning. To counter any opposing views, specific educational initiatives that promote a greater comprehension of the critical role that listening skills play in language acquisition are required.

Section Two: Student's Experience With CALL

Item six: Do you find benefits in using technology for learning English?

Table 10

The Advantages of Employing Technology for Learning English

Options	Participant	Percentage
Yes	47	94%
No	3	6%

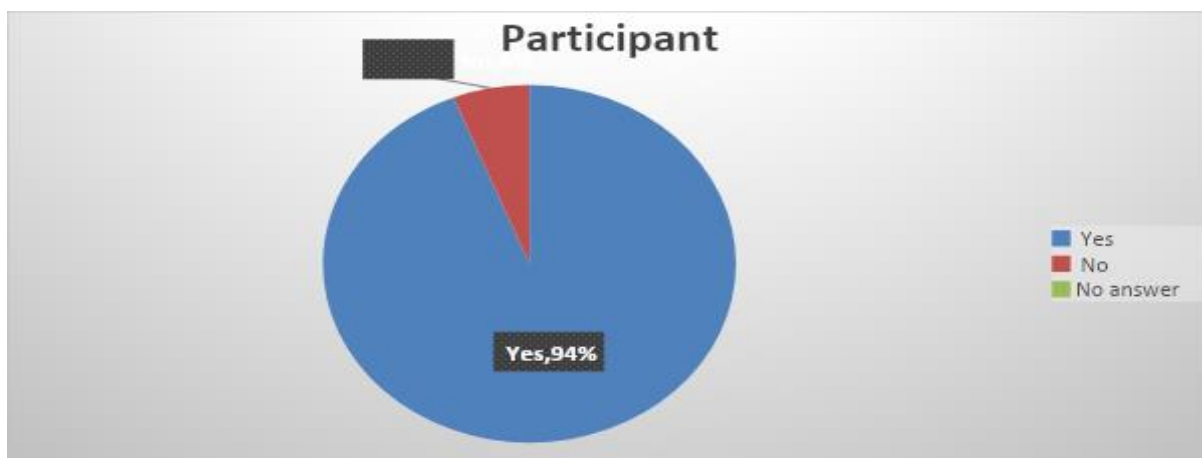


Figure 10. *The Advantages of Employing Technology for Learning English*

The strong evidence in favor of CALL's continuous usage indicates that participants are aware of its potential to improve language learning outcomes and support its further use into education as indicated in Table 10, we examine students' viewpoints in Item Six about the advantages of using technology in English instruction. The information reveals a startling consensus: an overwhelming (94%) of respondents agree that using technology to aid in language acquisition has benefits. This overwhelming consensus

highlights how technology, like computer-aided language learning (CALL) tools, is seen to be beneficial in improving language acquisition results. Conversely, a tiny percentage of participants roughly (6%) state that they have concerns regarding the usefulness of technology in learning a new language. These results highlight how incorporating technology may improve educational outcomes and enhance language learning experiences.

Item seven: Does your teacher in oral sessions utilize CALL for teaching?

Table 11

Teacher's Use of CALL in Teaching Oral Expression

Options	Participant	Percentage
Yes	11	76%
No	38	22%

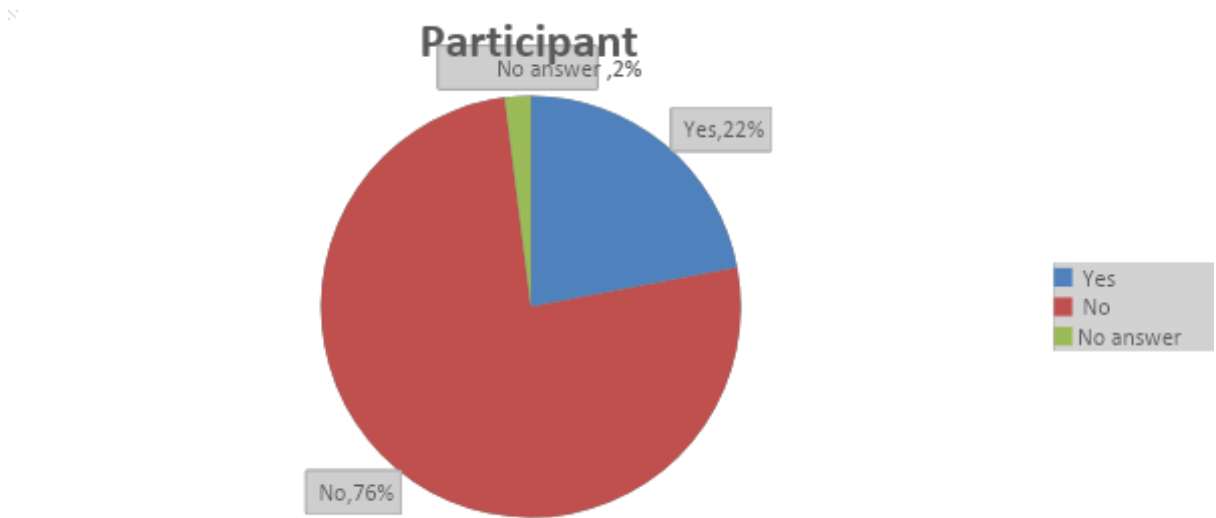


Figure 11. *Teacher's Use of CALL in Teaching Oral Expression*

Our questionnaire, which focuses on the utilization of Computer-Assisted Language Learning (CALL) in oral sessions as depicted in Table 11, several notable trends emerge. The data highlights a significant discrepancy, with only (22%) of respondents indicating that their teachers utilize CALL for teaching oral expression, while a substantial (76%)

report no such usage. Additionally, one participant chose not to respond. These findings suggest a prevailing pattern of limited CALL integration in language instruction settings among our participants. While CALL tools offer potential benefits for enhancing interactive learning experiences and facilitating skill development, their underutilization in oral sessions poses a noteworthy area for further investigation. Addressing this disparity calls for a comprehensive questionnaire analysis perspective that considers both pedagogical insights and technological advancements to inform strategies aimed at optimizing language teaching practices and promoting holistic student learning outcomes.

Item eight: Which CALL (Computer Assisted Language Learning) tools do you use for listening practice?

Table 12

The CALL Tools Used for Listening Practice by Students

Options	Participant	Percentage
Video	38	76%
Audio	13	26%
Music	24	48%
Podcast	25	50%
Others	9	18%
No answer	0	0%

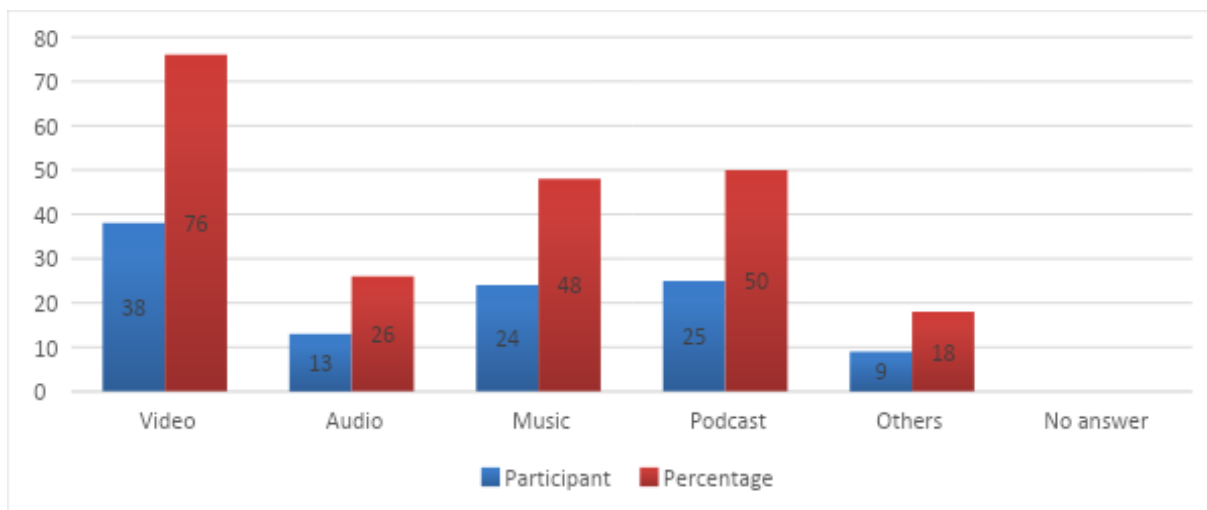


Figure 12. *The CALL Tools Used for Listening Practice by Students*

In analyzing item eight of our questionnaire , which focuses on students' usage of Computer-Assisted Language Learning (CALL) resources for listening practice, we discover a varied landscape of digital resource utilization. The research, as shown in Table 12, demonstrates a wide range of CALL tools used by students to improve their listening abilities. Video resources emerge as the most popular option, with (76%) of participants using them for listening practice, followed by podcasts (50%), music (48%), and audio materials (26%). Additionally, (18%) of respondents report using other undefined CALL tools. These findings highlight the variable character of student choices about CALL instruments for listening practice, underlining the necessity for a diversified approach to language development. The use of a variety of digital materials, including as video, audio, music, and podcasts, provides students with unique and immersive learning experiences that are suited to their own learning styles and interests. Furthermore, the use of additional CALL technologies demonstrates students' interest in investigating novel ways to language acquisition. To address this variability in CALL tool usage, educators must adopt flexible instructional approaches and include a variety of digital resources into language teaching courses to improve student engagement and competency.

Section three: The effect of CALL in Improving Student's Listening Skills

Item nine: Do you agree that using CALL can develop your listening skills?

Table 13

The student's Perspectives Towards Utilizing CALL To enhance Their Listening Skills

Options	Participant	Percentage
Agree	49	98%
Disagree	1	2%

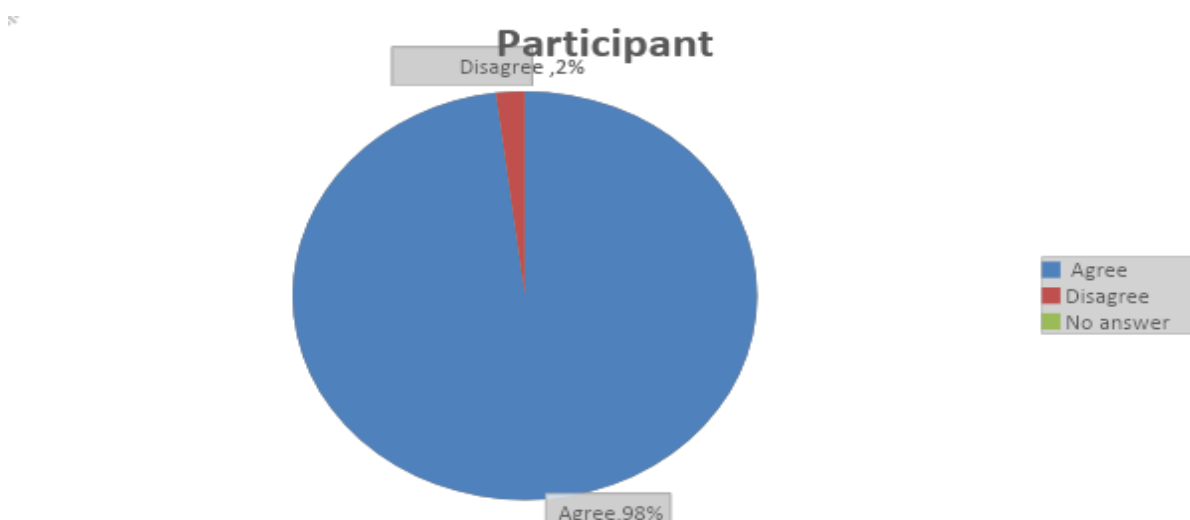


Figure 13. *The student's Perspectives Towards Utilizing CALL To enhance Their Listening Skills*

In Section three of our questionnaire, we look at the influence of Computer-Assisted Language Learning (CALL) on improving students' listening abilities, as examined in item nine. The data reported in Table 13 provides insights into students' perceptions of the efficacy of using CALL for this purpose. Impressively, an overwhelming (98%) of participants think that using CALL may help them improve their listening abilities. In comparison, only (2%) of respondents disagree with this view. These findings highlight the perceived importance of CALL in improving students' listening skills, which was universally accepted by the majority of participants. This agreement

emphasizes the pedagogical advantages of incorporating technology to improve language learning results, particularly in the area of listening skills development. The use of CALL provides a variety of learning opportunities, including access to actual audiovisual resources, interactive activities, and individualized feedback methods. Such widespread participation in CALL demonstrates its potential as a beneficial instrument for promoting language learning and competency among students.

Item ten : Do you believe that using CALL inside the classroom motivates you and makes you more interested in listening sessions?

Table 14

The role of CALL in Motivating Students and Sparking Their Interest in The classroom

Options	Participant	Percentage
Yes	40	80%
No	10	20%

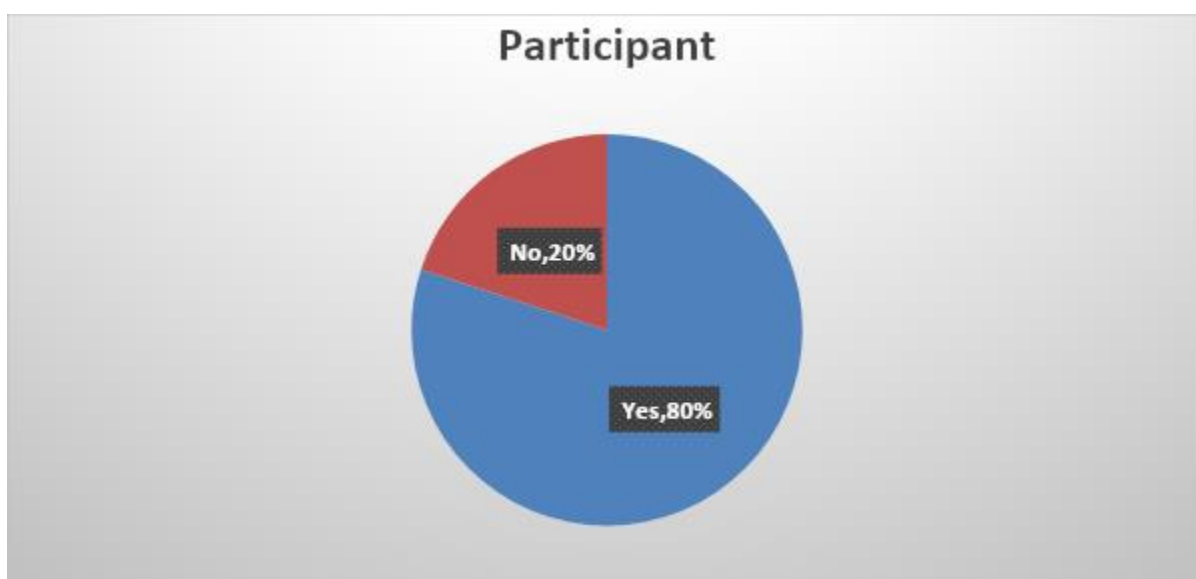


Figure 14. *The Role of CALL in Motivating Students and Sparking Their Interest in the Classroom*

We examine the impact of Computer-Assisted Language Learning (CALL) on students' motivation in listening sessions in item 10 of our survey, as shown in Table 14.

The research indicates a noteworthy pattern, as eighty percent of respondents confirmed that using CALL in the classroom does stimulate them and increase their interest in listening sessions. On the other hand, (20%) of participants indicated that CALL is not a motivating factor. The contradictory answers highlight how differently students view the motivating influence of CALL on their educational journeys. The noteworthy percentage of participants who ascribed heightened motivation and curiosity to CALL implies that it has the potential to serve as an effective instructional instrument for promoting engagement and zeal in language learning environments. However, the presence of opposing viewpoints emphasizes the need for more research into the variables impacting student motivation and the success of CALL deployment in various educational contexts. Further research into the specific features and functionalities of CALL tools that contribute to student motivation, as well as the identification of potential barriers to engagement, can provide educators with valuable insights into how to effectively incorporate technology into language instruction. Furthermore, analyzing individual students' preferences and learning styles can influence individualized approaches to CALL implementation, increasing its usefulness as a motivating tool in language learning settings.

Item eleven: Have you noticed a significant improvement in your listening skills since you started using CALL?

Table 15

Significant Improvement in Listening Skills Due to Computer-Assisted Language Learning (CALL)

Options	Participant	Percentage
Yes	42	84%
No	8	16%



Figure 15. *Significant Improvement in Listening Skills Due to Computer-Assisted Language Learning (CALL)*

We examine the perceived effect of Computer-Assisted Language Learning (CALL) on students' improvement in listening abilities in item eleven of our survey, as shown in table 15. A noteworthy pattern emerges from the data, with (84%) of participants stating that they had significantly improved their listening abilities since using CALL in their language learning activities. On the other hand, (16%) of those participants said they haven't seen this improvement. This discrepancy in answers highlights the different experiences students have with CALL's ability to improve listening skills. The significant percentage of participants who attributed their improved listening abilities to using CALL indicates that it has the potential to be a useful tool for promoting language learning. However, the presence of opposing viewpoints underscores the need for more research into the factors impacting the perceived impact of CALL on listening ability development. Understanding the unique characteristics and methodology of CALL technologies that contribute to skill growth, as well as identifying potential obstacles or limits, can give significant insights for educators looking to improve CALL integration in language training. Furthermore, targeted approaches suited to individual student requirements and learning styles can boost the efficacy of CALL in supporting listening skill growth. More

study into CALL's long-term impact on language competency development is needed to better understand its larger implications for language education.

Item twelve: Do you believe that Utilizing CALL in the classroom yields positive results in enhancing listening abilities for you as a student?

Table 16

Students Perspective of Listening Skills Improvement by Using CALL

Options	Participant	Percentage
Yes	45	90%
No	5	10%

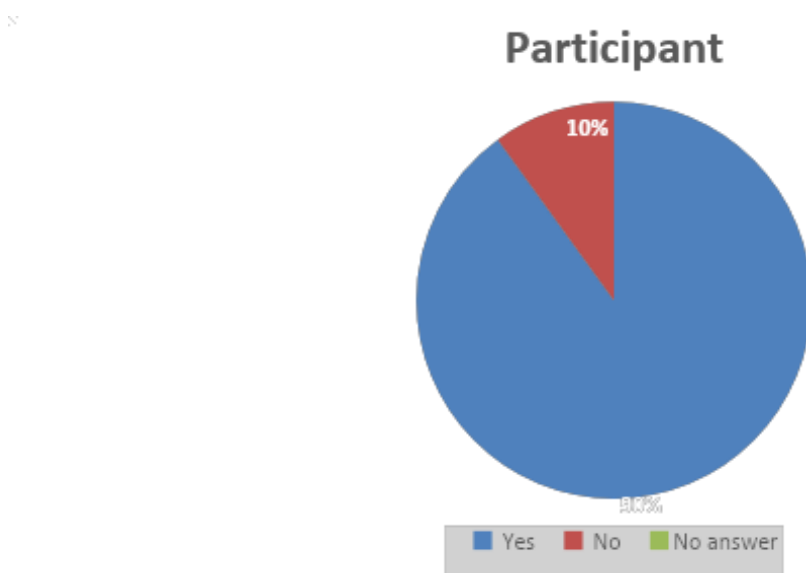


Figure 16. *Students Perspective of Listening Skills Improvement by Using CALL*

In the examination of item 12, we look for students' impressions of the usefulness of incorporating Computer-Assisted Language Learning (CALL) into the classroom to improve their listening abilities, as shown in Table 16. The data paints a persuasive picture, with 90% of participants agreeing that using CALL improves their listening abilities. A minority of respondents, 10%, are skeptical about the usefulness of CALL in this respect. This contrast in replies highlights the students' differing perspectives on the perceived influence of CALL on their listening ability. The overwhelming majority of positive

outcomes attributed to CALL adoption imply that it has the potential to be an effective instructional tool for developing listening skills. The presence of opposing views, however, emphasizes the necessity of careful investigation into the elements affecting students' perceptions and the effectiveness of CALL integration in language learning environments. For educators looking to maximize the use of CALL in language training, further research into the particular approaches and characteristics of CALL technologies that support skill development as well as the identification of potential obstacles or hurdles can provide insightful information. Personalized learning strategies that are catered to the requirements and preferences of each student can also improve how well CALL works to support the development of listening skills. To clarify the wider implications of CALL for language instruction, more study on the long-term impacts of the program on the development of language competency is necessary.

Item thirteen: Should we keep using this method (CALL) in the future?

Table 17

Continued Utilization of CALL: Advantages and Future Prospects

Options	Participant	Percentage
Yes	46	92%
No	4	8%

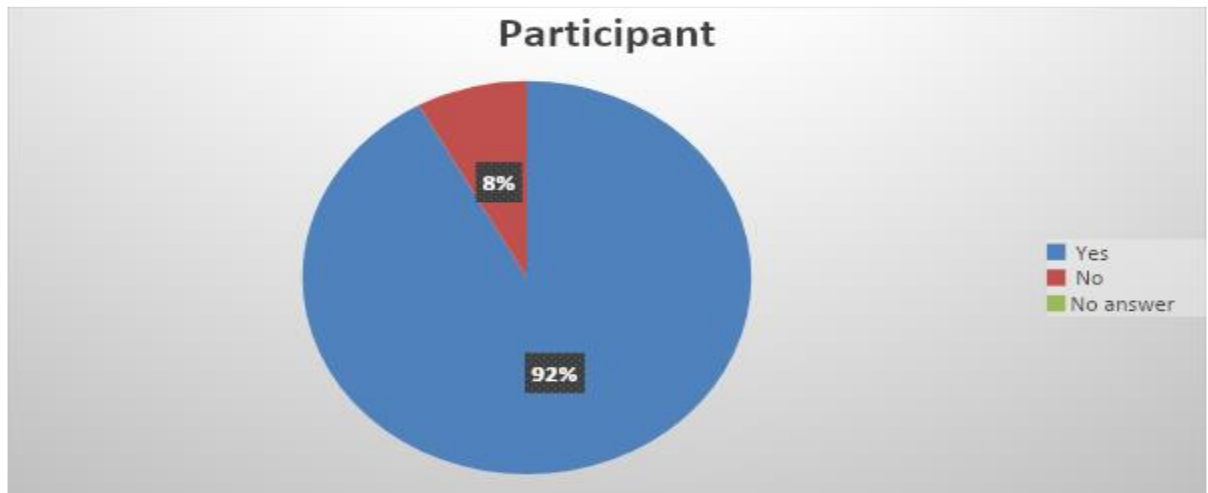


Figure 17. *CALL is Worth Continuing*

In the analysis of item thirteen, we investigate participants' perspectives about whether or not Computer-Assisted Language Learning (CALL) should be used going forward, as shown in Table 17. According to the statistics, there is a noteworthy trend: (92%) of participants support the continuation of the CALL approach. This resounding endorsement highlights the thought to be worth and effectiveness of CALL as a teaching strategy in language learning environments. On the other hand, (8%) of respondents, a tiny minority, voice concerns regarding CALL's continuous usage in the future. Although many disagree, they are in the minority when it comes to the majority who support keeping CALL going. It appears from the strong support for CALL's sustained usage that participants are aware of its potential to improve language learning outcomes and are in favor of its continuous incorporation into teaching methods. Still, more research into the causes of the opposing viewpoints can yield important information about any difficulties or worries related to CALL implementation. Overall, the broad endorsement of CALL usage highlights how useful it is as a teaching tool for languages. To guarantee CALL's continuous relevance and success in fulfilling the changing demands of language learners in the future, research into its methodology and tactics must continue.

Discussion And Conclusion

The analysis of the questionnaire data reveals significant insights into students' perceptions and experiences with Computer-Assisted Language Learning (CALL) in language acquisition. The predominance of female students and the narrow age range suggest a potential lack of diversity in perspectives within the student population. Despite varied self-assessments of English proficiency, a consensus exists regarding the importance of listening skills in language mastery.

Challenges in speaking and writing skills highlight areas necessitating targeted support. While students overwhelmingly recognize the benefits of CALL, there remains a gap in its integration by teachers, indicating room for improvement in pedagogical strategies. The diverse utilization of CALL tools underscores the need for adaptable instructional approaches tailored to individual learning styles.

Despite some reservations, the majority of students advocate for the continued use of CALL in language instruction, acknowledging its potential to enhance learning outcomes. Overall, these findings underscore the importance of responsive pedagogy and the effective integration of technology to create engaging and inclusive language learning environments that prepare students for future linguistic challenges.

Additionally, the study aims to bridge the gap between theoretical frameworks and real-world implementations in language learning environments by looking at students' opinions of CALL efficacy. The research attempts to uncover patterns and trends in students' perceptions regarding CALL technologies by a thorough analysis of survey responses, providing insightful information about the elements that influence how successful these tools are at improving listening skills. Evidence-based pedagogical

approaches and curriculum design tactics that are customized to fit the various requirements of language learners are greatly aided by these kinds of discoveries.

The goal of this study is to add to the ongoing conversations about the use of technology in educational contexts, in addition to its direct consequences for language instruction.. With this multidisciplinary perspective, the research seeks to offer practical suggestions for maximizing CALL integration in language learning, which will eventually improve the caliber and efficacy of language learning initiatives.

2. Teacher's interview:

Interviews were conducted to gather data on English language instructors' teaching methods for improving students' listening skills during oral sessions. The insights gained from these interviews will inform the study's findings and recommendations.

Description of the interview

The teachers' interview was designed to be highly structured and comprehensive, with a wide range of carefully constructed questions to elicit valuable insights into the interviewees' experiences and opinions about teaching the English language. Specifically, the questions focused on the critical topic of enhancing listening skills, which is a crucial aspect of language learning.

During the interview, the teachers were asked about the various challenges they face when teaching listening skills, as well as the effective methods and materials they use to ensure that their students develop this crucial skill. In addition, the interview explored the interviewees' strategies for using computer-assisted language learning (CALL) in the classroom to enhance listening skills and maximize learning outcomes.

Moreover, the interview delved into the teachers' perspectives on managing large class sizes during oral sessions, which can be a particularly daunting task. The questions touched on various aspects of this topic, including evaluating student progress, addressing common issues such as lack of time, concentration, motivation, and access to authentic materials, and developing effective techniques to ensure that all students have an equal opportunity to follow and learn. Overall, the interview aimed to gain a comprehensive understanding of the interviewees' experiences and insights into the complex and challenging task of teaching English language listening skills.

The interview analysis

-Item 01: How long have you been teaching oral sessions?

Teacher (A): for 2 years.

Teacher (B): more than 5 years.

Teacher (C): 3 years.

Teacher (D): five years.

Teacher (E): five years.

Teacher (F): “I only taught Oral expression for one year”.

This question aims to check the experience of second-year expression course teachers at Khenchela University. We have a sample of six teachers, each with a unique way of teaching the oral expression course. Three teachers have been teaching oral sessions for five years, this proves that the teachers have extensive experience in teaching, so their forthcoming answers will be highly valuable. while one has taught for one year, and two other teachers have taught for between two and three years.

-Item 02: Have you encountered difficulties with students in teaching? What are these Difficulties?

Teacher (A): “ Different levels of each – some students categorize good /average or weak level Besides each one psychological nature (some of them take their part- share their views - ask of any ambiguity while others of them like interfered individuals and are satisfied to attend the sessions that’s all and somehow is difficult to integrate them in the session”.

Teacher(B): “The previous generation was interested while this generation you find some of them disinterested because they are distracted with media and social media ... every topic discussed with them you find it old-fashioned they would not engage with you. levels of the recent generation are better than the previous generation”.

Teacher (C): “Yes. shy student / uninterested / lack information about the topics”.

Teacher (D): “Yes, some difficulties include lack of confidence, limited vocabulary, and difficulty in maintaining focus”.

Teacher (E): “Generally, the problem of large groups, the students have problems, especially with anxiety. These are two main difficulties, because when the group is large, especially in oral sessions you can’t do what you want, and the problem of anxiety which truly challenges your problem”.

Teacher (F): “Yes, I did. Students are reluctant to speak”.

Here, we are looking at teachers' difficulties in teaching during oral sessions. The first teacher highlights the challenge of integrating students with different levels of engagement and participation in sessions, despite their different interests. The second contrasts the previous generation's interest with the current generation's apparent disinterest, attributing

it to the influence of media and social media. The third teacher mentions the difficulties of shy and uninterested students who may lack information about the topic. The fourth declares the challenges related to students' lack of confidence, limited vocabulary, and difficulties in maintaining focus. The fifth teacher identifies problems associated with large group sizes, where individual attention became challenging, in addition to anxiety among students. The last teacher emphasizes the sentiment of students being reluctant to speak.

Three teachers are encountering a common issue during their oral sessions: students are not showing interest in the course. This presents a challenge for the teachers to find effective ways to engage the students in the classroom. Additionally, other teachers are struggling with limited vocabulary, anxiety, and managing large group sizes, which makes it difficult to differentiate between students who are participating and those who are not. Consequently, many students are hesitant to speak due to their lack of confidence.

These insights show how important it is to use specific strategies to improve how involved students are and how much they learn, especially as education changes.

-Item 03: How do you find out the status (concentration-participation...) of students during oral sessions?

Teacher (A): “They like the oral session and take part especially when the teacher knows how to manage”.

Teacher (B): “Sometimes they participate depending on the topic and sometimes they are not interested”.

Teacher (C): “Most of them are comfortable, good and polite”.

Teacher (D): “I assess students' status through active participation, comprehension checks, and feedback”.

Teacher (E): “There are a couple of students kind of five or six who are active, work, and participate like learners and the others are always kind of passive learners they just receive the information, they are anxious and they don't like to talk, they have also the problem of chins, which hidden them for being a positive student's in the classroom”.

Teacher (F): “Students' participation and concentration depend on them and the topic; sometimes they participate and others they don't”.

Teacher (A) emphasizes the importance of teacher management in facilitating student participation during oral sessions. Teacher (B) suggests that student participation fluctuates based on their interest in the discussed topic. Teacher (C) describes most students as comfortable, good, and polite, implying a positive classroom atmosphere. Teacher(D) outlines methods for assessing student engagement, including active participation, comprehension checks, and feedback. Teacher (E) highlights a divide among students, with a small group being active participants while the majority are passive learners, possibly due to anxiety and self-esteem issues. Teacher (F) echoes the sentiment that student participation and concentration vary based on both the students themselves and the topic being taught.

These responses indicate a range of factors influencing student participation, including teacher management, student interest, classroom atmosphere, and individual student characteristics. There's also a recognition of the need for varied assessment methods to gauge student engagement effectively.

-Item 04: Which material do you think is more helpful for students to improve their listening level?

Teacher(A): “There are many materials like listening to videos – movies –and series”.

Teacher (B): “Listening to native speakers – authentic materials, especially YouTube videos –broadcasts- watching movies –series”.

Teacher (C): “Authentic materials like videos – audios of native speakers”.

Teacher (D): “Authentic audio materials, such as podcasts or news clips, are highly beneficial for improving listening skills”.

Teacher(E): “For listening there is no better tool than being exposed to authentic materials, and being exposed to authentic materials for sure is going to be through what is called CALL”.

Teacher (F): “Authentic materials like audiobooks and watching movies”.

Teachers unanimously agree that authentic materials are more beneficial for improving students' listening skills. This is because authentic materials help develop listening skills, language complexity, and contextual learning. Additionally, they holistically integrate language skills, prepare learners for real-life communication, and foster critical thinking.

-Item 05: Which teaching technique do you employ to enhance a student's listening skills? Why?

Teacher(A): “I use the videos and it depends on the purpose and the objectives of the sessions because it enhances the listening skills of students”.

Teacher (B): “Advise them to listen to the native speaker – you have to understand and hear a lot about lessons and topics”.

Teacher (C): “Not a technique but some materials like earphones – speakers”.

Teacher(D): “I utilize interactive activities like role-plays and discussions to engage students actively and reinforce listening comprehension”.

Teacher (E): “Listening to podcasts, songs, whatever authentic materials are in the native language, and this must be through the phones or computers. Because we don’t have here native speakers, how are we going to access native speakers on authentic materials? The only way to access this kind of data we should use what you call CALL”.

Teacher (F): “Students need to learn how to listen effectively. Some techniques of listening need to be taught to students so they start applying them”.

Teachers are asked to tell us about the teaching technique with which they present their courses to enhance students' listening skills. Their answers were different because each one had a different way of teaching. The first teacher emphasizes The use of videos that align with session objectives can enhance listening skills. Because audio-visual aids can cover students' various learning styles, The second teacher claims that exposing students to content from native speakers improves their comprehension and understanding of lessons. This technique helps students learn the language as it's naturally spoken, expands their vocabulary, and improves their pronunciation. The third one highlights the importance of using materials like earphones and speakers to facilitate listening activities. Using these audio materials improves language skills by making complex ideas more accessible and exposing students to new vocabulary. The fourth teacher claims that using activities like role-plays and discussions helps students participate. This way of teaching makes students share their thoughts freely and increases their confidence. The fifth teacher recognizes the challenge of accessing native speaker content and suggests utilizing podcasts and songs because using podcasts as a teaching technique allows students to practice their listening comprehension of complex texts that are both conversational and formal. Songs are used to

help students improve their vocabulary, pronunciation, and fluency. The last teacher stresses the importance of explicitly teaching listening techniques to students to improve their listening effectiveness.

Overall, the teachers' approaches vary in terms of resources, techniques, and strategies, but they all emphasize the importance of actively engaging students and providing authentic listening opportunities to enhance their skills.

-Item 06: Do you use CALL materials in your teaching?

Teacher (A): “Yes. depending on the objectives”.

Teacher (B): “I use my phone to listen for example to videos then we discuss it”.

Teacher(C): “Yes”.

Teacher (D): “Yes, I incorporate CALL (Computer-Assisted Language Learning) materials into my teaching to supplement traditional methods”.

Teacher (E): “Yes, for sure. In the modern era of teaching where CALL materials are very essential”.

Teacher (F): “Yes, I do”.

All the teachers responded that they use CALL (computer-assisted language learning) in their teaching methods and consider it a crucial tool in learning the English language, as it facilitates learning to enhance students' learning skills. Especially in the modern era of teaching, where CALL materials are very essential.

-Item 07: Can you describe some specific CALL tools or resources you have used to support listening skills in your teaching practice?

Teacher(A): “Using laptop -data show – smartphone”.

Teacher (B): “YouTube movies ...”.

Teacher(C): “Videos – audios – listening via speakers”.

Teacher (D): “Some specific CALL tools I've used include language learning apps with audio exercises, interactive listening websites, and multimedia software”.

Teacher (E): “If there is time in their homes, they are going to use their computers and phones and if it is in the classroom it is going to be the computers”.

Teacher (F): “Ted talks, YouTube, music, ... “.

In this part of the interview, teachers discussed their approaches to computer-assisted language learning (CALL). Teacher (A) highlighted the use of laptops, data, and smartphones, showing a reliance on digital devices for teaching. Teachers (B) and (C) mentioned integrating YouTube videos and audio into lessons, as they provide visual aids that help learners understand the language better. Teacher (D) gave specific examples of CALL tools, such as language learning apps and interactive websites, showing a structured approach to using technology. Teacher (E) recognized the widespread use of computers and smartphones among students, both at home and in the classroom, indicating a need for device integration. Finally, Teacher (F) talked about using resources like TED talks, YouTube, and music, emphasizing the use of authentic and engaging online content for language learning.

Teachers utilize various digital tools such as videos, apps, and online platforms to enhance language learning, indicating a technology-driven approach to language instruction.

-Item 08: How do you integrate technology, specifically CALL, to enhance listening skills effectively?

Teacher (A): “Make students familiar with their native mother language; hearing, for instance, videos and asking questions about it (some meaning – ideas – expressions)”.

Teacher (B): “Really use data show to connect with my phone to save time”.

Teacher (C): “I have used just the speaker toward their listening”.

Teacher (D): “I integrate CALL by selecting interactive software that provides authentic listening opportunities and allows for personalized feedback and practice”.

Teacher (E): “Always the problem is with large groups of students, that’s why I would like to use the TV which is a system by the computer I control, so, that they are all exposed and focusing at once, but, if let it to them and everybody being exposed to his own computer leads to a problem which is you don’t know who is following and who's not following”.

Teacher (F): “It should be integrated smoothly, so the flow of the lesson won't be interrupted”.

Teachers have different approaches to integrating technology, specifically computer-assisted language learning (CALL), to enhance listening skills. Teacher (A) emphasizes using videos and asking questions in the native language to facilitate understanding and retention by making content more accessible and relatable for students. Teacher (B) mentions using Data Show to connect it to the phone to easily display digital content and enhance interactive learning in the classroom. Teacher (C) talks about using just a speaker for listening activities to ensure clear and audible audio for all students, promoting better comprehension during the lesson. Teacher (D) focuses on selecting interactive software for authentic listening opportunities and personalized feedback. Teacher E discusses using a TV or computer system for group exposure and controlling the classroom to make all the

learners follow during the course. Lastly, Teacher (F) emphasizes the importance of integrating technology smoothly without interrupting the flow of the lesson. So, each teacher has their own way of using technology to help students improve their listening skills.

-Item 09: What difficulties do students face when using CALL within the classroom?

Teacher (A): “They cannot understand natives' speech – losing concentration when they use CALL for a long time”.

Teacher (B): “Connection difficulties – a technical problem related to the use of some application”.

Teacher (C): “Crowded classes cannot listen clearly to the video”.

Teacher (D): “Students may encounter technical issues, distractions from other digital resources, or difficulties navigating unfamiliar software interfaces”.

Teacher (E): “Time management, sometimes it is a problem of the equipment itself and technical problems. These are generally the main points”.

Teacher (F): “Lack of concentration and motivation”.

Teacher (A) identifies two key difficulties: comprehension issues with native speech and loss of concentration during prolonged use. This highlights both a language barrier and an attention span issue, suggesting that students struggle with authentic listening materials and maintaining focus over extended periods. Teacher (B) points out technical difficulties, specifically connection problems with applications. This answer indicates that technical reliability is a significant barrier, affecting the seamless use of CALL tools in the classroom. Teacher (C) notes that classroom size impacts the effectiveness of CALL, as students in crowded environments struggle to hear videos. This response emphasizes the

challenge of audio clarity in large classes, which can hinder the effectiveness of CALL resources. Teacher (D) provides a comprehensive list of difficulties, including technical issues, digital distractions, and navigation problems with new software. This response captures a range of barriers, from hardware and software issues to the challenge of staying focused amidst other digital temptations. Teacher € identifies time management and technical problems, including equipment issues, as primary difficulties. This response highlights organizational challenges and the reliability of technology as significant barriers to effective CALL use. Teacher (F) focuses on psychological and behavioral issues, specifically lack of concentration and motivation. This response points to students' internal challenges, which can impede their ability to engage effectively with CALL materials.

Teachers (B), (D), and (E) mentioned technical problems, including connection difficulties, general technical issues, and navigation issues with software interfaces. Teachers (A) and (F) emphasized students' lack of concentration and motivation. Teacher (C)c addressed the impact of crowded classrooms on the effectiveness of CALL, particularly regarding audio clarity. Each response identifies different aspects of the difficulties faced by students when using CALL, highlighting the multifaceted nature of the challenges that need to be addressed for the effective integration of technology in language learning.

-Item 10: What benefits did you observe from using CALL in oral classes and listening practices?

Teacher (A): “Getting acquainted with native accents - learning new vocabulary – gaining certain models – expressions - idiomatic expressions - using certain terms in particular contexts”.

Teacher (B): you motivate them to discover new aspects of language from native speakers by going to watch movies that are related to the topic.

Teacher (C): “It is a sort of chance to motivate students to make them correct their Mispronunciation”.

Teacher (D): “Using CALL enhanced student engagement, provided access to authentic language resources, and allowed for personalized and independent practice”.

Teacher (E): “Generally the CALL devices. First listening gives you access to the authentic materials easily and you are going to save time, motivate students, and manage the classroom effectively”.

Teacher (F): “Students get used to CALL, and they start to adapt and improve”.

The first teacher emphasizes that Computer-Assisted Language Learning (CALL) benefits students by helping them get acquainted with native accents, learn new vocabulary, and use language in specific contexts, which improves listening comprehension, vocabulary acquisition, and language application skills. The second focuses on motivating students to discover new aspects of language through exposure to authentic materials like movies, suggesting that CALL facilitates engagement and interest by providing real-world language experiences. The third teacher sees CALL as an opportunity to motivate students and correct mispronunciations, indicating its role in fostering a supportive learning environment and promoting accuracy in pronunciation. The fourth highlights enhanced student engagement, access to authentic language resources, and personalized practice as benefits of using CALL, underscoring its effectiveness in catering to individual learning needs and promoting active participation in language learning. The fifth teacher emphasizes the convenience and efficiency of CALL devices in accessing authentic materials, saving time, motivating students, and effectively managing the classroom, highlighting the practical advantages of integrating technology into language instruction. The last teacher notes the adaptation and improvement of students as

they become accustomed to CALL, indicating its role in facilitating continuous language development and proficiency.

These responses illustrate the diverse benefits of CALL, including improved language skills, motivation, engagement, access to authentic materials, personalized learning opportunities, and continuous improvement over time.

-Item 11: How do you assess students' listening proficiency when using CALL?

Teacher (A): “is differ. each one has his/her capacity and how to receive the material”

Teacher (B): “Good”.

Teacher (C): “Good, most of them can grasp the whole information”.

Teacher (D): “I assess listening proficiency through comprehension tasks, quizzes, and oral presentations based on the materials accessed through CALL”.

Teacher (E): “I see where exposed and taught using these techniques, their level is enhanced in a good way”.

Teacher (F): “Asking questions after they are done listening”.

Teacher answers discuss various methods to assess and improve students' listening proficiency. They emphasize the importance of recognizing individual capacities and customizing materials to suit each student's needs, as mentioned by teacher (A). In addition, they discuss techniques such as comprehension tasks, quizzes, oral presentations, and asking questions to gauge students' understanding. The teachers are dedicated to finding effective ways to enhance students' listening skills.

-Item 12: Do you ever compare your students' level of listening skills before and after using CALL? Can you tell us about your remarks?

Teacher (A): “No. I didn’t”.

Teacher (B): “No never”.

Teacher (C): “Listening skills can be enhanced through training their ears, listening to native speakers”.

Teacher (D): “Yes, I have observed improvements in students' listening skills after integrating CALL, evidenced by increased comprehension, confidence, and fluency in oral expression”.

Teacher (E): “I guess it is natural, we have to follow the development. So, I do”.

Teacher (F): “Yes, I do. They learn new words and they obtain new information”.

During this stage of the interview Teachers' approaches to comparing students' listening skills before and after using computer-assisted language learning (CALL) vary. While some have not made comparisons, others have observed improvements. Teacher (C) stresses the importance of training students' ears and listening to native speakers, while Teacher (D) has noted increased comprehension, confidence, and fluency in students' oral expression after incorporating CALL. Teacher F also points out that students learn new words and gain new information through CALL. These different perspectives offer valuable insights into how teachers perceive the impact of CALL on students' listening skills.

-Item 13: What do you suggest we add to our research?

Teacher (A): “The interview is somehow long”.

Teacher (B): “Good topic. discover something new for us to encourage us to use more technological means in the classroom”.

Teacher (C): “Specify what kind of CALL”.

Teacher (D): “Further research could explore the long-term effects of integrating CALL on overall language proficiency and investigate optimal strategies for incorporating CALL into diverse teaching contexts”.

Teacher (E): “I think it is good research, wish you good luck”.

Teacher (F): “Good luck”.

This interview of teachers is quite varied. Teacher(A) seems to have concerns about the length of the interview; this is because it provides detailed context, assesses the depth of a participant's knowledge, and elicits comprehensive responses that reveal their qualifications and thought processes, while Teacher (B) encourages the exploration of new technological means in the classroom. Teacher (C) is requesting more specificity regarding the type of computer-assisted language learning (CALL), and Teacher (D) is suggesting further research into the long-term effects of integrating CALL on language proficiency. Teachers E and F are both offering their support and wishing us good luck. Overall, the feedback covers a range of perspectives and suggestions for the research.

Discussion

The teachers’ interview revealed positive responses toward the use of CALL in EFL teaching and learning. All of the teachers are attached to using different technological means as an aid to facilitate the process of teaching and learning such as data show, computers, and smartphones, which shows the support of using T-tools in the department of English at Abbes Laghrour Khenchela.

The findings demonstrated that Computer-Assisted Language Learning (CALL) effectively enhances learners' listening skills by exposing them to authentic materials, including

various forms of spoken language and different English accents through audio-visual means for instance. This exposure contributes to the expansion of learners' vocabulary, facilitating a deeper understanding of the English language. Furthermore, CALL introduces a novel learning experience that has the potential to heighten learners' interest, motivation, and self-reliance in the pursuit of English language proficiency. Educators must familiarize themselves with this tool to optimize their teaching of listening skills and effectively identify learners' challenges in this area through language laboratories. These specialized facilities are indispensable for learners to hone their listening abilities, as they are purposefully tailored for listening courses. Therefore, ensuring access to language laboratories is paramount for the enhancement of learners' listening skills.

Conclusion

Developing listening skills through CALL is one of the techniques our students and teachers have to focus on since it provides them with all the aspects they need in order to enhance their skills, learning, and production of the English language.

General conclusion

To conclude, this study aimed to clarify the mutually beneficial link between using CALL and listening comprehension in the context of EFL instruction. Utilizing an extensive investigation, our objective was to emphasize the critical function that using CALL plays in cultivating student's auditory skills. According to our premise, learners need to actively practice listening to the target language by using a computer and its components in order to improve their listening abilities. We firmly believe that exposure to real native speech is essential for students to absorb the subtleties of accent, pitch, volume, slang, intonation, and accent to improve their oral production. The results showed that listening proficiency and Computer Assisted Language have a strong positive association, which supports and confirms our hypothesis. The study's key findings highlight several imperatives: first, the need to give students immersive environments that support language production; second, the critical role that educators play in enabling exposure to real-world language input; third, the need to focus on speaking proficiency and listening skills simultaneously; fourth, the inclusion of oral communication components in language courses to strengthen students' language proficiency.

In light of the research findings, it was obtained about the crucial role of applying CALL in the learning process to improve the auditory skills level of students. These are consistent with previous studies made in the field such as (Ghasem Barani,2011). The study aimed to find a relationship between Computer Assisted Language Learning and improving the listening skills of Iranian EFL learners. In addition (Lestari & Umara,2020) emphasized the same opinions in their research on the effect of using CALL at the seventh-grade students of SMP Negeri 3 Stabat during the academic year. The study findings showed that using CALL has a deep effect on improving students' listening skills on one

hand and on the other hand it helps teachers to create an interesting environment for learning in the classroom.

In addition, it is critical to emphasize how important technology is in enhancing language learning efforts, especially Computer-Assisted Language Learning (CALL). The inclusion of CALL technologies improves students' listening comprehension and develops their general language production capabilities, as demonstrated by the research findings. Because of this, instructors in today's educational environments have an obligation to use technology to enhance the learning process and provide students with the tools they need to communicate effectively in a variety of linguistic situations. In support of a comprehensive pedagogical strategy that combines both abilities synergistically. This study highlighted also the fundamental role of teachers to create a dynamic learning environment that supports language proficiency and communicative effectiveness in learners by adopting novel approaches, such as the prudent use of CALL.

Recommendations

It makes sense to integrate computer-assisted language learning (CALL) into English as a Foreign Language (EFL) instruction at Khenchela University, based on research findings that demonstrate the improved oral performance of students after participating in CALL during oral expression sessions. In order to properly assist this integration, the following suggestions are worth taking into account:

For Learners:

Increasing the variety of listening activities that students engage in outside of the classroom is crucial. The degree of skill increases dramatically with regular exposure to the target language outside of formal contexts. In these collaborative sessions with instructors, it is critical to emphasize listening exercises and to remain steadfastly focused. In order to address language acquisition obstacles head-on and improve their auditory abilities, students actively engage in interactive listening activities with teachers. For self-evaluation and skill improvement, the integration of CALL platforms that provide dynamic listening exercises guarantees instantaneous feedback loops. Speaking of which, listening exercises in language labs offer EFL students a supportive setting where they may make significant progress in their sense of hearing.

For Teachers:

Educators should understand the significant influence that incorporating listening activities within CALL materials has on students. These exercises operate as boosters for improving students' listening comprehension, which in turn strengthens their oral communication skills. EFL teachers should carefully choose a wide range of engaging listening exercises to pique students' interest and encourage active participation. In addition, much thought should go into choosing the resources used in these exercises,

which include a variety of media including music, films, podcasts, and a range of accents and dialects. Given the critical role that listening plays in language learning, teachers ought to investigate creative methods and consider allocating more time for immersive listening experiences outside of the classroom. Additionally, instructors must communicate to their pupils the inherent significance of improving listening comprehension abilities in the context of language learning. Using online resources like TED Talks may give students real and interesting listening experiences, improving their entire learning experience.

For Researchers:

Investigating different approaches for integrating computer-assisted language learning (CALL) into existing curriculum is essential to enhancing listening skills using CALL. The influence of CALL on listening skills may be greatly increased by figuring out the best integration tactics. It's also critical to look at the advantages of customized learning pathways on CALL systems. It is critical for students' skill development to assess how adaptive learning technology can tailor listening exercises to each student's needs. Furthermore, it is critical to assess how authentic listening resources such as news broadcasts, TED Talks, and real-world conversations—impact students' listening skills. Gaining an understanding of the advantages of exposing kids to a variety of accents and genuine speech patterns will help them become more proficient listeners overall.

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Appendix A

Teachers' Questions interview

Qu1- How long have you been teaching oral sessions?

Answer:

Qu2- Have you encountered difficulties with students in teaching? What are these difficulties?

Answer:

Qu3- How do you find out the status (concentration-participation...) of students during oral sessions?

Answer:

Qu4- Which material do you think is more helpful for students to improve their listening level?

Answer:

Qu5- Which teaching technique do you employ to enhance a student's listening skills? Why?

Answer:

Qu6- Do you use CALL materials in your teaching?

Answer:

Qu7- Can you describe some specific CALL tools or resources you have used to support listening skills in your teaching practice?

Answer:

Qu8- How do you integrate technology, specifically CALL, to enhance listening skills effectively?

Answer:

Qu9- What difficulties do students face when using CALL within the classroom?

Answer:

Qu10- What benefits did you observe from using CALL in oral classes and listening practices?

Answer:

Qu11- How do you assess students' listening proficiency when using CALL?

Answer:

Qu12- Do you ever compare your students' level of listening skills before and after using CALL? Can you tell us about your remarks?

Answer:

Qu13- What do you suggest we add to our research?

Answer:

Appendix B
Students' questionnaire

Dear students,

You are cordially invited to complete the questionnaire below, aimed at evaluating the impact of CALL (Computer Assisted Language Learning) on enhancing student's listening abilities. Kindly select the most suitable response and provide justification whenever feasible. Your cooperation is greatly valued.

General Information

*** What's your Gender?**

- Male - Female

***Your age between:**

- 20-25 - 30-45 - More than 45

***How do you evaluate your English level?**

- Excellent - Medium

- Good - Weak

Section one: Learner's Attitude and Opinion About Listening Skills

1-Which skill do you find it difficult to acquire?

- Listening - Writing

- Reading - Speaking

Justify?.....

.....

2- Is listening an important skill for you?

- Yes - No

Why?

.....

3- Do you have difficulties with your listening skills during oral sessions?

- Yes - No

If yes what are they?.....

.....

4- According to you, is time sufficient for oral sessions, for example, one session in a week ?

-Yes -No

Justify your answer?.....
.....

5- Do you think that listening skills have an important role in mastering a language?

- Yes - No

Justify.....
.....

Section two : Student's Experience With CALL (Computer Assisted Language Learning)

6- Do you find benefits in using technology for learning English?

- Yes - No

Justify your answer
.....

7-Does your teacher in oral sessions utilize CALL for teaching?

- Yes - No

8- Which CALL (Computer Assisted Language Learning) tools do you use for listening practice?

- Video - Podcast - Others

- Audio - Music

Section three : The effect of CALL in Improving Student's Listening Skills

9- Do you agree that using CALL can develop your listening skills?

-Agree

- Disagree

Why?
.....

10- Do you believe that using CALL inside the classroom motivates you and makes you more interested in listening sessions?

- Yes - No

Justify your answer
.....

11- Have you noticed a significant improvement in your listening skills since you started using CALL?

- Yes - No

What kind of changes?
.....

12- Do you believe that utilizing CALL in the classroom yields positive results in enhancing listening abilities for you as a student?

- Yes - No

How ?
.....

13- Should we keep using this method (CALL) in the future?

- Yes - No

14- What do you suggest we add to our research?

Express your opinion
.....

ملخص:

تستكشف هذه الدراسة كيف يمكن لأدوات تعلم اللغة بمساعدة الكمبيوتر (CALL) أن تعزز قدرات الاستماع لدى متعلمي اللغة. ونظرًا للدور المحوري للاستماع في اكتساب اللغة، يقوم البحث بتقييم فعالية تقنيات الاتصال الصوتي (CALL) في تحسين المهارات السمعية. تم استخدام نهج مختلط الأساليب، والجمع بين تحليل البيانات الكمية مع ردود الفعل النوعية من كل من المتعلمين والمعلمين. أظهرت النتائج أن أدوات الاتصال الهاتفي (CALL) تعزز مهارات الاستماع بشكل كبير من خلال تقديم تمارين تفاعلية وجذابة، ومواد صوتية أصلية، وملاحظات فورية. تمكن هذه الميزات الطلاب من التدريب بالسرعة التي تناسبهم، وبالتالي زيادة الدافع. وخلصت الدراسة إلى أن دمج CALL في تعليم اللغة يمكن أن يحسن بشكل كبير فهم الاستماع وإتقان اللغة بشكل عام. ويوصي بأن يقوم المعلمون بدمج تقنيات CALL لاستكمال طرق التدريس التقليدية ويقترح المزيد من التحقيق في التأثيرات طويلة المدى وأفضل الممارسات لتنفيذ CALL. يساهم هذا البحث في توسيع مجال تعلم اللغة المعزز بالتكنولوجيا ويوفر إرشادات عملية للمعلمين الذين يهدفون إلى تعزيز مهارات الاستماع من خلال الوسائل الرقمية.

Résumé

Cette étude explore comment les outils d'apprentissage des langues assisté par ordinateur (CALL) peuvent améliorer les capacités d'écoute des apprenants en langues. Compte tenu du rôle central de l'écoute dans l'acquisition du langage, la recherche évalue l'efficacité des technologies CALL dans l'amélioration des compétences auditives. Une approche à méthodes mixtes a été utilisée, combinant l'analyse des données quantitatives avec les commentaires qualitatifs des apprenants et des instructeurs. Les résultats ont démontré que les outils CALL améliorent considérablement les compétences d'écoute en proposant des exercices interactifs et engageants, du matériel audio authentique et un retour instantané. Ces fonctionnalités permettent aux étudiants de pratiquer à leur propre rythme, augmentant ainsi leur motivation. L'étude conclut que l'intégration de CALL dans l'enseignement des langues peut améliorer considérablement la compréhension orale et la maîtrise globale de la langue. Il recommande aux éducateurs d'intégrer les technologies CALL pour compléter les méthodes d'enseignement traditionnelles et suggère une enquête

plus approfondie sur les effets à long terme et les meilleures pratiques pour la mise en œuvre de CALL. Cette recherche contribue au domaine en expansion de l'apprentissage des langues amélioré par la technologie et fournit des lignes directrices pratiques aux éducateurs visant à améliorer leurs compétences d'écoute par des moyens numériques.