

To investigate Impacts of Implementing multimedia computer for EFL Students to Promote L2 Learning Gaps in Schools

Peyman Abbasi

Emeritus Professor, TESOL & Education Technology, Tehran, Iran.

***Corresponding Author:** Peyman Abbasi, College of Nursing, King Saud Bin Abdul-Aziz University for Health Sciences, Riyadh, Saudi Arabia; King Abdullah International Medical Research Center (KAIMRC), Riyadh, Ministry of National Guard Health Affairs, Saudi Arabia.

Received: 26 November 2022; **Accepted:** 12 December 2022; **Published:** 16 January 2023.

Citation: Peyman Abbasi, (2023). To investigate Impacts of Implementing multimedia computer for EFL Students to Promote L2 Learning Gaps in Schools, Journal of Emergency and Nursing Management. 2(1). DOI: 10.58489/2836-2179/011.

Copyright: © 2023 Peyman Abbasi, this is an open-access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Abstract

This study tries to investigate impacts of integrating CALL in classroom enhancing EFL learning gaps. This study tries to provide local voice and insight of implementing CALL into Iranian EFL educational contexts as well as global perspectives in CALL. There is no qualm that CALL mediated is adhered as technology development to convey and paving paths which we are interacting with each one of community members. However, primary goal of this research is to find how information and communicative technology and its methodology can be effectively utilized to ameliorate cumbersome and prohibitive EFL teaching-learning obstacles. Based on findings it can be predicted that CALL helps to learn FL skills. Recent Research has focused to go over status of CALL and non-CALL settings to investigate what students do while to use CALL technology in EFL contexts for their language learning activities. While a lot of studies have carried out research in a laboratory context or through structure observation, this study explores learners' interactions and challenges within CALL. The results indicate significant changes in participants' scores after to use CALL to learn EFL skills in contrast to non-CALL environments. It also examines strategies in which persuade students' challenges for their developing CALL professionals.

Keywords: CALL, EFL context, CALL developments, CALL components, CMC, Web. 2 applications

The purpose of study

The aim of this study is to investigate impact of implementing CLL Technology for EFL students to promote learning gaps in schools. Indeed, recent study explores to find effective principles for EFL learner and teacher to enhance and bridging learning gaps. As we know that we are living in digital world. However, ways of education have changed. Teachers and students must appeal to CALL in their classrooms. These conditions for EFL learning environments are like other education situations. Learning environments were encountered to a new challenge. EFL teachers positively are exploring to find effective ways to teach more easily. I set up research as an aim for both EFL learners and teachers particular those ones that aren't aware about CALL utilities for EFL purposes in classroom. In fact, this study explains and describes about CALL for scholars that are inclined to use technology for

their learning and teaching purpose. The main goal of study is to cater an overview of recent developments in application of digital technology to EFL contexts. This research sets out to scrutinize following questions:

Q 1: Is CALL convenient for all learners?

Q 2: What are learners' motivations for using CALL?

Q 3: What are emerging activities of CALL learners?

Introduction

Incredibly to use of new technology nowadays is being significantly increased in both our ordinary and also professional lives, our learners more and more are using technology. Digital language learning and teaching today is one of important strategies for language teachers and learners as an effective subterfuge in EFL environments. First of all, teachers and learners must understand in which ways, why and when or how technology can be used to aid and

Emergency and Nursing Management

facilitating their teaching and learning efforts. There is revolution against non-CALL classroom in schools toward CALL implemented contexts; to teach and learning languages particular English as a second or foreign language owing to inventions of new technology and software. In fact, movements are visibly from non-CALL-based teaching and learning through CALL-based teaching and learning. The CALL-based environments need to different skill sets like; technology-moderation and ways of designing and developing language learning tasks in digital age for teachers and learners. Here are a lot of new technology and software which can help English language teachers and learners to teach and learn more easily like computer systems and laptops as assistants for teachers and learners. Everyday a huge number of new educational hardware and software are being invented about EFL learning environments. According to Bruce and Hogan 1998: 270(As technologies embed themselves in everyday discourse and activity, a curious thing happens. The more we look, the more they slip into the background. Despite our attention, we lose sight of the way they shape our daily lives). Main purpose of research is to describe and explain about usefulness of new technology to apply teaching and learning in language activities for ordinary purposes. Furthermore, to enhance EFL learning contexts. However, utility of newest technology such as computer devices to language learning is very significant for all of second and foreign language activities. There are a lot of computer systems types for instance; PC computers, all in one, laptops, which teachers and learners can use of them as assistance instruments for teaching and learning in EFL context. Undoubtedly, CALL has capability to install different applicable software and usefully educational programs especially those ones which are related to and facilitate EFL teaching and learning activities. Today; there has been used a variety of technology for language teaching, learning and language testing. Three factors are very important for those scholars that are engaged extremely to work with computers for educational purposes; First: time allotments to communication practice must be perfected and sufficiently, second: Appropriately to use of new technology and Third: to increase awareness about instruments' roles. In other words, CALL technology can play a vital role to promote and meliorating EFL learning gaps because of some revelations and limitations of non-computer situations. Also, this research will explain for readers and instructors what is CMS or computer mediated communication as a nostrum, how new technology can enhance and help

language learning process or TELL also readers will find applicability of CALL or computer assisted language learning and how language has been learnt in CLL integrated contexts. The other important problem for every instructor; to which new technology they must appeal, to teach all language skills about establishment and set up of educational course particularly EFL learning one. The word technology can be interpreted in different ways and purposes; it depends on area of knowledge for instance: to compute, Nanotechnology, Linguistics, pedagogic, didactics, etc. A CALL technology communicates to improve contents, knowledge, as an instrument to generate and producing new knowledge and content and data processing. We can ask ourselves these questions: the meaning of technology? Technology is means of World Wide Web? It means computers or innovation? Does it mean the use of technological use? Technology today has gotten a meaning beyond the traditional definitions like: audio tape, blackboards, audio recorders, overhead projectors, etc. Essentially, now technology concept has got a new meaning and applications like: PC computer, laptop, web, etc. Technology is not so new anymore but modes of communication process in today's societies have been completely changed. Furthermore, communities are machine-dominated. The ways of human being communications by contrast with the past 50 years ago meaningfully have been changed. Millions of people every day can communicate to each other without any face-to-face meetings, but they can communicate very easily just only by sending text messages or to write post mails via internet programs such: Skype, personal blogs, Facebook, twitter, etc. All of these changes in human communications have led to a revolution in language teaching and learning. Students can use of internet to do their daily exercises, to write their essays and teachers can check and correct their students' online performances. It is a globally revolution in EFL learning domains in contrast with 50 years ago. However, learners need to continue their learning and understanding and also, they must be taught how to handle and work to CALL learning about all of their lessons particularly EFL learning. In other words, parents, teachers, school staffs, etc; must be known about how to use the utilities of new technology (CALL). There are lots of modern technologies which can be handled in class context for teacher, student, tutor or tutee to apply for EFL teaching and learning. Research Present significant strategies about technology applicability for teaching and learning purposes especially how to use CALL for EFL learning aims in order for juxtaposing and

implementing language learning vacuums and to enhance learning activities. Whole of this research is concerns about to use appositely new technology (CALL) which teacher and student configure and complement it into classroom improving and to enhance their EFL teaching and learning gaps.

Review of literature

Introduction

CALL technology is shifting everyone's life and also people learning strategies. It recognized as one of important innovations that impacted teaching and learning in EFL class. Scholars understood there was still a lot of problems in computer and mobile teaching and learning, which referring to technical learning, digital content progressing, curriculum design, education for teacher and learner, IP protection, and availabilities of networks. To complete a real "anytime" and "anywhere" computer learning, it demands many efforts and collaborations. This present research is about advocacy for EFL learning and teaching changes. As title indicates, it advocates changing language education through new technology like CALL. Technology in language learning and teaching is not new. Indeed, technology has been around in EFL contexts for decades. One might argue for centuries, if we consider black and whiteboards as technological tools. To use tape recorders, language laboratories, and video history has referred since 1960s and 1970s, and are still used in classrooms through the world. Computer-based materials for language teaching, often referred to as CALL (Computer Assisted Language Learning), revealed in early 1980s. The primary CALL programs typically required learners to reply to stimuli on computer screen and to carry out tasks such as filling in gapped texts, matching sentence halves and doing multiple-choice activities. Probably one of best-known early CALL activities is that of text reconstruction, where an entire text is blanked out and learner recreates it by typing in words. Focus on these activities computer next provides learner feedback, ranging from easily grading out whether answer is right or wrong to purvey more sophisticated feedback such as displaying why the learner is mistaken and offering compensatory drills. CALL approach is one that is still found on many published CD-ROMs for language teaching. As access to Information and Communications Technology (ICT) has become more vogues, therefore CALL has moved beyond using of computer softwares comprising to use of Internet and web-based tools. The term TELL (Technology Enhanced Language Learning) revealed in 1990s, in response to developing possibilities offered by

Internet and communications technology. Although the use of ICT by language teachers is still not prevalence, the use of technology in classroom is becoming incredibly important, and it will become an unusual part of ELT practice in coming years. There are many reasons for this:

- 1: To access internet - either in private homes or at Internet cafes - is becoming increasingly accessible to learners.
- 2: Younger learners are growing up with technology, and it is a natural and integrated part of their lives. For these learners to use technology is a way to bring him outside world into class and some of these younger learners will in turn become teachers themselves.
- 3: English, as an international language, is being used in technologically mediated contexts.
- 4: Technology, especially Internet, presents us with new opportunities for authentic tasks and materials, as well as access to a wealth of ready-made ELT materials.
- 5: Internet offers excellent opportunities for collaboration and communication between learners who are geographically dispersed.
- 6: Technology is offered with published materials such as course books and resource books for teachers.
- 7: Learners increasingly expect language schools to integrate technology into teaching.
- 8: Technology offers new ways for practicing language and assessing performance.
- 9: Technology is becoming increasingly mobile. It can be used not only in classroom, lecture hall, computer room or self-access centre; it can also be used at home, on the way to school and in Internet cafés.
- 10: Using a range of ICT tools can give learners exposure to and practice in language skills like speaking, listening, writing and reading. Implications and role of technology. The word technology is used in diverse contexts and can be commented in different ways depending on the area of knowledge. In this sense, technology communicates enhancement of content, knowledge, new tool productions and data processing, i.e., use of information and knowledge area to teach language. Changes in communication have led to a revolution in language teaching. Traditional teaching methods or approaches (i.e., Translation method, the silent way, Suggestopedia, etc.) are seldom used and schools and universities provide platforms for teachers and students to implement content-based instruction and communicative approach. Among terms and acronyms that have been used to refer to use

computer technology to language learning and teaching, CALL is most widely and significance accepted term. It involves use all types of computers and other digital devices for assisting language teaching and learning. It can be considered as an overreaching term “encompassing an ever-growing range of applications” (Son & Windeatt, 2017, p. 3). Shenoy Veena, Sheetal Mahendra & Navita Vijay (2020) explained technology has prominent and vital role in educating future generations. Dewi (2019) also stated in her journal that Information and Communication Technology (ICT) can be applied in teaching and learning languages. Cakrawati (2017) explained language learning should not only occur in classroom, technological devices can be used with teachers and students to facilitate language learning. Online technology also ensures valuable sources as asynchronous for language learners while practicing foreign language (Celikbas 2018.p.133).

CALL developments

Since 1960s, Computer assisted language learning has been progressed with attention to areas of ELT and EFL collateral with pedagogical and technological developments.

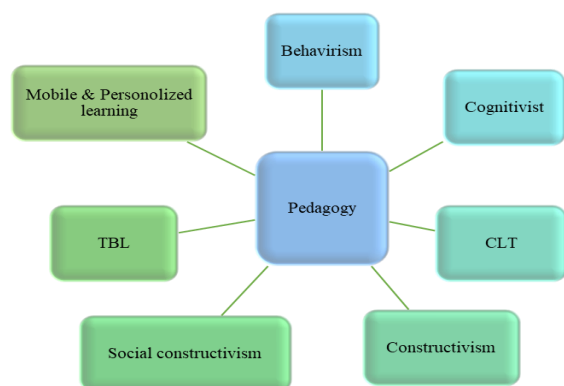


Fig 1: Pedagogical developments of CALL

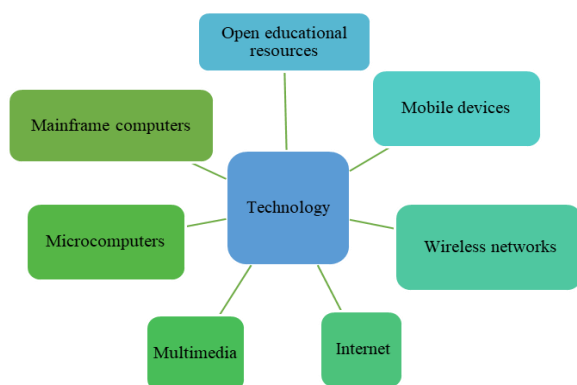


Fig 2: Technological developments of CALL

Above Figures show a simplified exhibition about most largely effective practical tools and theoretical concepts to glance at history of CALL from past years to present time and up come future. In terms of

pedagogy, we have seen development and adaptation of behaviorism, cognitivist, communicative language teaching, constructivism, social constructivism, task-based learning, and mobile and personalized learning. In terms of technology, at same time, we have also seen development and use of mainframe computers, microcomputers, multimedia, Internet, wireless networks, mobile devices and open educational resources. Recently, both pedagogical aspects of mobile learning and personalized learning and technological aspects of mobile devices and open educational resources (cf. massive open online courses (MOOCs)) have generated significant interest among CALL researchers and practitioners (e.g., Burston, 2013, 2014a, 2014b, 2015; Godwin-Jones, 2011, 2014, 2017; Son, 2016, 2018).

As CALL is evolving further, we will face more pedagogical approaches and technological innovations that will expand scope of CALL wider and deeper than before. Regularly and by the time a great expands of research papers involved with CALL have been or are being generally published. Following categorization system is containing 25 topics and themes that are studied and discussed fields of CALL innovation.

- Overview (history, overall trends)
- Theory (concepts)
- Research (approaches, methods)
- Pedagogy (teaching methodology, implementation, instruction, practice,
 - activities, tasks, blended learning, feedback, integration, interaction)
- Technology (hardware, software, tools, systems, platforms, e-portfolios,
 - databases, blogs, wikis, digital tools)
- Learners (students, attitudes, perceptions, learning styles, learner training)
- Teachers (lecturers, attitudes, perceptions, teaching styles, teacher
 - training, teacher education, professional development)
- Design (software design, website design, app creation, activity design)
- Evaluation (software evaluation, website evaluation, app evaluation)
- Reading
 - Listening
 - Writing

- Speaking
- Vocabulary (dictionaries, glosses)
- Grammar
- Pronunciation
- Culture
- Testing (assessment)
- Concordance (corpora, concordancers)
- Gaming (games)
- Computer-mediated communication (CMC, Telecollaboration)
- videoconferencing)
- Web-based language learning (WBLL) (websites)
- Mobile-assisted language learning (MALL) (mobile apps)
- Robot-assisted language learning (RALL) (robots)
- Intelligent computer-assisted language learning (ICALL)

To study these topics and themes computer-mediated communication (CMC), web-based language learning (WBLL) and mobile-assisted language learning (MALL) can be considered as three popular sub-areas (or expanded areas) of CALL as many recent CALL publications tend to have links to them (Son, 2018). CMC refers to interpersonal communication that happens synchronously or asynchronously via networked computers or other electronically devices (Son, 2002a); WBLL is language learning conducted on the web using web materials and resources (Son, 2007); and MALL is language learning using mobile devices such as smartphones and tablets (Son, 2016).

Components of CALL

According with Son (2000) there are three components of CALL:

1: Teacher

2: Student

Stages of CALL history (Kern and Warschauer 2000).

	1960s -1970s	1980s -1990s	Twenty First Century
Stage	<i>Structural CALL</i>	<i>Communicative CALL</i>	<i>Integrated CALL</i>
Technology	<i>Mainframe</i>	<i>PCs</i>	<i>Multimedia & Internet</i>
Teaching (CBI) Paradigm	<i>GMT & ALM</i>	<i>CLT</i>	<i>Content-Based instruction</i>
View of language	<i>Structural</i>	<i>Cognitive</i>	<i>Sociocognitive</i>
Principle uses of computer	<i>Drill & Practice</i>	<i>Communicative Exercises</i>	<i>Authentic Discourse</i>
Principle objective	<i>Accuracy</i>	<i>Fluency</i>	<i>Agency</i>

Computer mediate communication or CMC

Following actively to provide real opportunities for

3: Computer

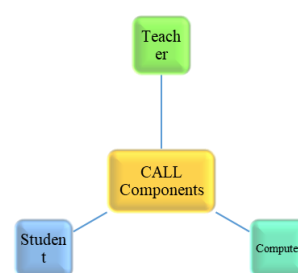


Fig. 3: Components of CALL

CALL & its evaluation

Central focus of CALL technology is impacts of internet. Indeed, it has a significant role in today's FL classroom and in line with students' lives in 1960s on mainframe computers within a Skinnerian behaviorist framework earliest applications of computer technology in field of FL teaching were implemented where learning a language meant memorizing a body of well-choreographed responses that included frequent vocabulary items, clichés, and phrases used at appropriate moments in a conversation. At Stanford University, Dartmouth College, and University of Essex first computer language programs developed by which exclusively dealt with Russian language instruction (Beatty 2003, 17–18). These mainframe programs were linear in nature and patterned after activities typically found in language work books. These approaches referred to as computer assisted language instruction (CALI, or language CAI), in contrast to computer-assisted language learning (CALL), where latter term implies an approach more equal with notions of communicative competence and negotiation of meaning in a non-behaviorist framework. Computer-Assisted Language Instruction Consortium (CALICO), the name of main professional organization dedicated to studying technology and language, still bears original CALI acronym

students to challenge interactive and collaborative activity is significant roles of talent and experienced

teachers. Indeed, they can create same chance to interact within environment of CMC or computer-mediated communication whether in actual time (synchronous, SCMC) or deferred time (asynchronous, APMC). To apply communicative strategies as e-mail, discussion forums or electronic bulletin boards, blogs, wikis, and chatting with or without sound/video in function of language learning as network-based language teaching (NBLT). Potential benefits of collaborative exchanges, whether set in classroom or administered online, belong more on voice pedagogical design of tasks participants are asked completing than on real locus of learning incident.

Technology & L2 grammar

Technology takes its respective places in developing argument in line with teaching grammar rules which has been appropriately considered as a “linguistic and battlefield” (Metcalf 1992) because of two ever-changing levels of acceptance of focusing on grammar in second language (L2) teaching approaches through past decades. During this period grammar accuracy was significant and prim goal. There are four technology-based pedagogies for L2 grammar:

- 1: Tutorial CALL
- 2: Intelligent CALL (ICALL)
- 3: Data-driven Learning (DDL)
- 4: Computer-mediated communication (CMC)

1. Tutorial CALL

Origins of CALL in general as well as CALL-based L2 grammar in particular can be traced back to 1960s. Impact of structural view of CALL application referred to tutorial CALL by which focused exclusively on explicit grammar teaching. Computers in tutorial CALL have a role like a tutor (Levy 1997) by evaluating learner responses and presenting new material in one-to-one interactions. In early tutorial CALL applications was considered mechanical practice of selected and graded grammatical phenomena like personal pronouns and verb tenses with focus on drills such face-to-face communications in audio lingual method. Tutorial CALL application has emphasized on repletion and immediate feedback which permit students to work individually at their own space and time. Teaching grammar in tutorial CALL is a deductive approach to presenting explicit explanations of grammatical concepts and to focus on language practice in line with graded and discrete grammatical points. Short sentence-based practice and cover isolated grammatical forms which

are presented as multiple choice, fill-in-the-blank, match or rank, and reassemble or translate small chunks of text items are main grammar learning activities in tutorial CALL (Hubbard and Siskin 2004; Schulze and Heift 2013). By which these grammatical activities nowadays integrated in authoring programs that guarantee teachers to produce grammatical drills without any programming expertise (Arneil and Holmes 1999). Tutorial CALL applications which are based on string-matching algorithms and binary knowledge of answer processing compare learner input with a pre-stored, correct answer (Williams, Davis, and Williams 1981).

Are you afraid of? (To fly, fly, flying)?

Learner response: to fly

System response: Wrong, try again!

Three algorithms of tutorial CALL:

- 1: String matching
- 2: Pattern mark-up
- 3: Error anticipation

2. Intelligent CALL (ICALL)

ICALL technology focuses on NLP or natural language processing strategies, students modeling and expert systems. In NLP techniques model a computer system can understand human language by producing formal linguistic representation of learner input with the goal providing informative and error-specific corrective feedback, instructional guidance and scaffolding, and information about learner's recently interlanguage state.

Kind/noch/klein/sein

Child/still/young/to be

Learner response: Der Kind IST noch Klein

Correct answer: Das Kind IST noch Klein

The child is still young

3. Data-driven Learning (DDL) and Corpora

Large electronic collections of texts or corpora have been applied for the purposes of language learning and teaching since their emergence in late 1960s (Chambers 2005). DDL theoretically is consistent with Usage-Based Grammar theory (Robinson and Ellis 2008).

4. Computer-mediated communication (CMC)

By 1990s, earliest efforts of using CMC or computer mediated communication technology to language teaching purpose primarily asynchronous (APMC) email and synchronous (SCMC) chat, were made and ever since the field of research has been incredibly developed very quickly. The interaction theory is the

primarily study which reported on the potential of CMC for teaching of L2 grammar that informed to the theory (Salaberry 2000). They indicated that L2 learners incidentally focused on language form during meaning-oriented CMC exchanges with their peers when communication broke down due to grammatical errors. Such incidents were manifested in so-called Language-Related Episodes (LREs), defined in face-to-face communication as “any part of a dialogue where students talk about language they are producing, question their language use, or correct themselves or others” (Swain and Lapkin 1998,326).

Far (Lower proficiency): I mean I can at least be familiar to this extensive major.

Fatem (High proficiency): isn't it better to say familiar with?

Far (Lower proficiency): all right, familiar with

Feedback for L2 grammar

Feedback in ICALL

To emancipate and issuance error-specific feedback through learners in view of powerful capacity of ICALL systems, researchers examine effectiveness of different types of corrective feedback on learners' L2 grammar performances to determine its impact on learning outcomes and/or learner-computer interactions. Functions and semantic relations of nominal relations in a sentence were more effectual than generic, traditional feedback (e.g., wrong, try again! Nagata 1993).

Feedback in computer-mediated communication

In CMC tasks for grammar learning, feedback on learners' errors comes not from computer but from other interlocutors and is manifested in LREs. To investigate effectiveness of this feedback for L2 grammar learning from interactionism perspective, researchers' study:

(1) What specific CMC formats and pedagogical tasks are more conducive to grammar-focused LREs?

(2) Whether grammar-focused LREs lead to L2 grammar gains and whether these gains are higher in CMC than in face-to-face learning environments

3: What CMC feedback types lead to higher L2 grammar gains?

L2 vocabulary & Technology

In field of IT, we face to fast development in technology which has brought significant chances for L2 vocabulary teacher and learner. They provide inexhaustible language resources and a great range of learning software/applications which greatly facilitate how L2 vocabulary can be acquired affordances and opportunities have also posed big challenges to learners and teachers (Chapelle 2007). Learning new vocabulary knowledge is cognitive process also staged activity. New information needs to be first perceived by visual or sensory store, and then part of it will go through short-term memory store before, finally lodging in long-term memory store (Baddeley, Eysenck and Anderson 2009).

Framework of technology mediated L2 vocabulary

1: Role of computer technology

2: Incidental or intentional approaches to vocabulary acquisition

3: Actual technology-mediated lexical applications or tools and their impact on people social life

First computer as a tutor or tool (Levy 1997). Tutor-like role of technology, similar of teachers can guide and evaluate language learners' learning; technology may also serve as a tool to facilitate learners' learning and performance. Tutor-like lexical applications include intelligent lexical learning systems such as those described by Stockwell (2007, 2013) and by Chen and Chung (2008). These systems evaluate learners' performance and automatically produce vocabulary practices for second language learners. In contrast, lexical tools comprise E-Dictionaries and E-Flashcards. Significant role is to help students obtaining meanings from unknown items.

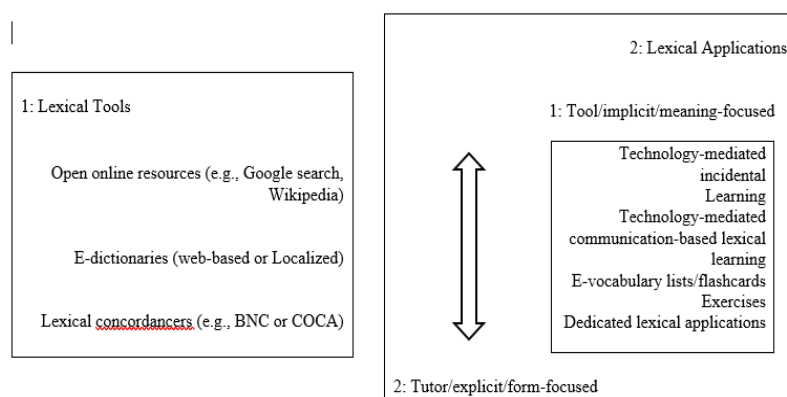


Fig 4: Technology-mediated L2 lexical applications frameworks

Technology & L2 reading

Range and quantity of uses of new technology for reading have developed swiftly. To choose adequate one from an ever-expanding pool can be an over whelming job for teachers. Processes of making decisions about which technology to use teaching target language skills and for specific pedagogical aims can also be complicated like following strategies:

1: Self-developed courseware

2: Commercial courseware

Online activities with individual study tools and portable devices:

1: Dictionaries, glosses, and annotations

2: Concordance tools

3: Reading-level classification tools

4: Speech synthesis and speech recognition

5: Mobile devices

6: CMC technology (Chat, Moo, email)

L2 writing & Technology

To integrate communicative technology with academic culture, has proposed that writing habits for future students will be explored through myriads conversation locations that do and will yet exist (Relles and Tierney 2013, 501).

L2 writing technology would be divided into three general categories:

1: Web 2.0 application; which allows for author ship of multiple users who contribute content to a common repository online.

2: Automated writing evaluation systems developed specifically for analysis and feedback to writers during writing process.

3: Corpus-based tools, which serve as a reference to writers as they strategically, examine language used in collections of existing electronic texts.

1: Web 2.0 applications

These tools include variety of social media sites, such as Facebook and Twitter, as well as blogs. For L2 learners, these sites provide unprecedented opportunities to experiment with their language in settings where their language appears before and communicates with real audiences rather than being confined to communication for practice within language classroom. The use of language for communication, rather than for practice alone, is a core goal of most language instruction. Beyond opportunities for communication, Web 2.0 applications like Google Docs provide tools for

collaborative writing.

2: Automated writing evaluation

These systems have been progressed to help native speakers and L2 learners writing more correctly and accurately to provide them with automate corrective feedback. AWE systems facilitate sophisticated natural language processing (NLP) techniques and machine learning creating tools which are stronger rather than traditional spelling and grammar checkers (Shermis, Burstein, and Bursky 2013). Criterion, Turnitin, and Writing Pal are available on internet space which belongs to NLP technology which widely used automatic writing evaluation or AWE.

Web 2.0 & L2 writing

SNS or social networking sites and wiki-type tools as representative Web 2.0 platforms have permitted the researchers to navigated L2 writers' involvement in vital social interaction as well as collaborative writing (Lee 2010).

Technology & L2 listening

By 20th century technological progressing which allowed human voice to be recorded and then replayed through time broadcast into airwaves. Vinyl captures, film, and sound and video tapes brought native speaker voices, visages, and culture into foreign language classroom. Approximately in many language instructions sometimes as a segregated course and always in a form integrated with other skills like: speaking writing and reading comprehension. There are two prominent functions for listening comprehension:

1: Aiming students to promote oral processing and comprehension

2: supporting acquisition of new language forms or to aid in progressing of sociocultural through that comprehension activities and also pragmatic understanding of how those forms are used. Technology has a significance and important role for both purposes.

Technology & listening

1: Digital Devices and Networks

2: Content

3: Controls and Help Options

Listening and technology mediated strategies; Cardenas-Claro and Gruba (2013)

1: Use of captions and transcripts

2: Multimedia

3: Electronic glossaries and dictionaries

4: Play speed control for slowing the speech rate

Technology & L2 speaking

Today, teachers' main worries are respect to use technology to (L2) has to do with speaking. How can to use of computers replacing face-to-face oral production that occurs in classroom along with all of live interactions with the instructor, who represents the students' best model for correct usage? In context of a fully virtual language course, this issue often becomes an impediment to have faculty grant online class credit. Here is a qualm? Lack of knowledge about many speaking (CALL) options offered by computer-assisted language learning, teachers simply refuse to relinquish their traditional role like sage on stage in favor of a more up-to-date function as guide on side. Language teaching profession is resistant in recognizing that speaking practice that does not directly involve instructor is no less valuable to student's long-term L2 development.

CALL, L2 speaking & theoretical conceptions

There is same basically ideas that generally waved in L2 literature, to use of CALL improving L2 speaking:

- 1: Sociocultural theory
- 2: The Interactionism Hypothesis

Sociocultural theory

Vygotsky's (1962) notion of Zone of Proximal Development (ZPD) in sociocultural theory is Fundamental to all modern language instruction face-to-face in classroom or virtually through CALL (Lantolf and Thorne 2007). The idea here is that two or more individuals collaborates can produce more accurate, or at least more elaborate, L2 speeches underlies all L2 group activities. In essence, Vygotsky emphasized that language, L1 or L2, is always learned and used in a social context. Accordingly, any CALL pedagogy for speaking must necessarily be situated within this expand framework to provide learners with boost chances to collaborate with other participants, native or non-native, with the resulting benefits of participating in language interactions with others.

Interactionism Hypothesis

All L2 learning needs students to first attention their own weaknesses or gaps between their present L2 capacity and where they still require to go, as loosely defined by what a native speaker might be able doing with the TL or target language according to Schmidt's observation (1990). Small groups of learners inter acting with other learners or native speakers incline challenging in negotiation meaning of unfamiliar structures whether words, grammar, or pragmatic situations especially, when breakdowns in communication occur. Meaning negotiation processes is as a vital and significant mechanism for

priming the pump of second language acquisition or SLA, Gass (1997) A pedagogical approach progressed creating the opportunities for noticing during meaning-oriented learning activities is focus on Form or FonF where breakdowns, once again, give rise to an examination of new linguistic structures that remain to be learned and controlled by L2 learner (FonF, Long & Robinson 1998).

TBI, CALL pedagogical frameworks and L2 speaking

TBLT or task-based language teaching is an approach that refers to any number of realizations that underscore language production and analysis of meaning through real-world activities, collaborations, and problem-solving or information-gap activities (Robinson 2011; Skehan 2003; Willis and Willis 2009; see also González-Lloret). TBI approach also includes an analytic post-phase that carefully studies linguistic structures required accomplishing assigned tasks (Willis 1996). According to Skehan (2003) best tasks could be:

- (1) Are carefully structured with both a pre-planning and a post-task phase
- (2) Are organized around familiar information
- (3) Require analysis or justification
- (4) are interactive or dialogic in nature by virtue of asking participants to work together

Instructor role to select appropriate tasks is indispensable, particularly in CALL settings by where students are necessarily needed to be more autonomous while actually to complete task.

L2 speaking & tutorial CALL

Tutorial CALL allows students engaging in different forms of self-directed oral practice in vacancy of conversational partners or classroom instruction. While classroom instruction clearly prepares perchance for students finding gaps in their L2 knowledge, individual language practice facilitates not only memory storage but also retrieval of L2 words, collocations, and other details about equally usage (Loucky 2006; Teixeira2015). Furthermore, computers are a good fit for this type of speak-aloud individual practice, especially for languages with a heavy morphological complexity or unknown sounds that students should sub-vocalize or speak out loud when they are learning vocabulary banks (Arispe 2012). Several of tutorial CALL applications have been tagged with unfavorable name of drill and kill, but Hubbard and Siskin (2004) have argued convincingly that tutorial CALL has a well-justified place in language curriculum. Usually, speaking tasks

Emergency and Nursing Management

offered by tutorial CALL programs ask students to compare their own audio recordings with those of native speakers of diverse accents.

Tutorial CALL and feedback

ASR or automatic speech recognition plays a significant role to issue feedback whilst teaching speaking skill with CALL technology for teachers EFL class. Ehsani and Knodt (1998, 56), ASR systems work best when applied to clearly circumscribed linguistic sub-domains or micro-worlds: for instance, words that only deal with family or some other specific semantic domain, or top phrases used most often in public places such as banks, airports, pharmacies, and so on. In addition, ASR system asks students to carry out specific tasks, such as individual sound practice, word recognition, or short sentence repetition. Commercial available programs which support automatic speech recognition systems or ASR capabilities as following apps:

- 1: Dragon Naturally Speaking or Dragon Anywhere app from Nuance. (Dictogloss).
- 2: Tell Me More, an algorithm that has been recently integrated into RosettaStone.com online exercises (Rosetta stone in 25 languages).

CAPT or “Computer-assisted pronunciation training”

Pronunciation and intonation concordantly are set and package to learn speaking L2 well. To learn native-like pronunciation and intonation is a complicated or even impossible goal for most adult learners and, in overall scheme of communication, may have less importance than gaining adequate control of frequently used lexical and grammatical structures of target language. Indeed, effective communication cannot take without comprehensible pronunciation. As class time limitations, tutorial CALL setting, again, becomes ideal venue for computer assisted pronunciation training (CAPT), which is designed allowing students to take control of their own learning in the risk-free environment offered by working with a non-human helper. In other words, CAPT software provides more practice time, patience, flexibility, and no penalties for making errors. Importance to accomplishing CAPT software in a way that offers diverse speech sounds from different speakers and registers has referred with Eskenazi (1999). Chun believes that giving students clear feedback about L2 intonation through use of CALL software. Chun (1998) and O'Brien (2006) have focused to importance of linking instruction on L2 pronunciation with that of L2 intonation.

Asynchronous CALL storytelling

Students can also become multimedia storytellers by using digital storyboard applications such as Story Kit to produce their own narratives complete with captions and audio recordings. With this program, students work either individually or in groups in order to bring their narratives to life with images, photos, text bubbles, and audio recordings. In the process, participants receive feedback from teachers and their peers on their L2 speaking while working on projects that are meaningful to them their own multimedia creations. VoiceThread.com provides another popular and easy-to-use online tool to combine images, photos, and text and audio comments with the added advantage that individuals from different geographical sites can easily collaborate together on a Voice Thread project.

Digital sound tools: Unleashing student creativity

L2 students have at their fingertips many digital tools that can easily be used to embellish their own stories with images and sound so as to produce multimedia materials for the Web.

Summary

Consequently, present research is to support for change which advocates using from language teaching and learning instruction technology temporarily or perpetual, compulsory or voluntarily. In many purviews completely educational process is one pleading. Teachers at any level and in any capacity have always been “professors” of their particular field of expertise. They declare their dependence in the cost of material they teach and enthusiastically vindicate mastery of information they convey. Through asking students to be active participants, instructors persuade them to become advocates for their own education by recognizing those learning strategies which work best for them as individuals. This research paper also advocates executive changes that make practicable applying of new research results into learning styles as well as new technology in order to promote students' EFL learning needs. Many possible imagine that there has already been adequate change in last two decades or more. Indeed, computer has brought significant and sweeping shifts to almost every aspect of people lives, including education. Here would, in addition, be no CALL teaching and learning without computer. Even now many inventions of digital revolution CDs, DVDs, streaming video, wireless communication continue to have an impact, both on the way people manage their lives and on the way educator's effort to teach language there have been changes as well in the theories on how best to teach languages.

Effective CALL demands an instructor to determine optimal harmony of approaches, resources and tools to appropriate and providing requires of particular learners in a particular learning setting. To provide such equivalence is not easy due to wide range of decisions a language teacher must make in designing a curriculum. Therefore, sentence to juxtapose and amalgamating theory with practice it is viable to profound speculation, logical pondering and to follow emprise actions in order achieving several vital revenues.

Methodology

The purpose of present study is to examine implementing CALL in EFL contexts to bridge language learning gaps. This research applied mixed method strategy to collect qualitative and quantitative data together and also employed descriptive style. As Creswell states "mixed method facilitates power and flexibility of qualitative and quantitative research data collection and analysis". He also identified "qualitative research as an investigative method for understanding a phenomenon based on separate methodological traditions of inquiry that elicit human conditions or social problem". Research domain encompasses all published qualitative and quantitative primary research investigating role of CALL-in language learning. Search for empirical studies was carried out in several stages. We searched following electronic databases: SCOPUS, ERIC, Academic Search Premier, PsycINFO and Google Scholar to locate all possible primary studies aimed at investigating role of using new technology which are integrated in second /foreign language learning as supplementary purpose.

Participants

Totally active participant numbers there were 35 native and non-native Iranian high school students that randomly selected and recruited in non-English departments, all of them are male learners and their ages is between 15-18 years old their native language is Persian and they just speak English in FL class.

Instruments

To collect and obtaining qualitative and quantitative data researcher has designed and employed several data gathering instruments and data analysis strategies like: Likert questionnaire items, some statistical programs, semi-interview session, etc.

Procedure and design

Prior to data collection, participants were informed about aims and usefulness of study, protection of anonymity and confidentiality, and the steps involved.

Then, to determine and appraisal their online pre-used english language levels of proficiencies and prior scores, their preferences to use online or live language learning strategies, qualities of CALL Technology by which was being used in EFL learning environments (Computers). At second phase (next session), subjects took general english language test and its administration took place approximately 120 minutes (40 minutes for reading comprehension, 30 minutes for assessing listening comprehension levels of proficiency, 20 minutes for grammar and structure knowledge and 30 minutes for writing and composition skills) all of test materials were catered by researcher own professional experiences but according to standard-based and proficiency tests like: SAT and IELTS, etc. Statistical Package for Social Sciences (SPSS) was employed for statistical analysis of data. Research design for current study is survey which was conducted online because of recent status in Iran and the tools applied to collect information is self-administered questionnaire which has known as an effective instrument of research which encompasses a sequence of questions for gathering specific information researcher piloted them before distributing according to cognitive principles. A simple random sampler technique has determined a subdivide of participants (samples) which is taken from a big set of population. In random sampling strategy every respondent is taken randomly and everybody has an equal chance of being chosen while this sampling process. All questionnaire contents were being piloted before distributing accordingly; to essential of research requirements and some international standards of questionnaire writing for research.

Statistical analysis

Data analysis and Findings

In this part analysis of collected information has been discussed. Research results were analyzed to purpose of determining participants' perspectives about using CALL Technology in FL class. To obtain data, there is using Likert questionnaire. Analyzing data results of students' responses are described into following figures and tables and they formulated according standard-base statistics. Furthermore, accordingly with Likert questionnaire investigated some data such as: learner percent of applying CALL in class for their EFL learning aims, CALL qualifications, student's preferences using of CALL, etc. Finally, researcher designed a table of information about total participants per/post test results that include language skills which have been analyzed according to simple descriptive statistics

Emergency and Nursing Management

items like: Mean, SE, Median, Mode, SD and Variance.

Table. 1: Participants' pre-use test results

Mean	SE	Median	Mode	SD	Variance	Total	No
22.7	0.39	24	24	2.3	5.4	795	35

Table one results show participants' scores for pre-use of CALL Technology in classroom. Indeed, these

data have achieved according to general High school and standard-based test.

Table. 2: Participants' post-use test results

Mean	SE	Median	Mode	SD	Variance	Total	No
25.1	0.25	25	26	1.5	2.28	897	35

Table two results indicate participants' post-use scores. Infact above test results told us to use of CALL Technology in classroom for EFL purpose is

effective for students and it can be considered a positive factor for EFL learning activities in contrast to non- CALL environment.

Table .3: Participants' feedbacks about integrating CALL in EFL contexts

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
%41	%45	%4	%10	%0

Table 3 results indicate respondents' feedbacks about implementing CALL Technology into EFL contexts. In fact, it shows that approximately half of

participants are inclining to use this technology for their language learning purpose.

Table. 4: Respondents' assertions about CALL qualifications

Excellent	Somewhat	Poor
%11	%67	%2

Table 4 results show that participant' opinions about CALL feature EFL learning in class. Indeed, based on findings it can predict if CALL be integrated with EFL contexts could help students to juxtaposing their learning gaps.

Discussion

The results of this research show that, to change and shifting language education through au fond technology like computer assisted is a significant revelation against traditional strategies of language teaching and learning in FL class. Indeed, it can be debated that CALL is a new emerging world-wide technology which have presented and designed by education instructions as inalienable and reliable platforms to use for language teaching and learning purposes. It provides and promotes communicative functions for teacher and learner. In addition, computers can be applied to enhance privation in communication skills of high school students in Iran region. As English has been tremendously recognized as one of influential factors for Iranian high school students taking parts in EFL community particularly classroom learning. Furthermore, today

needs for permanent using of computers and their utilities incredibly have inclined especially for EFL learning aims. Perforce; in Iranian school, concept for learning and teaching is belongs to traditional strategies. Specially, if one speaks about ELT for old methods that are still implemented and utilized. Infact, mostly technology tools vivid and flourished in universities and some private schools and institutes which were equipped with computer and laptop entangled with multimedia. Iran education minister decided to use new technology tools like: computers, laptops to promote language learning. Contemporarily, CALL mediated activities should be system based. This is not a matter of fact that language educators can forget (Godwin-Johns. 2011, p. 8). There has been much debate over use of computer assisted language learning (CALL) in EFL classroom over past decades. There are many uses of computer in classroom. As a teacher I find that CALL can be used successfully employed not only for grammar practice and correction, but also for communication activities. As most you are familiar with progress that offer help with grammar, I would like to focus on the use of CALL for interaction

activities. Undoubtedly, affective communication learning is related to students' desire to interaction. I believe that all teachers are aware about students who complain for weak speaking and interactive skills, however, while asked to communicate, are usually reluctant to do so. I think this privation of participation is often in result the artificial atmosphere of class. While inquire to interact about various status, learners ought to also be challenged in real situations. By using computer as a device to create student projects, research data and cater settings, teacher can utilize it to succor student become more challenges in interaction with in group context.

Recommendations

Researcher has suggested more studies how applying and to progress new technology such as CALL integrated in EFL contexts as inescapable opportunities in teaching subterfuges improving language learning gaps as reliable learning platforms and important device. Indeed, it would be recommended that to recruit new technology like CALL as facilitator to teach and learn language skills. Integrating CALL technology by foreign language instructors globally has alerted noticeably teacher's roles. Kurzweil (2000) has anticipated education will be developed from 2009 due to student to use computers approximately for language learning and teacher's jobs as motivators. Results present new ideas that CALL could promote Iranian EFL students' confidence in using technological skills and learning expertise.

Conclusion

This research previewed that remedial panacea to promote students' EFL learning needs by integrating CALL technology into class. Equally, it will be affected that some Learning tools like CALL. Furthermore, CALL is a learning tool which is useful facilitator to break and enhancing EFL learning restrictions. Urgently, CALL is available technology for world education instructions. No how, they must concentrate their prima facie exactly to solve possible challenges about EFL learning requisites. This study may have implications that technology –integrated EFL student learning can pinpoint and bridging the existing gaps between current, upcoming and learning situations regarding the use of CALL in Iranian contexts also help students considering themselves as confident and component users of technology for the future. The course was intended to guide educational instructions to understand benefits of how to integrate CALL into their English

classrooms to compensate EFL learning deficiencies. The research has commenced a mysterious voyage beyond comparison of CLL versus non-CALL environments to find what happened for EFL learning conditions with CALL activities. One of CALL utility is providing students opportunities to modify input. Subsequently, it can be anticipated that to integrate CALL technology in EFL contexts especially equal to E-learning may be used as a reliable shield to decline paper and ink consuming, help to protect environment, saving nature and decrease educational costs in schools.

References

1. Dornei, Zoltan. (2003). "Questionnaires in second language research construction, administration and processing". Lawrence Erlbaum associates, publishers Mahwah, New Jersey and London.
2. Keith F punch. (2000). Developing effective research proposals Sage Publications, Inc.
3. R, A.M. (2000). How to write research proposals. Rahnama publications.
4. Cohen, Louis. Manion, Lawrence & Morrison, Keith. (2018). Research Methods in Education. Routledge: Eighth edition.
5. Mari ´a Luisa Carrio-Pastor. (2016). Technology Implementation in Second Language Teaching and Translation Studies New Tools, New Approaches: Springer.
6. Son, Jeong-Bae. (2018). Teacher Development in Technology-Enhanced Language Teaching; Macmillan: Palgrave.
7. Chapelle, A. Carol & Sauro, Shannon. (2017). The Handbook of Technology and Second Language Teaching and Learning; Wiley Blackwell; John Wiley & Sons, Inc: oxford.
8. Thomas, Michael and Continuum, Reinders Hayo. (2010). Task-Based Language Learning and Teaching with Technology; International publishing group.
9. Blake. Robert Brave New Digital Classroom Technology and Foreign Language Learning J. Foreword by Dorothy M. Chun, Georgetown University Press Washington DC.
10. Margaret A Haggstrom. Donald, son. (2006). Changing Language Education through CALL. Routledge; First published.
11. Felicia, Zhang. (2012). Computer-Enhanced and Mobile-Assisted Language Learning: Emerging Issues and Trends, Information Science Reference (an imprint of IGI Global).
12. Rogers, Patricia. Berg, Gary. Boettcher, Judith.

Emergency and Nursing Management

Howard, Carole. Justice, Lorraine. Schenk, Karen. (2009). Encyclopedia of Learning Second Edition: Information Science reference, Hershey-New York.

13. Lora.pareja, Antonio.Martinez. Calle, Cristina.Arnacon. Rodriguez, Pilar. (2016). New perspectives on teaching and working with languages in the digital era: Research publishing net.
14. Gimeno, Ana. (2016), European Association for Computer Assisted Language Learning: Volume 24, Number 1, March.