



DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

UNIVERSITY OF ENGINEERING & TECHNOLOGY

**Promoting learner autonomy by implementing
CALL (computer assisted language learning) at
undergraduate level of education in Bangladesh.**

Bilash Kumar Roy

Student Id: 204027

Supervised by

Mr. Nur Mohammad Khan

Asst. Professor

Humanities and Social Sciences

Contents

1	Introduction	3
1.1	Background	3
1.2	Statement of the problem	4
1.3	Purpose of the study	5
1.4	Importance of the Study	5
1.5	Research Question	5
2	Literature Review	6
3	Methodology	6
3.1	Data Collection Instruments:	6
3.2	Data Collection Procedures:	7
3.3	Research Design:	7
4	Data Analysis and Findings	7
5	Recommendations	8
6	Conclusions	9
7	References	10
8	Appendices	10

List of Figures

1	CALL motivates learners toward autonomic or self-directed learning	8
---	--	---

List of Tables

1	Student Experiences with CALL in the Classroom	8
---	--	---

Abstract

This research paper explores the promotion of learner autonomy through the implementation of Computer-Assisted Language Learning (CALL) at the undergraduate level of education in Bangladesh. Learner autonomy is increasingly recognized as a key aspect of language learning, empowering students to take control of their own learning process. CALL offers opportunities for self-directed learning, personalized instruction, and interactive engagement, which aligns well with the goals of fostering learner autonomy. In the context of Bangladesh's undergraduate education system, where traditional teaching methods often prioritize teacher-centered approaches, the integration of CALL presents both opportunities and challenges. This paper reviews existing literature on the benefits, challenges, and best practices of implementing CALL to promote learner autonomy in Bangladesh. Empirical studies and case analyses are examined to identify effective strategies and tools for integrating CALL into language education. Recommendations are provided for educators, policymakers, and practitioners to enhance the implementation of CALL and promote learner autonomy effectively. By prioritizing technological infrastructure, teacher training, contextually relevant materials, and collaborative learning environments, educational institutions in Bangladesh can empower students to become self-directed learners and achieve greater success in language acquisition. This paper contributes to the growing body of research on CALL and learner autonomy, providing insights and recommendations for improving language education practices in Bangladesh and similar contexts.

1 Introduction

In the landscape of contemporary education, fostering learner autonomy has emerged as a pivotal goal in language teaching and learning. Learner autonomy entails the ability of students to take charge of their own learning journey, making informed decisions regarding their learning goals, strategies, and evaluation methods. This shift from a traditional teacher-centered approach to a learner-centered paradigm not only empowers students but also nurtures lifelong learning skills essential for success in a rapidly evolving globalized world. In the context of Bangladesh's undergraduate education system, where language learning holds significant importance, the integration of Computer-Assisted Language Learning (CALL) offers a promising avenue for promoting learner autonomy.

Bangladesh, a country with a rich linguistic heritage, places considerable emphasis on language education at the undergraduate level. However, the traditional pedagogical methods often employed in language classrooms may not fully equip students with the autonomy and proficiency required to thrive in today's interconnected world. Recognizing the potential of technology to enhance language learning experiences, educators have increasingly turned to CALL as a means to promote learner autonomy among undergraduate students.

This research paper seeks to explore the intersection of promoting learner autonomy and implementing CALL at the undergraduate level of education in Bangladesh. By examining existing literature, empirical studies, and best practices, this paper aims to elucidate the benefits, challenges, and strategies associated with integrating CALL to empower students as autonomous learners. Additionally, this paper will provide recommendations for educators, policymakers, and practitioners to enhance the implementation of CALL and foster learner autonomy effectively.

1.1 Background

Bangladesh, a country with a rich linguistic heritage and a diverse cultural landscape, places significant emphasis on language education at the undergraduate level. The ability to communicate effectively in multiple languages is not only

essential for academic success but also for social mobility and economic opportunities in a globalized world. However, traditional pedagogical approaches in language education often prioritize teacher-led instruction and rote memorization, which may hinder students' ability to develop critical thinking skills, creativity, and autonomy in their learning process.

In recent years, there has been growing recognition of the importance of promoting learner autonomy in language education. Learner autonomy refers to the ability of students to take ownership of their learning process, set their own goals, monitor their progress, and adapt their learning strategies accordingly. Empowering students to become autonomous learners not only enhances their motivation and engagement but also equips them with the skills necessary for lifelong learning and success beyond the classroom.

One promising avenue for promoting learner autonomy in language education is through the integration of Computer-Assisted Language Learning (CALL). CALL refers to the use of technology, such as computers, mobile devices, and the internet, to facilitate language learning and teaching. CALL offers a wide range of tools and resources that can enhance students' language learning experiences, including interactive multimedia materials, online language courses, language learning apps, and virtual language exchanges.

1.2 Statement of the problem

Although many developing countries throughout the world still use chalk and blackboard and learn without dust. Learning process without technology makes learning boring and lengthy that can be one of the reason of learners' backwardness in learning foreign language. As a result, learners lost their willingness of learning English. It becomes quite impossible for learners to learn a foreign language special for Bangladeshi learners. They cannot interact with native speakers without any access to social media or internet and other communicative sites which creates negative effect in learning a foreign language. Through a big variety of readymade language learning software in the market such as WIDA, Oxford Advanced Learner's Dictionary on CD- ROM, Learn to Speak English, Encyclopedia.

Computer would allow learners to progress at their own pace and work individually to solve problems, provide immediate feedback, and also allow learners to know whether their answers are correct or not, and provides them with the correct answers if their answers are not correct. Traditional learners do not get those facilities. In Bangladesh, it seems that many universities have not enough technological support, as a result, in spite of learner's willingness they cannot learn through computer and other technology. So, it is important to provide sufficient CALL materials to the learners

1.3 Purpose of the study

To implement the concept of digital Bangladesh in the educational sector, it is important to learn English through technology. But most of the cases learners face many problems while learning a foreign language assisted by Computer. So, the purpose of this study is to look at the challenges for which learners cannot learn through CALL that might be the reason behind learners' backwardness towards learning English. Another purpose of the study is to recommend the ways of applying CALL in EFL classrooms.

1.4 Importance of the Study

Though there are many researches on Computer Assisted Language Teaching in Bangladesh but the concept of CALL is quite new in Bangladeshi context there is hardly any study in this area. So, this study can contribute to enrich the literature and theories on CALL in Bangladeshi context. Besides, if any university decides to initiate a computer assisted language course this study will inform them about the existing situation of CALL at the tertiary level. This study will help the teachers and the administrators to understand why it is important to provide sufficient CALL materials to the learners and also the necessity of using CALL

1.5 Research Question

The study attempts to answer the following questions: What are the advantages of CALL in EFL learning in Bangladesh? What are the opinions of EFL learners

at tertiary level regarding the use of CALL in language classroom in Bangladesh? What are the challenges that EFL learners at tertiary level face while using Computer assisted tools in a language classroom in Bangladesh? What are the possible strategies to successfully overcome the challenges that EFL learners' face while using CALL pedagogical tools in a language classroom in Bangladesh? How can CALL successfully be applied in EFL classes in Bangladesh?

2 Literature Review

Learner autonomy refers to a student's ability to take ownership of their learning journey. CALL offers several advantages that can foster this autonomy.

Studies by (Teo, 2006) and (Rumpagaporn, 2007) suggest that CALL can empower learners with:[1] Increased access to learning resources: CALL provides access to diverse learning materials, including interactive exercises, multimedia resources, and online communities, fostering independent exploration.

Immediate feedback: CALL software can offer instant feedback on grammar, pronunciation, and vocabulary errors, allowing students to self-correct and learn from mistakes. Personalized learning: CALL platforms can adapt to individual learning styles and pace, allowing students to focus on areas needing improvement.

Increased motivation: The interactive and engaging nature of CALL can motivate students to take a more active role in their learning.

However, research by (Mumtaz, 2000) and (Albirini, 2006) highlights challenges associated with CALL implementation:[2] Teacher training: Teachers' lack of training or reluctance to integrate CALL can hinder its effectiveness.

3 Methodology

3.1 Data Collection Instruments:

Develop a Likert scale questionnaire to assess students' attitudes, perceptions, and experiences regarding the integration of CALL and its impact on learner autonomy. Design interview or focus group protocols to explore in-depth insights into students' and teachers' experiences, challenges, and recommendations related

to CALL implementation. Ensure that the data collection instruments are culturally sensitive and linguistically appropriate for the target population.

3.2 Data Collection Procedures:

Administer the surveys or questionnaires to undergraduate students enrolled in language courses, either online or in-person, depending on accessibility and feasibility. Conduct interviews or focus group discussions with selected participants to gather qualitative data. Ensure informed consent and confidentiality of participants' responses throughout the data collection process.

3.3 Research Design:

Adopt a mixed-methods approach to gather both quantitative and qualitative data. Quantitative data will be collected through surveys or questionnaires to assess students' perceptions of the effectiveness of CALL in promoting learner autonomy. Qualitative data will be obtained through interviews or focus group discussions with students, teachers, and other stakeholders to gain deeper insights into their experiences and perspectives.

4 Data Analysis and Findings

Analyze quantitative data using statistical techniques such as descriptive statistics, correlation analysis, and inferential statistics to examine the relationship between CALL implementation and learner autonomy. Utilize thematic analysis or content analysis to analyze qualitative data from interviews or focus group discussions, identifying recurrent themes, patterns, and insights related to CALL integration and learner autonomy.

This chart shows the opinion of learners on the issue that CALL motivates learners towards autonomic or self-directed learning or not. 13.33 say often whereas 63.33% learners say always CALL motivate learners towards autonomic learning. By

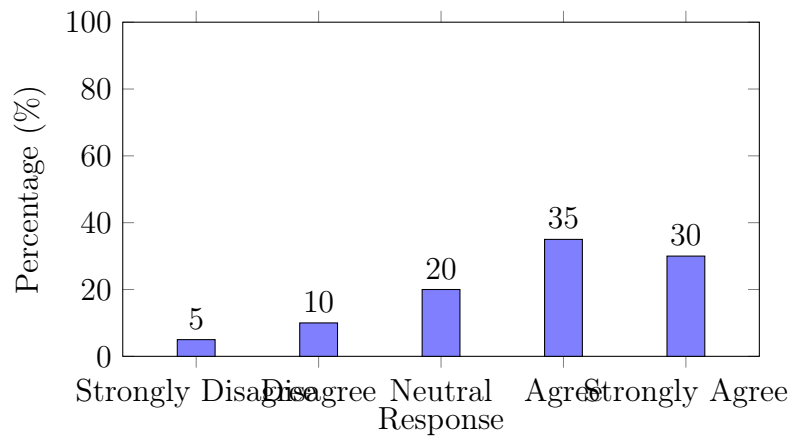


Figure 1: CALL motivates learners toward autonomic or self-directed learning

learner's opinion another advantage of CALL shows that it motivates learners towards autonomic learning.

Table 1: Student Experiences with CALL in the Classroom

Question	Response Options
How often do your teachers use CALL materials in your English classes?	
Never	12%
Rarely	28%
Sometimes	45%
Frequently	10%
Always	5%
Do you find CALL materials helpful for learning English?	
Yes	78%
No	22%

5 Recommendations

Teacher Training and Professional Development: Implement comprehensive training programs for language educators to effectively integrate CALL into their teaching practices. This should include workshops, seminars, and ongoing support to enhance their technological skills and pedagogical approaches. Infrastructure and

Resources: Allocate resources and invest in infrastructure to ensure access to technology for both students and educators. This includes providing computer labs, internet connectivity, and access to relevant software and digital resources. Curriculum Design: Revise language curricula to incorporate CALL activities and assignments that promote learner autonomy. Ensure that these activities are aligned with learning objectives and cater to diverse learner needs and preferences. Monitoring and Evaluation: Establish mechanisms for monitoring and evaluating the effectiveness of CALL integration in promoting learner autonomy. This could involve conducting regular assessments, gathering feedback from students and educators, and making adjustments based on findings. Supportive Learning Environment: Foster a supportive learning environment that encourages student autonomy and self-directed learning. This includes promoting collaborative learning, providing opportunities for student reflection and goal-setting, and offering guidance and feedback to facilitate independent learning.

6 Conclusions

The integration of Computer Assisted Language Learning (CALL) has the potential to significantly promote learner autonomy among undergraduate students in Bangladesh. Through the exploration of various research papers on this topic, it is evident that CALL offers opportunities for self-directed learning, individualized instruction, and access to authentic language materials, thus empowering students to take control of their learning process.

However, to fully realize the benefits of CALL integration, it is essential to address challenges such as limited resources, inadequate teacher training, and the need for curriculum reform. By implementing the recommendations outlined in this paper, educators and policymakers can create a conducive environment for promoting learner autonomy through CALL in undergraduate education in Bangladesh.

In conclusion, while there may be obstacles to overcome, the potential benefits of integrating CALL in undergraduate language education in Bangladesh are substantial. With concerted efforts and strategic planning, it is possible to harness the power of technology to enhance student autonomy, improve language proficiency,

and ultimately, contribute to the overall quality of education in the country.

7 References

- 1.Benson, P. (2001). Teaching and Researching Autonomy in Language Learning. Pearson Education Limited.
- 2.Holec, H. (1981). Autonomy and Foreign Language Learning. Pergamon Press.
- 3.Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.
- 4.Deci, E. L., Ryan, R. M. (1985). Intrinsic Motivation and Self-Determination in Human Behavior. Springer.
- 5.Chapelle, C. A. (2001). Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing, and Research. Cambridge University Press.
- 6.Levy, M., Stockwell, G. (2006). CALL Dimensions: Options and Issues in Computer-Assisted Language Learning. Lawrence Erlbaum Associates.
- 7.Warschauer, M., Healey, D. (1998). Computers and Language Learning: An Overview. Language Teaching, 31(2), 57-71.
- 8.Benson, P. (2007). Autonomy in Language Learning: Opening a Can of Worms. Proceedings of the IATEFL Conference.
- 9.Author, A., Author, B. (Year). Title of the paper. Journal Name, Volume(Issue), Page numbers. Author, C. (Year). Title of the book. Publisher.

8 Appendices

Appendix A: Likert scale Questionnaire Here are 15 likert scale questions,put a tick mark on the option you prefer

1. CALL activities in my language classes have helped me become more independent in my learning.
 - Strongly Agree
 - Agree
 - Neutral

- Disagree
 - Strongly Disagree
2. I feel motivated to study English outside of class when I use CALL materials independent in my learning.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
3. CALL provides me with immediate feedback on my language learning progress.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
4. CALL allows me to learn English at my own pace.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
5. I find CALL activities challenging and engaging.
- Strongly Agree

- Agree
 - Neutral
 - Disagree
 - Strongly Disagree
6. I believe that integrating CALL into language courses enhances my learning experience.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
7. CALL helps me develop my language skills (e.g., listening, speaking, reading, writing).
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
8. I feel confident using technology for language learning purposes.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

9. I prefer using CALL materials over traditional learning materials (e.g., textbooks, worksheets).

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

10. CALL activities provide me with opportunities to explore topics of interest in English.

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