

# Adopting CALL to Improve Listening Comprehension of Iranian Junior High School Students

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**Abstract**—The purpose of this study was to investigate the difference between two modes of teaching listening comprehension, computer-assisted language learning (CALL) and traditional mode, to Iranian junior high school students. It also aimed to investigate the role of teacher in CALL class. The study was an empirical one, which employed quantitative research methods. The data were collected from two classes including 60 female students studying in grade 8 in junior high schools in Dezful. These two classes were assigned as CALL group (30 students) and traditional group (30 students). The class of CALL was held at the computer site in Maktab Zeinab junior high school and the traditional group received instruction in a conventional way in Bideli junior high school. Two classes were taught by the same teacher and covered the same materials in their weekly four-hour listening lesson over two months. The data came from listening test, pre- test, post-test and observation. The data was analyzed by descriptive statistics (mean and standard deviation) and T-test (paired sample t-test and independent sample t-test) was run. The results indicated a significant difference between the traditional and CALL modes. Therefore, it seems that the CALL mode is more efficient than the traditional in the improvement of students' listening comprehension skill. Based on the observation, the researchers concluded that the nature of the EFL teacher's role changed in CALL class when compared with the traditional class.

**Index Terms**—computer-assisted language learning (CALL), traditional class, listening comprehension, teacher's role

## I. INTRODUCTION

Technological developments in the last quarter of the 20th century have been greatly influential in shaping various fields of study. Among such developments are computers, the invention and application of which have made a dramatic impact on various aspects of scientific study. Initially used for solving mathematical problems, computers have played a unique role in almost every aspect of our lives. Shortly after their invention, computers started to be utilized in general education especially in language learning, giving rise to the term "Computer-Assisted Language Learning" (CALL). First appearing in the early 1970s' literature, CALL refers to the use of computers in learning and teaching English. Since then, the technology has undergone a rapid process of improvement and computers in different sizes and functions have become available to almost everyone. (Gholami Nobar & Ahangari, 2012)

Prensky (2000) states that nowadays for students, world without computers, digital media or the Internet is meaningless. Named as digital natives, they observe the world of information and communication technology (ICT) in a different way in comparison with the adults in their life, who in contrast, are viewed digital immigrants. Lenhart, Madden, & Hitlin (2005) suggest on average students "using some type of technology-based media six hours in a day including listening and viewing more than reading and writing". (p.42)

CALL has contributed enormously to the personalization of education. "The recent advances in educational applications of computer hardware and software have provided a rapidly growing resource for language classrooms. The practical applications of CALL are growing at such a rapid pace that it is almost impossible for a classroom teacher to keep up with the field" (Ghalami Nobar & Ahangari, 2012). This growth can be justified in terms of educational advantages, among which are the accessibility of rich resources to both learners and teachers and the increased possibility of web-based interaction as a source for further learning.

English teaching and learning in Iran, however, is full of challenges. The teaching objective of junior high school in Iran is to cultivate students' comprehensive ability, especially the ability of listening. Though oral English teaching has drawn a lot of attention from teachers, most of junior high school students' English level is still in the stage of "Mute English", which means that students can read and write, but cannot listen and speak well.

There has been a large body of research addressing the effects of computer assisted language learning from various perspectives (Rahimi & Yadollahi, 2011; Abouseileek, 2011; Marzban, 2011). Few numbers of studies in Iran, however, investigated the effects of computer learning on listening skills therefore, the present study set to investigate the effect of CALL on enhancing Iranian junior high school students' listening comprehension skill.

## II. REVIEW OF THE RELATED LITERATURE

### A. *The Role of Listening Comprehension in EFL Learning*

Listening skills serve an important role in receiving information and are regarded as active, rather than passive, skills in that a response is needed to demonstrate that one has correctly perceived individuals. It is considered as the first skill to start off the learning and acquisition process and plays an important role in the early ages of the learner. This skill is considered as the base for speaking skill and its correlated with the aforementioned skill and these two skills are inseparable and run in parallel with one another. The relation between these two skills and their correlation is a complex process.

Listening has long been the neglected skill in second language acquisition. As Nunan (2000, cited in Barani 2011) have pointed out, listening is the Cinderella skill in second language learning. Yet, it has been often overshadowed by its elder sister: speaking. This is because "speaking" and "writing" abilities are what most people refer to when they claim they "know" a second language. Listening and reading are therefore secondary skills, i.e. they are means to other ends, rather than ends in themselves.

Richards and Renandya (2002) believe that listening skills did not receive priority in language teaching for many years and it was often assumed that listening skills could be acquired through exposure but not really taught. However, some applied linguists argue that listening comprehension is the essential part of second language acquisition and should be highlighted in language teaching.

### B. *The Role of CALL in English Language Teaching*

The review of the literature on Computer-Assisted English as a Foreign Language (EFL) Instruction revealed that most of the studies in this field were conducted in the Western countries where English is the first language, whereas very few studies were conducted in countries where English is the second or foreign language (Al-Mansour, 2012).

According to Sokolik (2001), the development of new technologies has awakened an interest in applying these new technologies in the educational domain, as well as in making predictions of how they would affect the educational future of our classrooms and students. When discussing the future of technological developments, one should take into account the potential of educational computing as well as classroom activities that will remain current irrespective of technological evolution. There is nothing certain about the future of technology, except that it will no doubt become more ubiquitous and powerful (cited in Celce-Murcia, 2002).

The topic of CALL has received considerable attention since the 1960s. Many studies have shown that the application of computer technology has brought about a positive effect on all four language skills (Chang, 2004; Chen, 2004; Chen & Tseng, 2006; Tsai, 2003; Vahdat, 2009) and has resulted in increased motivation (Chang & Lehman, 2002), self-concept (Stepp-Greany, 2002), and confidence (Chu, 2004).

### C. *Advantages and Disadvantages of CALL in Listening*

One of the major benefits of the growth of CALL is motivation. Motivation can be promoted in students by personalizing information, making use of animate objects on the screen, and providing practice activities which incorporate challenges and curiosity within a specific context. Another benefit of CALL is the student-oriented nature of the learning process, meaning that, it is the students who control the pace of learning and make decisions about what should be learned and how should they learn it; which, in turn, makes them feel more competent in their learning. The third advantage of CALL is authenticity, i.e. the opportunity to interact by means of one or more of the four language skills, using or producing texts meant for a target language audience as opposed to for classroom evaluation purposes. Reduction of anxiety is the fourth advantage of CALL. An important factor in lessening anxiety during learning is privacy. Students feel less stressed and more confident in this language learning environment, partially due to surface errors being insignificant. The fifth advantage of CALL is the development of critical thinking skills. Use of computer technology in classrooms is generally reported to improve self-concept, mastery of basic skills and more active processing resulting in higher-order thinking skills and better recall.

Educators have always considered the advantages of CALL; however, CALL instruction is still debatable. First, technology has its own limitations. For instance, computers are unable to effectively assess students' verbal communication with others, and what is pronounced by the machine is quite different from that of humans. Second, the stability and quality of CALL software is debatable. The commercial sources some teachers might rely on may not pedagogically produce the right results. Third, technical problems, such as teachers' or students' lack of computer knowledge, can limit the learning process. (Bas, 2010).

Furthermore, based on the findings of a number of studies, too many multimedia features interfere with students' learning (e.g. Mayer, Heiser, & Lonn, 2001), while others (e.g. Huang, 2004) argued that while CALL might supplement face-to-face instruction, it should not replace it.

### III. STATEMENT OF THE PROBLEM

According to Brown (2001), “listening competence is universally larger than speaking competence” (p.247). Schmitt (2002) “maintains that, “Listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening.” (p.1). Because of the complexity involved in both teaching listening and assessing it, listening skill has been overlooked in comparison with other skills, speaking, reading, and writing. This problem is multiplied when listening is viewed within the context of EFL.

Naturally, English classrooms encounter limitations such as lack of proficient teachers, lack of sufficient time, insufficient sources and materials and anxiety in the learning environment for learners. Clearly, listening is very important but it is too difficult for students to improve. One way to solve this problem is to try and make listening as interesting and pleasant as a possible.

That listening skills are the missing pieces of the puzzle of most language teaching programs in Iran is rather obvious. This becomes more apparent when the most common complaint on the part of language learners is taken into account, i.e. not being able to “listen” or “hear” appropriately. It is seen that learners are not familiar with the nature of listening, the manner of improving their listening skills, as well as how to overcome listening comprehension problems that occur during listening.

Unfortunately, listening is not given due emphasis in Iran and is rarely taught in EFL classes. Most of the EFL teachers may not be aware of the appropriate methodology to teach listening to the students. So, this study will be conducted using two different modes of teaching listening to see which one is more effective: traditional mode or CALL mode.

### IV. RESEARCH QUESTIONS

The current study pursues to answer the following questions:

1. Is there any significant difference between the traditional and computer-assisted listening comprehension classes in Iranian junior high schools?
2. Is there any difference between traditional and computer-assisted listening classes regarding the teacher’s role?

### V. METHODOLOGY

#### A. Participants

The participants of this study involved 60 female students studying in grade 8 at Maktab Zeinab and Bideli junior high schools in Dezful. The average age of the students was 13 and their mother tongue was Persian. To ensure that the learners were at the same level of English language proficiency, a listening test from Tactics for Listening, basic, (Richards, 2010) was administered. This test was based on English Prospect 1 (Alavi Moghadam, 2013). Before the listening test, the whole population of the participants was about 100. Out of the total score of 30, the students who got higher than 19 were selected. After that they were divided into two groups of traditional and computer-assisted language learning groups. Each group consisted of 30 students. The class of computer-assisted language was held at the computer site in Maktab Zeinab junior high school and the traditional group received instruction in a conventional way in Bideli junior high school. Maktab Zeinab school was chosen because it was equipped with computer site and projectors.

#### B. Instrumentation

This study proceeded in applying the following instruments: first, to ascertain the homogeneity of the participants, the researchers administered a listening test from Tactics for Listening, basic, (Richards, 2010) which was based on Prospect 1 (Alavi Moghadam, 2013). This test consisted of 37 multiple choice items. The time allocated for the test was (60) minutes. The total score was 30 points distributed among multiple choice items.

To ensure the reliability of the test, KR-20 method which was the most practical and convenient method of estimating test reliability was used. This test merely served as a tool to ensure that the participants were at the same level of proficiency in listening. The listening test was applied on a pilot group of 30 students who were randomly chosen from another school. The reliability index was found to be (0.91), which is considered quite high. Thus, the test was found statistically reliable.

The second instrument utilized in this study was a pre-test which was based on Prospect 2. It was administered to both groups to determine the students’ prior knowledge of listening. It consisted of 40 multiple choice items from Tactics for Listening, basic, (Richards, 2010). The total score was 40 points distributed among multiple choice items. At the beginning of the test paper, the instructions of the test were introduced. The participants were asked to choose the correct answer. The time allocated for the test was (70) minutes. The pre-test reliability was obtained through KR-20 method. It was found to be (0.84), which is considered to be suitable for the purpose of this study.

After the treatment, a post test was administered to both groups to compare the effect of two modes of listening presentation: computer-assisted language learning and traditional mode. The post-test was identical to the pretest as it had the same type of items, number, and structure. The participants were required to listen to the CD of Tactics for

Listening, basic, (Richards, 2010) which was based on Prospect 2 and then circle the correct answers. The purpose of this test was to observe the probable impact of CALL on the participants' listening comprehension skill. The reliability and validity of post-test was calculated prior to its administration. It was found to be (0.84), which is considered to be suitable for the purpose of this study. A pilot test was administered before listening test and pre-test for estimating reliability and validity of each test.

The test content was validated by three teachers that worked in researcher's schools. Considering the test instructions, the relevance of questions to content, its suitability to the research goals and objectives, the number and arrangement of questions, and the suitability of the time assigned to the test, the team was asked to validate the content of the test.

### C. Procedures

First of all, a listening test consisting of 37 English questions from Tactics for listening, basic (Richards, 2010) which was based on Prospect 1, Alavi Moghadam, 2013) was administered to the participants to determine their homogeneity in terms of language proficiency. Then the participants were selected according to the results they have achieved.

Following this stage, a pre-test was administered to check the learners' level of listening knowledge. It was a paper and audio test in which students listened to a text and answered the related multiple choice items. Since our aim was to detect the effectiveness of two modes of presentation in listening instruction, participants were assigned to two groups: the traditional group (group A) and CALL group who received computer-based listening practice (group B). In group A, listening content was presented through cassette player or by the researcher read short stories aloud and in group B, listening was practiced in computer site during two months of about 20 sessions. During the study, the researcher taught each group in 20 sessions (each session 90 minutes).

During the 20 session instruction, the researcher presented and practiced all listening activities through the curriculum book, English Prospect 2 (Alavi Moghadam, 2014) to the participants in the traditional group. However, throughout the same period (20 sessions), the researcher presented and practiced all these listening activities through computer site to the CALL group.

To improve the listening skill of both groups, the researcher used another book Reading and Writing 2 (Casey, 2010), which included 10 lessons. It has audio CD with two accents (American & British). This book is a collection of activities suited to meet the demands of EFL listeners. The topics of each lesson are based on English prospect 1 and 2. Each two sessions, one lesson was taught.

In CALL group, the following procedures were followed in computer site. First, the topic of the passage or conversation was introduced to help students to activate their background knowledge; then they listened to the whole passage or conversation without any pauses. After that, the students chose the correct answers. In the next stage they listened to the whole passage or conversation for the second time to check what they had chosen or written. Sometimes after checking their listening, participants listened to the CD again and paid special attention to their mistakes and received feedbacks from the teacher. The teacher explained the new words. But in traditional group, the teacher read a passage aloud or used a cassette player in the class. The traditional group class met two times a week for 90 minutes. It followed a routine prescribed curriculum. The teacher gave explanation about new words before teaching. At the end of treatment, a post-test was administered to compare the progress of the students in both groups.

## VI. DATA ANALYSIS AND RESULTS

### A. The First Research Question

To answer the first research question "Is there any significant difference between the traditional and computer-assisted listening comprehension classes in Iranian junior high schools?" at-test and Levene test were used. The first hypothesis of this study is "there is no statistically significant between the traditional and computer-assisted listening comprehension classes in Iranian junior high schools." Table 1 shows the descriptive statistics for pre-test and post-test in traditional and computer-assisted group.

TABLE 1:  
DESCRIPTIVE STATISTICS OF THE PRE-TEST AND POST-TEST SCORES

	N	Mean	Std. Error	Std. Deviation	Std. Deviation of the Mean	Minimum	maximum
Pre-test Traditional Class	30	32.50	19.224	4.385	0.801	21	40
Pre-test CALL class	30	31.07	33.926	5.825	1.0631	19	40
Post-test Traditional Class	30	34.00	13.655	3.695	0.675	21	40
Post-test CALL class	30	35.63	13.275	3.643	0.665	20	40
Total	120	33.30	22.430	4.736	0.432	19	40

The mean of pre-test scores of the traditional group was 32.5. In addition, the mean of post-test scores of the traditional group was 34. With respect to the computer-assisted group, those scores were 31.07 and 35.63, respectively. It seems that computer-assisted learning has a greater effect on students' listening comprehension skill.

To verify and reject the first hypothesis, pre-test and post-test scores of traditional and computer-assisted classes were compared. Results from the comparison of pre-test and post-test scores of traditional group, using paired t-test, are presented in Table 2.

TABLE 2:  
 PAIRED SAMPLE T-TEST IN TRADITIONAL CLASS

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
air 1	Posttest - Pretest	1.500	2.596	.474	3.164	29	.004

Correlation coefficient of the pre-test and post-test in traditional group was 0.807.

According to Table 2 and based on the probability of the obtained significance level (p-value=0.004), and also the comparison of it with the significance level of  $\alpha=0.01$ , as the probability of significance level of the test was less than  $\alpha=0.01$  (i.e. p-value=0.004 <  $\alpha=0.01$ ), the equivalence between the mean scores of pre-test and post-test in traditional class was strongly rejected.

Results from the comparison of pre-test and post-test scores of the computer-assisted group, using paired t-test, are presented in Table 3.

TABLE 3:  
 PAIRED T-TEST SCORES IN COMPUTER-ASSISTED CLASS

		Paired Differences			t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	posttest - pretest	4.567	4.500	.822	5.558	29	.000

Correlation coefficient of the pre-test and post-test in the computer-assisted group was 0.635.

According to Table 3 and based on the probability of the obtained significance level (p-value=0.000), and also comparison of it with the significance level  $\alpha=0.01$ , as the probability of significance level of the test was less than  $\alpha=0.01$  (i.e. p-value=0.000 <  $\alpha=0.01$ ), the equivalence between the mean scores of pre-test and post-test in CALL mode was strongly rejected.

To make a statistical comparison between the two modes, the differences between the pre-test and post-test scores were first obtained and then they were compared using independent t-test.

TABLE 4:  
 DESCRIPTIVE STATISTICS OF DIFFERENCE IN TRADITIONAL AND CALL CLASSES

	method	N	Mean	Std. Deviation	Std. Error Mean
Difference	Traditional	30	1.50	2.596	.474
	CALL	30	4.57	4.500	.822

Table 4 shows the descriptive statistics of the difference between traditional and computer-assisted groups in terms of pre-test and post-test scores. According to Table 4, there is a significant difference between the traditional and computer-assisted methods. The computer-assisted group improved the post-test score by 4.57; while, this improvement in the score of traditional group was 1.5.

According to Table 4, there is a significant difference between the traditional and computer-assisted methods. As mentioned earlier, the correlation coefficient between the pre-test and post-test in traditional and computer-assisted groups was obtained separately. The correlations between the pre-test and post-test scores in traditional and computer-assisted modes were 0.807 and 0.635, respectively. That is, in traditional mode, students with higher pre-test scores relatively obtained higher post-test scores. In contrast, this balance was disrupted to some extent in computer-assisted group. Comparison of pre-test and post-test scores of traditional and computer-assisted groups showed their effectiveness in the improvement of listening comprehension skill. To compare the difference between pre-test and post-test scores of listening comprehension in traditional and computer-assisted modes, this difference was obtained. Then, the difference between the scores of the traditional and computer-assisted groups was compared, using the independent t-test, which showed a strongly significant correlation. On average, the computer-assisted mode improved the students' listening comprehension score by 4.57; while, this improvement in traditional mode was 1.5. Therefore, it seems that the CALL mode is more efficient than the traditional in the improvement of students' listening comprehension skill. The results revealed that the first null hypothesis was rejected. For data analysis, SPSS 19 was used and the significance level was considered  $\alpha=0.01$  in all tests.

### B. The Second Research Question

The second question was "Is there any difference between the traditional and computer-assisted listening classes regarding the teacher's role? And the second hypothesis was "there is no difference between the traditional and computer-assisted listening classes regarding the teacher's role."

With regard to the teacher's role in the CALL class as compared to the teacher's role in the traditional classroom, some differences were indeed observed. Based on the researcher's observations in the CALL class, the teacher's role could be described as that of an observer and facilitator. For the listening skill, the teacher used a CD in the classroom and explained only the necessary items. In this mode, the teacher spoke less but supervised more. Additionally, the teacher could communicate more with the students because she could easily be among the students for troubleshooting

or repeating and defining the unintelligible words while the CD was being played. Fortunately, the teacher became less tired in this mode, and there was no need to pronounce the words loudly.

In the traditional class, the role of the teacher was much authoritative. Teacher played a significant role and decided everything in class. While teaching, students should only pay attention to her. In the traditional class, the teacher was, however, supposed to prepare the materials and to check, repeat, and review the pronunciations pertaining to the lesson so that she could have an acceptable performance in the classroom. This mode was completely teacher-centered because the teacher should only speak or read out a short story while working on the listening skill. Finally, the teacher corrected the errors made by the students. This mode would wear the teacher out so much. After presenting the lesson, the teacher should define the new and unfamiliar words. This would tire the students to some extent so that they might not enjoy the class.

In traditional class, however, the main listening skill problem is that students will hear only one particular accent, which is their teacher's. This would make their ears to finally get accustomed to only one accent, which may not be suitable for weaker students. In general, however, it cannot be said that replacing teachers with computers is the right thing to do, simply because teachers should be present in classrooms as guides or observers and facilitator. Therefore, according to the above-mentioned analysis, the second null hypothesis is also rejected.

## VII. DISCUSSION

In this study two modes of teaching were compared with regard to their effectiveness for L2 listening comprehension: the computer- assisted language learning (CALL) and the traditional mode. It was expected that listening by computer would produce better performance than the traditional method.

These findings are supported by the results reported by other studies. They are in agreement with those of Meihami, Meihami & Varmaghani (2013) study which indicated a significant improvement in the post-test sample of students in CALL over the traditional classes. The findings of this study revealed that CALL materials have significant effect on improving Iranian EFL learners listening. The results of this investigation attest to the validity of the previous studies on the effect of CALL materials on improving listening comprehension skills of EFL advanced students (Buck, 2001, p. 29; Rost, 2002; Wiebe & Kabata, 2010; Yusof, 2012). According to the findings of this research, using CALL in listening comprehension classrooms can improve EFL students' listening comprehension. The rational justification for such results is that, when students attend a listening comprehension classroom equipped with Computer-Assisted Language Learning materials they have some facilities that help them work more effectively on listening comprehension tasks. In so doing, two important observations were made: (A) students use the most of their time to improve their ability in listening comprehension skills and (B) using computer makes them less exhausted in comparison with traditional modes.

The results of this study indicated significant improvement in students' listening comprehension as a result of computer assisted instruction. According to the results, compared to the traditional class, the number of positive responses to learning environment was higher among the students in the CALL class. Moreover, the students in the CALL class were more interested in learning in the class than those in the traditional class. According to the students in the CALL class, the materials in the class were presented in an attractive way and the class was highly organized. On the contrary, in traditional teacher-centered classes, because of lengthy conversations, which are sometimes beyond students' understanding, students might not be very interested or motivated. These findings are similar to findings of other studies related to computer assisted listening. The use of computers in language teaching appears to increase interaction with a variety of interesting, enjoyable and useful materials and tasks, which sustain and enhance the students' interest (Rahimi & Hosseini, 2011; Ghalami Nobar & Ahangari, 2012).

The main difference between these two modes is the class attraction. Since the traditional classes are teacher-centered, and the students sit in their constant seats, the class is boring to both of them because the teacher is the sole speaker. Due to teacher's fatigue, a mispronunciation may sometimes be involuntarily presented, or it may be hard to manage the class because it is not intriguing enough. The students may not listen carefully or concentrate. Since the greatest energy is spent teaching and reading out the short story in the classroom in a way that all the students can hear the teacher's voice, the teacher may experience a sudden dysphonia reducing the efficiency.

In a computer- assisted language learning (CALL) class, teacher has more control over the class and establishes connection with students easily, without having to worry about time. This is because she/he can easily respond to students' questions while the CD is playing and other students are listening to it and answering to the given text. Regarding the importance of time in Iranian schools and limitation of time devoted to English classes, this mode surely is more beneficial than the traditional modes.

The teacher played a crucial role in both classes; therefore, the role of the teacher could not be ignored in either. In a CALL class, the teacher acts as a guide and a mentor and in the traditional class as a central figure, but neither role can be ignored. In both classes, the teacher's presence is required for answering the students' questions and keeping the class in order. In traditional class teacher has more authority and a greater role than a CALL teacher who is mainly mentor and guide. This shows that teachers are not replaceable with computer as they maintain guiding, observing, and instructing roles in every class, and thus both types of classes need them. According to the obtained statistics from the data and the progress of traditional class students, the teacher relatively succeeded in improving students' listening comprehension. However, this improvement was higher in the CALL class.

According to Vahdat (2009), during a CALL class, the teacher can devote more time to communicating with the students and this creates an interest among the students. Personal relations in CALL classes solved the students' listening comprehension problems. As a result, the students had more opportunity to develop personal cooperation as well as express their opinions in the class. Moreover, each student was able to communicate personally with the teacher while other students were listening to educational CDs. Instead of showing a central and powerful presence (as is the case in traditional classes), the teacher acted more as a guide and a mentor. In traditional classes, the teacher had less time to communicate with students and would spend most of the class time either teaching or reading out short stories. When the teacher was the only source of the knowledge in the class, he/she was probably able to answer to few of student's questions, so the interaction among the students in relation with the listening comprehension was decreasing and they weren't able to improve their listening comprehension. For this reason, traditional classes are considered to be totally teacher-based.

### VIII. CONCLUSION

Over the last two decades, drastic innovations in technology have changed every aspect of life like the way people live, communicate, work and study. The latest advances in computers and Internet introduced new concepts and resources such as wireless connection, webcam, infinite images, animation, visuals and audio, e-mail, instant messaging, chat rooms, wikis, blogs, podcasting, online communities, groups, RSS, MSN, Yahoo, Google, MOOs (virtual environments where participants can meet, communicate, and interact with each other and the environment as well), and virtual worlds. (Tunçok, 2010)

The overall finding of this research is that computer assisted language learning (CALL) has a positive impact on listening skill. The use of computer as a tool to meet the needs of L2 learners has a great potential in the development of the listening skills. The applications of computer to teaching listening holds great promise as an instructional tool to increase students' engagement in listening, promote listening comprehension, and improve listening skills. Teachers can communicate more with the students because he or she can easily be among the students for troubleshooting or repeating and defining the unintelligible words while the CD is being played. Fortunately, the teacher becomes less tired in CALL method, and there is no need to pronounce the words loudly.

Therefore, it seems that the CALL mode is more efficient than the traditional mode in the improvement of students' listening comprehension skill.

### IX. LIMITATIONS OF THE STUDY

Similar to other studies, this study was faced with several problems in the implementation of computer in the CALL class, including inadequate number of computers relative to the number of students, some broken computers, faulty CD-ROMs, speakers, and CDs, and sudden power outage. In addition, some students had little knowledge about computers and how to use them. In the traditional class, the teacher had to present the lesson loudly due to the lack of tape recorder and cassette. Unfamiliarity of the students with the listening comprehension skill caused some problems in the initial sessions in both classes. These limitations may have significantly affected the findings of the study.

### X. RECOMMENDATIONS FOR FURTHER STUDY

In order to complement the findings of the present study, some further line of research can be suggested; learning skill cannot develop adequately during an eight-week period. Therefore, it is recommended that this period, as well as the training, should be longer for future studies. Moreover, the samples of the present study were selected from beginner-level participants. It is recommended that a wider range of samples should be selected and various proficiency levels should be investigated. On the other hand, the number of samples can also be expanded so that the findings can be generalized more (the present study included only 60 participants). In this study, only two female groups were investigated in terms of their listening. For future studies, male groups can also be selected to investigate the effect of CALL in four groups.

Similar studies are critically needed in other parts of Iran in order to see whether the results will be the same or different from the results of the present study. Research is needed for developing computer culture for students with poor language skills. Studies are needed to compare between the two kinds of feedback; teacher's feedback and computer's feedback in FL learning.

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