



Research article

Students' Attitude and Experience towards CAELL: A Case Study on Social Science School, Khulna University

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ABSTRACT

This paper reveals undergraduate students' attitudes to and experiences of Computer Assisted English Language Learning (CAELL) at Social Science School, Khulna University. Because of the advancement of the Fourth Industrial Revolution, teachers prefer digital tools to teach English language. Besides, English is the medium of instruction at Social Science School. So, students' attitudes to and experiences of using computer to learn English are worth studying. This study is based on a mixed-method approach and its data is collected through a multi-stage random sampling. It incorporates two research tools: a questionnaire survey where 391 students participated and an interview strategy where 21 students responded. Data analysis and tabulation are accomplished by Stata. The theoretical basis of this study is on the interaction account of the SLA. The findings of the study expose that students have positive attitudes towards and neutral experiences in CAELL. Besides, the students face some challenges like lack of materials and resources; absence of language lab and multimedia classrooms; uninterrupted internet connections; and want of training sessions and workshops. Hence, this study recommends how to overcome these impediments and help students through Computer Assisted English Language Learning.

Introduction

Computer Assisted Language Learning (CALL) has become an integral part of modern language education. The history of using computer for language learning emerged in the 1950s when computer was available for research at university. In the 1970s to 1980s, computer was found to be used at university laboratories and commercial institutions for CALL research. During this period videodisc technology was the focus of CALL research. In the 21st century, CALL has changed greatly. Computing facilities are integrated into many aspects of daily life. For instance, mobile phone meets many of the computing demands of ordinary users or television gets connected with computer. In other words, technological advances promote new scopes for the application of CALL (Beatty, 2010).

CALL is defined as "the search for and study of application of the computer in language teaching and learning." (Levy, 1997a, p. 1). According to Cameron (1999, p. 2), "the main objective of CALL is to improve the learning capacity of those who are being taught a language through computerized means". Chapelle (2001) classifies CALL into six computer-related sub-disciplines, which are educational technology, computer-supported collaborative

learning (CSCL), artificial intelligence, computer-assisted assessment, computational linguistics and corpus linguistics. CALL is an approach that functions as a tool and tutor in the language learning domain. It contributes to the development of language proficiency through a variety of activities. Actually, this approach increases the interest of the teachers, learners and research scholars and it contributes its important role to the process of language learning and teaching (Hubbard, 2005). Lee (2000) identifies some reasons for using CALL: (a) experiential learning, (b) motivation, (c) enhancing student achievement, (d) authentic materials for study, (e) greater interaction, (f) individualization, (g) independence from a single source of information and (h) global understanding. Thus, "CALL has become an important element of language learning which supports the idea that computers should be used as a medium to facilitate language learning" (Mahmoudi et al., 2012, p. 490).

Over the years, CALL has been developing and undergoing some transformations. It began with the structural and behaviourist models which were exposed in audio-lingual approaches to language learning. Later CALL

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educators explored aspects of communicative approaches to language learning. Afterwards, socio-cognitive theories of instruction emerged and have been an integral part of CALL in the present days (Gruba, 2004). Warschauer and Healey (1998), categorise CALL into three phases: behaviouristic CALL, communicative CALL and integrative CALL. According to them, these three stages coincide with specific levels of technology and certain pedagogical theories.

Behaviouristic CALL had a profound effect on language teaching practice and on the development of early CALL (Levy, 1997b). Here, a computer was regarded as a “mechanical tutor which never grew tired or judgmental and allowed students to work at an individual pace” (Warschauer & Healey, 1998, p. 57). Afterwards, communicative CALL emerged because behaviouristic CALL could not fulfil the demands of language teachers and learners. According to Underwood (1984), communicative CALL focuses more on using forms rather than on the forms themselves. He further observes that it teaches grammar implicitly rather than explicitly, and encourages students to generate original utterances rather than just manipulate prefabricated language. Warschauer (1996) proposes three models of computer used in communicative CALL: computer as a tutor, computer as a stimulus and computer as a tool. Then integrative CALL emerged as a prospective way “to integrate various skills (listening, speaking, reading, and writing) and also to integrate technology more fully into the language learning process” (Warschauer & Healey, 1998).

A number of studies have been conducted on learners’ experiences of and attitudes towards CALL in various contexts over the years. Many studies have revealed that most of the learners have positive attitude towards CALL (Mahmoudia et al., 2012). For instances, Lodhi et al. (2019); Arishi (2012); Nachoua (2012); Pinto-Llorente et al. (2016); Tafazali et al. (2014); Talebinezhad & Abarghoui (2013); Jalali and Dousti (2014); Haider and Chowdhury (2012); have explored learners’ good experiences and positive attitudes towards CALL in their researches.

Lodhi et al. (2019) reveal that male students have more positive attitude towards CALL as compared to their female counterparts. Arishi (2012) shows that students hold positive attitudes. CALL is a motivating method and computers are worthwhile tools to be used in second/foreign language classes to develop students’ listening skill (Nachoua, 2012). Pinto-Llorente et al. (2016) find students’ attitudes and perceptions towards technological tools such as podcast, video casts, online tests, online glossary and forums positive. Pinto-Llorente and her colleagues identify different reasons for Spanish participants’ positive attitudes towards CALL. Tafazali et al. (2020) explore that many language learners in Iran and Spain agree that CALL provides a wide range of tools, resources and materials for language learning. Talebinezhad and Abarghoui (2013) demonstrate that most of the students have positive attitudes towards CALL.

Jalali and Dousti (2014) investigate three groups of young language learners’ attitudes towards CALL. Their results show that generally young EFL learners have positive attitudes towards CALL; but their attitudes are significantly different in the second experimental group. Haider and Chowdhury (2012) seek to explore how aspects of CALL are being integrated within a framework of communicative language teaching (CLT). They find out that the trainees give a positive response to the contents, facilities and organization of the course; but they are not completely satisfied with the teaching techniques and participants’ role as independent learners.

The undergraduate students of Khulna University have to complete a compulsory English language course as part of the foreign language policy of Bangladesh. Moreover, English is the medium of instruction of the university (Al Mamun et al., 2012). Only students of Bangla Discipline follow Bangla as the medium of instruction; students of History and Civilization Discipline have options to choose either English or Bangla as the medium of instruction. English gains importance by the education commission of 2010 for ensuring ‘digital Bangladesh.’ In all fields of higher education, English has been a compulsory subject, which contains 3 credits/100 marks (Haque, 2018). Therefore, all undergraduate students of Social Science School of Khulna University have to learn English language; in this regard they use computers in the classrooms and outside the classrooms and gather experiences in and grow attitudes towards CAELL. Hence, this article intends to explore the experiences and attitudes of the undergraduate students of Social Science School of Khulna University towards Computer Assisted English Language Learning (CAELL) as learning process is greatly influenced by learners’ experiences and attitudes. Wenden (1998) defines attitudes as “learned motivations, valued beliefs, evaluations, what one believes is acceptable, or responses oriented towards approaching or avoiding.” The strength and durability of an attitude depend on its dominant type such as affective, behavioral, or cognitive; it is worth of note that cognitive based attitudes are known to be the strongest and the hardest to change (Boucheffa & Baghoussi, 2017). Candy (1991) argues that the overall approach adopted by learners significantly influences the shape of their learning outcomes.

However, this paper attempts to gain insights into the impact and effectiveness of CALL in English language learning and to show whether CAELL is more effective than traditional language learning. Addressing “What are the experiences and attitudes of the undergraduate students of Social Science School of Khulna University?” and “What are the strengths and weaknesses of CAELL at Social Science School?” as basic questions, the objectives of this study are set. The main objective of the study is to examine the attitudes to and experiences of the existing pupils towards CAELL at Social Science School, Khulna University, whereas the specific objectives are to examine the strengths and weaknesses of CAELL; and to provide possible recommendations regarding this.

Methodology

This study follows a mixed-method approach as it incorporates both qualitative and quantitative methods. It is exploratory in nature. All the undergraduate students (1st year-22 batch, 2nd year-21 batch, 3rd year-20 batch and 4th year-19 batch) of Social Science School, Khulna University, Khulna, Bangladesh are the target population of this study. Social Science School comprises four Disciplines: Economics, Sociology, Development Studies (DS) and Mass Communication and Journalism (MCJ). The number of the undergraduate students is approximately 640. This study includes 391 students through a multi-stage random sampling strategy. 95 respondents from Economics, 98 from Sociology, 101 from (DS) and 97 from (MCJ) were chosen randomly as samples for questionnaire survey and 21 students were selected randomly for interviews, irrespective of their sex.

This study incorporates two research tools: students' questionnaire, prepared through the modification of the questionnaires of Ozfidan and Burlbaw (2020) and Tafazoli et al. (2020) and students' interviews. The questionnaire contains 23 close ended questions and one open ended question. In the questionnaire, the first thirteen (1-13) statements are based on attitudes. They are as follows: 1. CAELL ensures interactive learning; 2. CAELL is exciting and interesting; 3. CAELL is more flexible; 4. CAELL is convenient and comfortable; 5. CAELL increases peer interactions; 6. CAELL fosters individualism; 7. CAELL facilities native-like communication; 8. CAELL ensures both learning and acquisition process; 9. CAELL gives immediate feedback; 10. CAELL offers a variety of classroom activities; 11. CAELL presents a compatible learning style; 12. CAELL provides guided and repetitive practice opportunities; and 13. CAELL provides practical and easy assessment strategies. The last ten (14-23) statements are about experiences, which are: 14. My English language learning is strengthened for being assisted by a computer; 15. I do not feel any anxiety while learning English through computer; 16. CAELL is time-consuming; 17. CAELL distracts students; 18. Variety of CAELL materials confuses learners; 19. CAELL decreases face-to-face interactions; 20. CAELL makes students more dependent on technology; 21. CAELL should be the only medium of learning English; 22. CAELL is as valuable as traditional language learning; 23. CAELL is more effective than traditional language learning. The answers of the questionnaire have been measured by a 5-point Likert scale- strongly agree, agree, neutral, disagree and strongly disagree. Both questionnaire survey and semi-structured

interviews were conducted in person, and audio-recorded and transcribed with the formal consents of the respondents. Interviews and open-ended questions are analyzed qualitatively and close-ended questions are examined quantitatively. Then the collected data are analyzed with the Stata. The results are demonstrated using charts and graphs in Microsoft Word 2016 and Microsoft Excel. The response of each question is demonstrated with description and analysis. A pilot survey on 18 students is also conducted to examine how the instruments functioned before applying them for the main research. Here APA 7 style is followed for both in-text and end-text citations.

The theoretical foundation of this study is based on the thoughts of the interactionists. The interaction account (IA) is an appropriate foundation for CALL research (Hubbard and Levy, 2016) and puts emphasis on the role of interaction in second language development (Long, 1996). Chapelle (2003) notes that the IA stresses on learning interactions which involve two or more people, or a person and the computer. Vygotsky (1978) also claims that learning results from social interaction rather than through isolated individual effort, and that engagement with others is a critical factor in the process. Donato and McCormick (1994) explain that for Vygotsky, the source of mediation is either a material tool (e.g. using a computer) or a system of symbols (e.g. language) or the behaviour of another human being in social interaction. Hubbard and Levy (2016) assert that from a sociocultural perspective, cognitive change or learning occurs by means of these different forms of mediation.

Results

In the questionnaire, a demographic chart was set to have respondents' academic background and sex. From the chart, it was found that 95 (24.3%), 98 (25.06%), 101 (25.83%) and 97 (24.81%) students responded from Economics, Sociology, Development Studies, and Mass Communication and Journalism Discipline respectively. Among the respondents 100 (25.58%), 92 (23.53%), 110 (28.13%) and 89 (22.76%) were from the first, second, third and fourth singly. 56.78% respondents were female whereas 43.22% were male. Among the respondents, 85.68% students possessed personal computer and 14.32% students did not have any. The chart also showcases that 62.40% students had a 1-3 year, 23.79% had 4-6 years and 6.91% had 7-9-year experience of using computer. It also demonstrates that 65.22% students use computer daily, 21.74% once a week; 3.07% once a month; 8.95% rarely and 1.02% students never use.

Close-ended Questions:

The 5-point Likert scale used in this questionnaire has been proportionately divided into 5 equal ranges (80) to measure the value of weighted mean index regarding attitude and experience.

5 Point Likert Scale

Scale Range	Interpretation
4.20-5.00	Strongly Agree
3.40-4.19	Agree
2.60-3.39	Neutral
1.80-2.59	Disagree
1.00-1.79	Strongly Disagree

Variables Description Related to Attitude	VWMI	DI
1. CAELL ensures interactive learning	3.90	Agree
2. CAELL is exciting and interesting	3.82	Agree
3. CAELL is more flexible	3.68	Agree
4. CAELL is convenient and comfortable	3.76	Agree
5. CAELL increases peer interactions	3.56	Agree
6. CAELL fosters individualism	3.50	Agree
7. CAELL facilities native-like communication	3.65	Agree
8. CAELL ensures both learning and acquisition process	3.80	Agree
9. CAELL gives immediate feedback	3.53	Agree
10. CAELL offers a variety of classroom activities	3.67	Agree
11. CAELL presents a compatible learning style	3.77	Agree
12. CAELL provides guided and repetitive practice opportunities	3.73	Agree
13. CAELL provides practical and easy assessment strategies	3.82	Agree
Mean	3.71	Agree

Note: Value of Weighted Mean Index=VWMI, Descriptive Interpretation=DI

Variables Description Related to Experience	VWMI	DI
14. My English language learning is strengthened for being assisted by a computer	3.62	Agree
15. I do not feel any anxiety while learning English through computer	3.44	Agree
16. CAELL is time-consuming	3.26	Neutral
17. CAELL distracts students	2.94	Neutral
18. Variety of CAELL materials confuses learners	3.22	Neutral
19. CAELL decreases face-to-face interactions	3.54	Agree
20. CAELL makes students more dependent on technology	3.66	Agree
21. CAELL should be the only medium of learning English	2.69	Neutral
22. CAELL is as valuable as traditional language learning	3.23	Neutral
23. CAELL is more effective than traditional language learning	3.32	Neutral
Mean	3.29	Neutral

Note: Value of Weighted Mean Index=VWMI, Descriptive Interpretation=DI

The two tables show that students have positive attitudes towards CAELL as the value of weighted mean index related to attitude is 3.71 and its descriptive interpretation is “Agree”. On the other hand, the experience of the

students is neutral as the value of weighted mean index related to experience is 3.29 and its descriptive interpretation is “Neutral”. The variables related to attitude and experience have been shown individually below:

Statement 1: CAELL ensures interactive learning

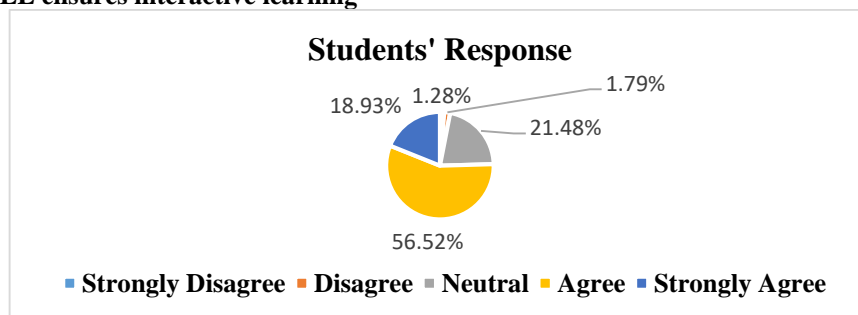


Figure 1: CAELL Ensures Interactive Learning

The pie chart depicts that 1.28% students strongly disagree, 1.79% disagree, 21.48% remain neutral, whereas 56.52% agree and 18.93% strongly agree.

Statement 2: CAELL is exciting and interesting

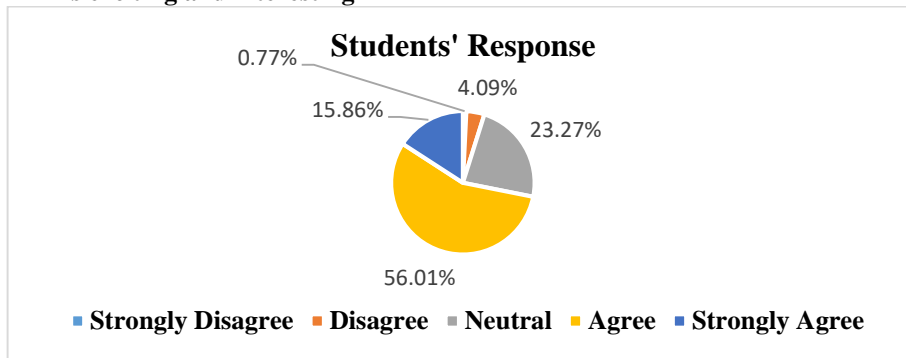


Figure 2: CAELL is Exciting and Interesting

As regard to “CAELL is exciting and interesting”, 0.77% students strongly disagree, 4.09% disagree, 23.27% remain neutral, whereas 56.01% agree and 15.86% strongly agree.

Statement 3: CAELL is more flexible

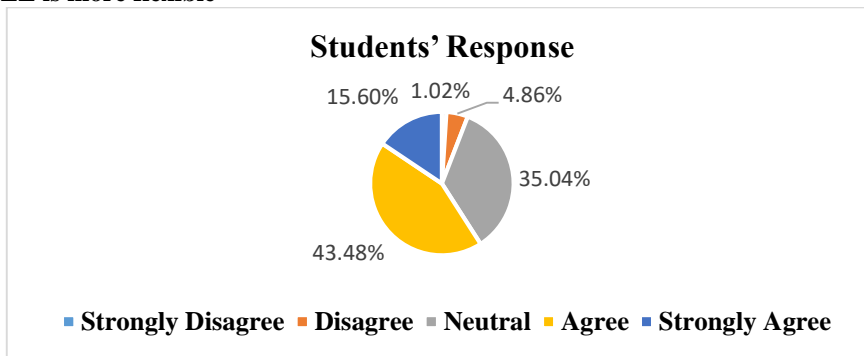


Figure 3: CAELL is more Flexible

In response to this statement, 1.02% students strongly disagree, 4.86% disagree, 35.04% remain neutral, 43.48% agree and 15.60% strongly agree.

Statement 4: CAELL is convenient and comfortable

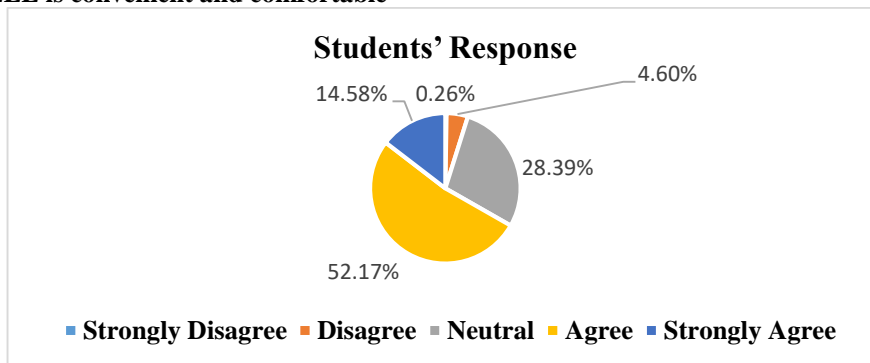


Figure 4: CAELL is Convenient and Comfortable

For this statement, 0.26% students strongly disagree, 4.60% disagree, 28.39% remain neutral, while 52.17% agree and 14.48% strongly agree.

Statement 5: CAELL increases peer interactions

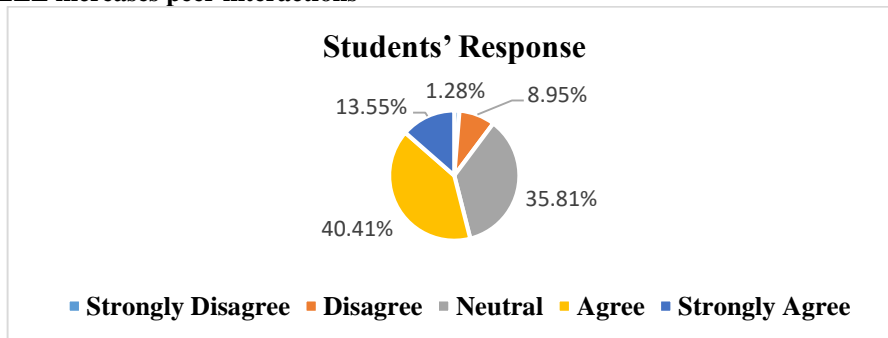


Figure 5: CAELL Increases Peer Interactions

In this regard, 1.28% students strongly disagree, 8.95% disagree, 35.81% remain neutral, whereas 40.41% agree and 13.55% strongly agree.

Statement 6: CAELL fosters individualism

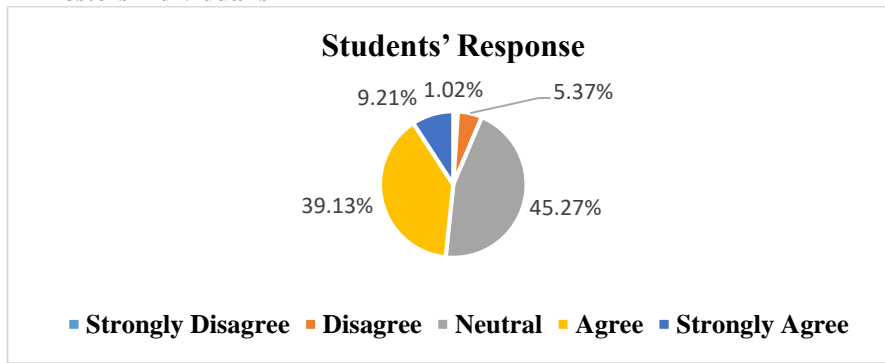


Figure 6: CAELL Fosters Individualism

This pie chart depicts that 1.02% students strongly disagree, 5.37% disagree, 45.27% remain neutral, while 39.13% agree and 9.21% strongly agree on the statement.

Statement 7: CAELL facilitates native-like communication

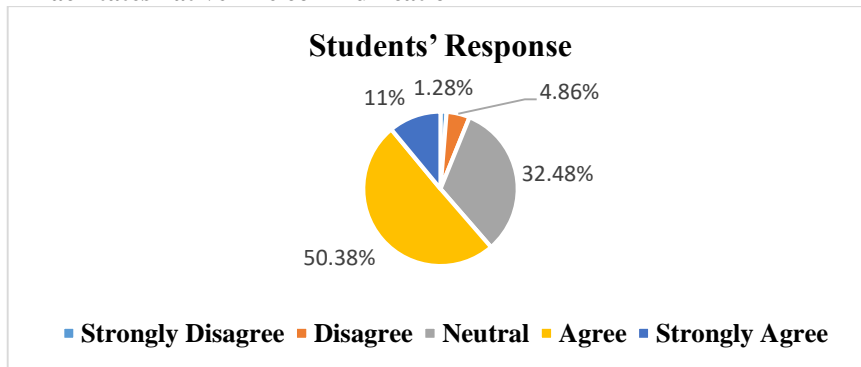


Figure 7: CAELL Facilitates Native-like Communication

In this case, 1.28% students strongly disagree, 4.86% disagree, 32.48% remain neutral, while 50.38% agree and 11% strongly agree.

Statement 8: CAELL ensures both learning and acquisition process

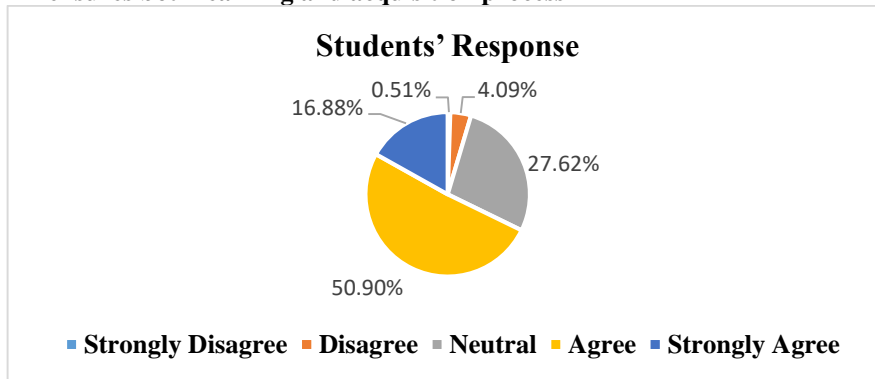


Figure 8: CAELL Ensures both Learning and Acquisition Process

In this regard, 0.51% students strongly disagree, 4.09% disagree, 27.62% remain neutral, whereas 50.90% agree and 16.88% strongly agree.

Statement 9: CAELL gives immediate feedback

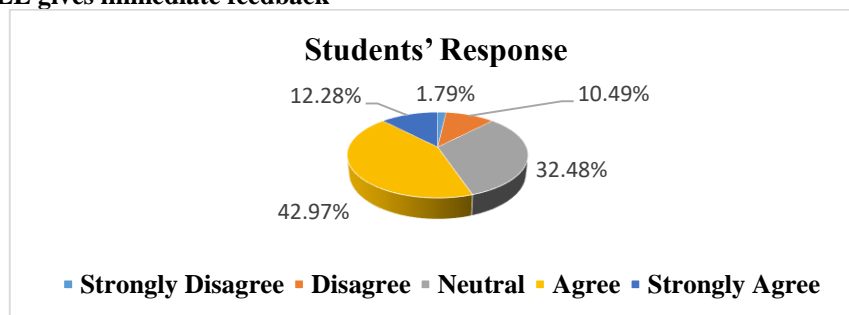


Figure 9: CAELL Gives Immediate Feedback

Here 1.79% students strongly disagree, 10.49% disagree, 32.48% remain neutral, whereas 42.97% agree and 12.28% strongly agree on the statement.

Statement 10: CAELL offers a variety of classroom activities

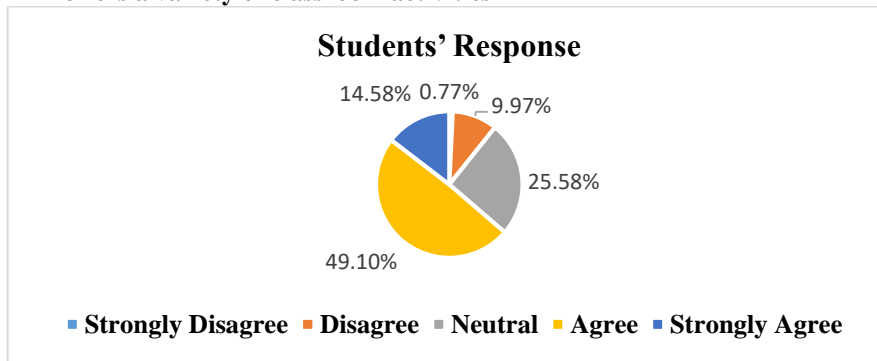


Figure 10: CAELL Offers a Variety of Classroom Activities

At this point, 0.77% students strongly disagree, 9.97% disagree, 25.58% remain neutral, whereas 49.10% agree and 14.58% strongly agree.

Statement 11: CAELL presents a compatible learning style

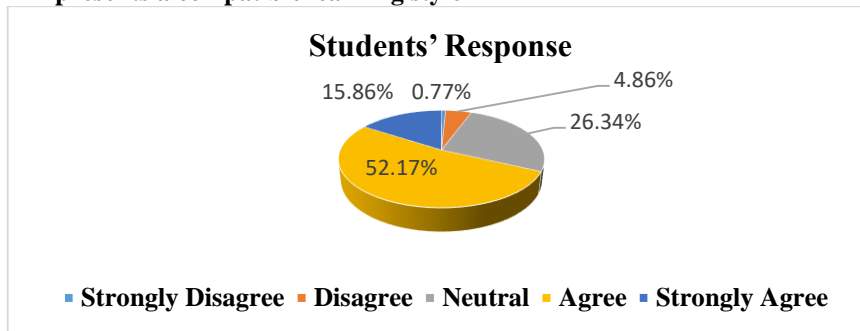


Figure 11: CAELL Presents a Compatible Learning Style

This graph illustrates that 0.77% students strongly disagree, 4.86% disagree, 26.34% remain neutral, 52.17% agree and 15.86% strongly agree on the statement.

Statement 12: CAELL provides guided and repetitive practice opportunities

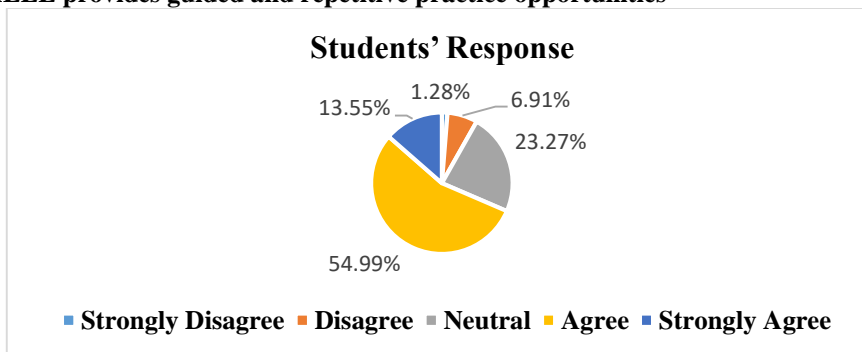


Figure 12: CAELL Provides Guided and Repetitive Practice Opportunities

This chart shows that 1.28% students strongly disagree, 6.91% disagree, 23.27% remain neutral, whereas 54.99% agree and 13.55% strongly agree.

Statement 13: CAELL provides practical and easy assessment strategies

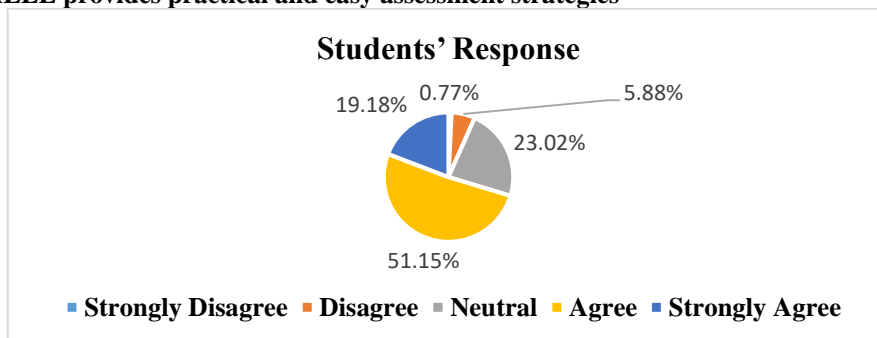


Figure 13: CAELL Provides Practical and Easy Assessment Strategies

As regard to this, 0.77% students strongly disagree, 5.88% disagree, 23.02% remain neutral, whereas 51.15% agree and 19.18% strongly agree.

Statement 14: My English language learning is strengthened for being assisted by a computer

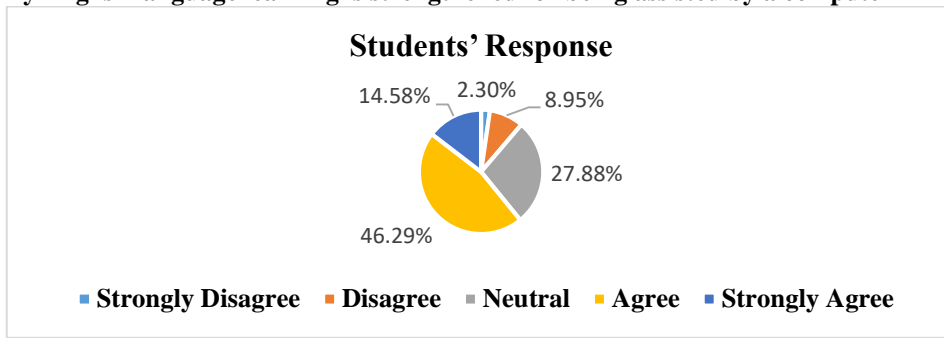


Figure 14: My English Language Learning is strengthened for being assisted by a Computer

In this regard, 2.30% students strongly disagree, 8.95% disagree, 27.88% remain neutral, whereas 46.29% agree and 14.58% strongly agree.

Statement 15: I do not feel any anxiety while learning English through computer

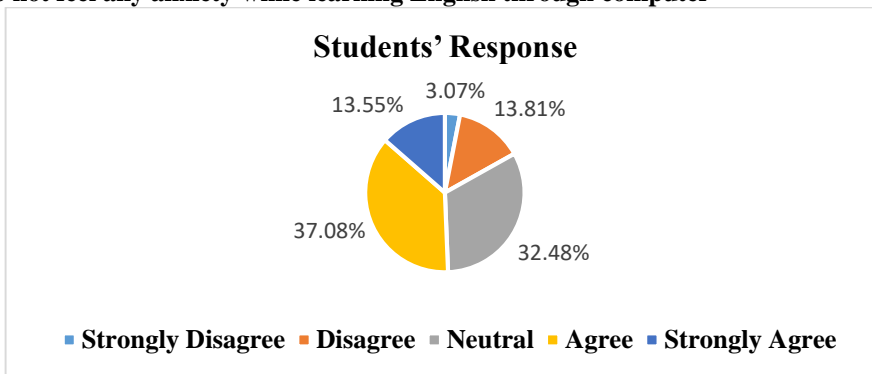


Figure 15: I do not feel any Anxiety while Learning English through Computer

For this, 3.07% students strongly disagree, 13.81% disagree, 32.48% remain neutral, whereas 37.08% agree and 13.55% strongly agree.

Statement 16: CAELL is time-consuming

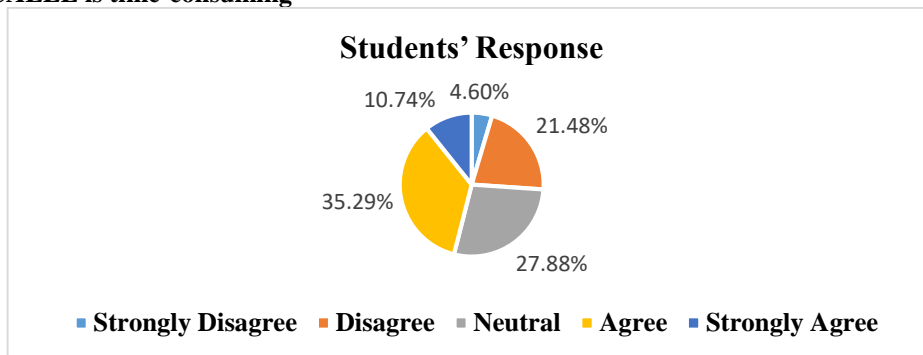


Figure 16: CAELL is Time-consuming

Here 4.60% students strongly disagree, 21.48% disagree, 27.88% remain neutral, while 35.29% agree and 10.74% strongly agree on the statement.

Statement 17: CAELL distracts students

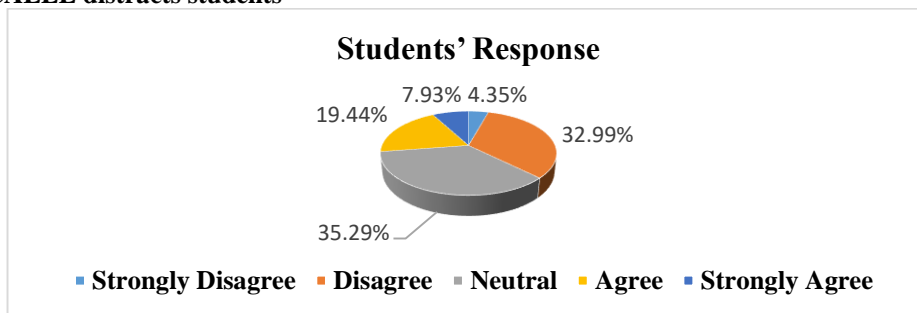


Figure 17: CAELL Distracts Students

As regard to this, 4.35% students strongly disagree, 32.99% disagree, 35.29% remain neutral, while 19.44% agree and 7.93% strongly agree.

Statement 18: Variety of CAELL materials confuses learners

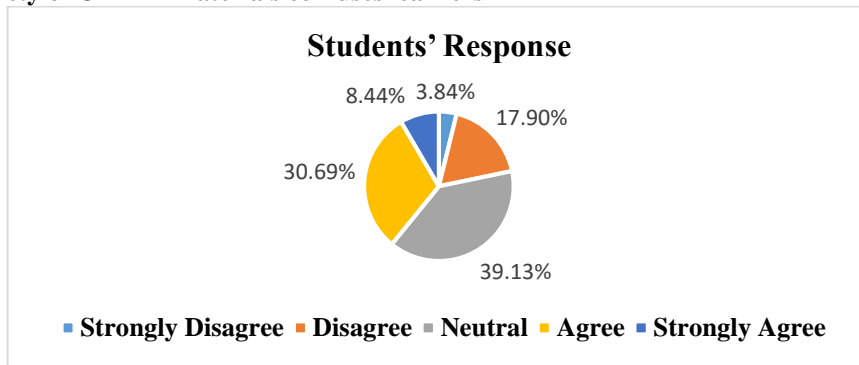


Figure 18: Variety of CAELL Materials Confuses Learners

In this regard 3.84% students strongly disagree, 17.90% disagree, 39.13% remain neutral, whereas 30.69% agree and 8.44% strongly agree.

Statement 19: CAELL decreases face-to-face interactions

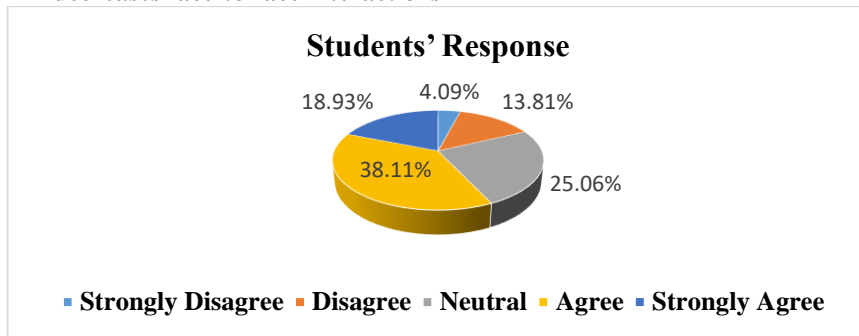


Figure 19: CAELL Decreases Face-to-face Interactions

At this point, 4.09% students strongly disagree, 13.81% disagree, 25.06% remain neutral, whereas 38.11% agree and 18.93% strongly agree.

Statement 20: CAELL makes students more dependent on technology

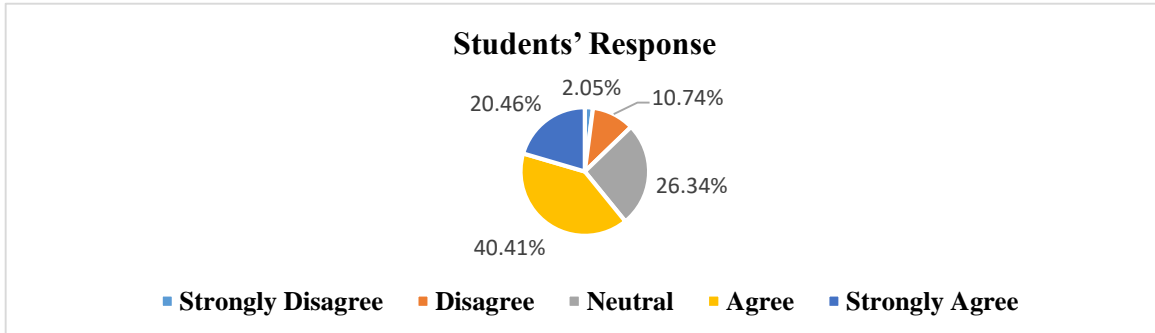


Figure 20: CAELL Makes Students more Dependent on Technology

Here 2.05% students strongly disagree, 10.74% disagree, 26.34% remain neutral, while 40.41% agree and 20.46% strongly agree on the statement.

Statement 21: CAELL should be the only medium of learning English

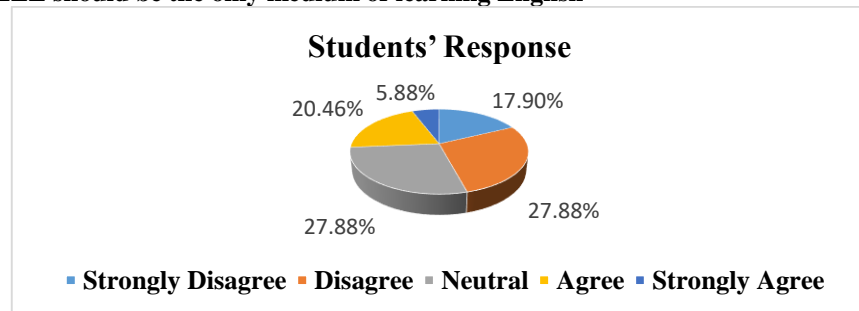


Figure 21: CAELL Should be the only Medium of Learning English

In response to this, 17.90% students strongly disagree, 27.88% disagree, 27.88% remain neutral, whereas 20.46% agree and 5.88% strongly agree.

Statement 22: CAELL is as valuable as traditional language learning

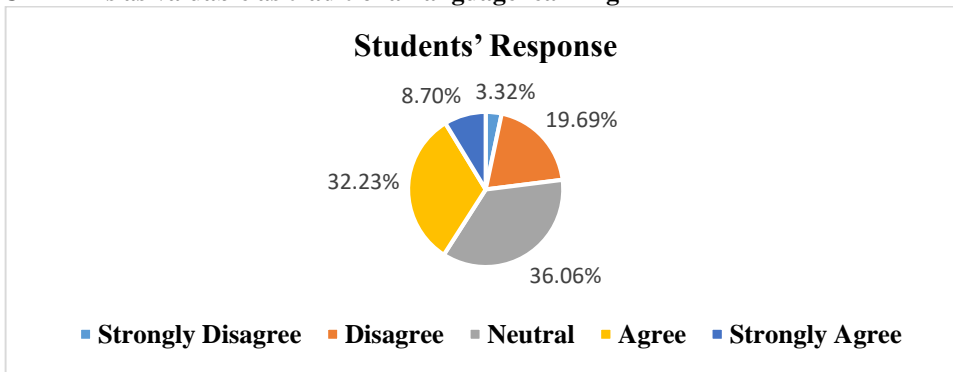


Figure 22: CAELL is as Valuable as Traditional Language Learning

As regard to this, 3.32% students strongly disagree, 19.69% disagree, 36.06% remain neutral, while 32.23% agree and 8.70% strongly agree.

Statement 23: CAELL is more effective than traditional language learning

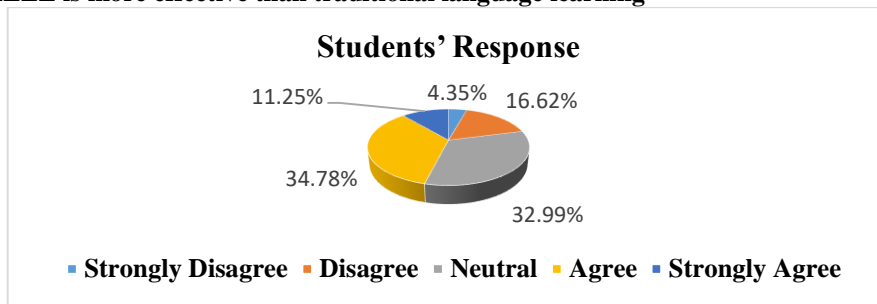


Figure 23: CAELL is more effective than traditional Language Learning

In this regard, 4.35% students strongly disagree, 16.62% disagree, 32.99% remain neutral, whereas 34.78% agree and 11.25% strongly agree.

Open-ended Question

In the questionnaire, there is one open-ended question “What is your suggestion regarding CAELL”? Among 391 respondents, some participants suggest that computers should be used to learning English language effectively. CAELL is more effective than traditional English learning, and beneficial for weak students and new learners.

Besides, some students suggest that CAELL should be improved by incorporating a variety of digital resources such as language learning apps, online courses, virtual materials and AI platforms. Moreover, some students recommend that proper guidelines from teachers and internet facilities, training sessions, workshops and language or computer labs should be ensured for effective English language learning.

A group of respondents believe that there should be a blending between traditional methods and CAELL. A few respondents opine that students should not be entirely depended on CAELL for learning English as CAELL may create dependency and anxiety.

Interviews:

In this study, 21 interviews were conducted from the students concerned. Respondents were asked four questions regarding their attitudes towards CAELL, their experiences in CAELL and their preference. The original interviews were conducted in Bangla as all the respondents were not good at speaking in English. They have been transcribed and translated in English for data analysis.

The first question is “What is your view regarding Computer Assisted English Language Learning?” In response to this, 20 participants showed positive attitudes

towards CAELL. They consider CAELL positively and talk about some advantages of CAELL. For example, Interviewee 3) says “I see it positively. Those who come from villages face some challenges regarding English at university. They cannot always go to teachers to learn English. In this case, they can use computer to learn English. In traditional method, we notice a lot of limitations. By using computer we can learn English anywhere anytime. We can attend classes and take exams online. Thus we get lots of scopes and opportunities.” Interviewee 4) opines “CAELL is very helpful. I think it is a good assistance for learning English. Those who are living in villages are deprived of good teachers and sources. If they have a computer and internet connection, they can learn English easily and effectively.” Interviewee 5) says “I see CAELL positively. We, who came from Bangla version, face some problems with English at university as our medium of instruction is in English. Here we need both speaking and writing skills. I get help from computer when I write reports and assignments in English. I use QuillBot and Grammarly to check English grammar. Thus I learn English grammar.” However, one interviewee (4) has negative attitude towards CAELL. As he opines “I see CAELL negatively. I cannot concentrate on a particular topic when I learn through computer. I prefer traditional method.”

The second question is “What is your personal experience about Computer Assisted English Language Learning?” Most of the interviewees have mixed experiences. They find a lot of advantages of CAELL. At the same time, they face some challenges such as lack of concentration, poor internet and proper guidelines.

Therefore, their experience is neutral. For instance, interviewee 1) opines “using computer is time-consuming because of poor internet connection. Interviewee 10) says “I can learn English as urban students can. But I don’t get proper guidelines.” Interviewee 14) opines “My experience is good, but the materials are scattered. It is difficult to find out the necessary materials.” However, some interviewees opine that their experience in CAELL is good. They can use online dictionaries, watch some English classes on YouTube, get easy access to contents about grammar and vocabulary, save time, develop listening and speaking skills and solve grammatical problems.

The third question is “Which one do you prefer - traditional methods or Computer Assisted English Language Learning? And why?” Most of the interviewees prefer CAELL to traditional way of language learning because CAELL is interesting, motivating and user-friendly, fruitful and less expensive. Interviewee 6) opines “I prefer CAELL at this stage because I get easy access to a lot of sources and materials. I do not need to go to teachers and buy books. Thus I can save money and time.” Interviewee 19) says “I prefer CAELL because traditional method has many limitations.” Four interviewees prefer mixed method (traditional and CAELL). Interviewee 18) opines “I prefer mixed method. Both traditional method and CAELL are necessary.” Only two interviewees prefer traditional method.

The fourth question is “How can English be best learnt by using computer?” In response to the question, some interviewees suggest that proper training and guidelines, quality online courses and effective sources should be ensured; moreover, materials should be properly arranged and categorized; furthermore, English movies should be watched in leisure time; some computer based software should be used to improving listening, speaking, reading and writing skills. Interviewee 3) opines “We have to find some reliable sources to learn English. Proper training is required and materials should be arranged.” Interviewee 9) says “We should not be distracted by many sources. I should manage time properly.”

Discussion

Experiences and attitudes of students towards CAELL

From the questionnaire, it has been discovered that majority of students (85.68%) possess personal computer; 64.45% students use computer to learn English consciously while 35.55% learn English subconsciously. From the survey and interviews, it has been explored that students have positive attitudes towards CAELL as the value of weighted mean index related to attitude is 3.71 and its descriptive interpretation is “Agree”. According to Value of Weighted Mean Index (VWMI), students have agreed on all the statements related to attitudes. Alam and Mijan (2019) discover that 83% students often believe that CALL tools and sources keep them motivated immensely for L2 acquisition. Furthermore, Lodhi et al. (2019) find out that government and private (male and female) students have positivity towards the usage of computer for language instruction. The mean values of males and females are 4.17 and 4.05 respectively out of 150 government students. Among 150 private students, males and females show positive attitudes as their mean values

are 4.36 and 3.51 respectively. Overall data indicate that they all have positive attitudes towards the usage of computer in language instruction.

However, the experience of the students is neutral as the value of weighted mean index related to experience is 3.29 and its descriptive interpretation is “Neutral.” According to VWMI, they have remained neutral on the statements 16, 17, 18, 21, 22 and 23; but they agreed on the statements 15, 19 and 20.

Besides, in the interview session, almost all interviewees (20 participants out of 21) show positive attitude towards CAELL. They see CAELL positively. However, most of the interviewees have mixed experiences. They find a lot of advantages of CAELL. At the same time, they face some challenges. Therefore, their experience is neutral. In short, students have positive attitudes towards CAELL; their experience is neutral as they face some challenges and find some demerits in CAELL.

Strengths of CAELL at Social Science School

At Social Science School, a lot of strengths of CAELL have been explored. Firstly, CAELL ensures interactive learning; 56.52% students agree and 18.93% students strongly agree on the statement. Secondly, CAELL is exciting and interesting; 56.01% students agree and 15.86% students strongly agree on the statement. Thirdly, CAELL is more flexible; 43.48% students agree and 15.60% students strongly agree on the statement. Fourthly, CAELL is convenient and comfortable; 52.17% students agree and 14.48% students strongly agree on the statement. Fifthly, CAELL increases peer interactions; 40.41% students agree and 13.55% students strongly agree on the statement. Moreover, CAELL fosters individualism; 39.13% students agree and 9.21% students strongly agree on the statement. Furthermore, CAELL facilitates native-like communication; 50.38% students agree and 11% students strongly agree on the statement. Besides, CAELL ensures both learning and acquisition process; 50.90% students agree and 16.88% strongly agree on the statement. Moreover, CAELL gives immediate feedback; 42.97% students agree and 12.28% students strongly agree on the statement. Furthermore, CAELL offers a variety of classroom activities; 49.10% students agree and 14.58% students strongly agree on the statement. Besides, CAELL presents a compatible learning style; 52.17% students agree and 15.86% students strongly agree on the statement. In addition, CAELL provides guided and repetitive practice opportunities; 54.99% students agree and 13.55% students strongly agree on the statement. Additionally, CAELL provides practical and easy assessment strategies; 51.15% students agree and 19.18% students strongly agree on the statement. Moreover, students’ English is developed by computer usage as 46.29% students agree and 15.58% students strongly agree on the statement “My English language learning is strengthened for being assisted by a computer.” Furthermore, students feel no anxiety in CAELL as 37.08% students agree and 13.55% students strongly agree on the statement “I do not feel any anxiety while learning English through computer.” In addition, CAELL does not distract students as 4.35% students strongly disagree, 32.99% students disagree, 35.29% students remain neutral on the statement “CAELL

distracts students.”

Moreover, some strengths of CAELL have been discovered from interviews. Interviewees opine that they can learn English without anyone’s help anywhere anytime; they can attend classes and take exams online; they can learn English very fast and correct spelling and grammatical mistakes; they get easy access to a lot of sources and materials; they do not need to go to teachers and buy books. Thus they can save money and time.

Our findings are alike to the previous researches on the strengths of CAELL. Tafazoli et al. (2020) in their study explore that (1) CALL provides a wide range of tools, resources and materials; (2) CALL helps students to learn more efficiently and effectively; (3) CALL improves language learning; (4) CALL provides real communication with native speakers; (5) CALL decreases students’ anxiety and stress; (6) CALL provides immediate, unbiased and constant feedback; (7) CALL increases peer interactions; and (9) CALL provides authentic materials.

In fact, CAELL is interactive, exciting, interesting, more flexible, convenient, comfortable and user-friendly. It increases peer interactions, fosters individualism, facilitates native-like communication, ensures both learning and acquisition process, gives immediate feedback, offers a variety of classroom activities, presents a compatible learning style, provides guided and repetitive practice opportunities, ensures practical and easy assessment strategies, removes anxiety and saves money and time.

Weaknesses of CAELL at Social Science School

Along with strengths, some weaknesses have been revealed regarding CAELL at Social Science School. Firstly, CAELL is time-consuming; 27.88% students remain neutral, 35.29% students agree and 10.74% students strongly agree on the statement “CAELL is time-consuming.” Secondly, variety of CAELL materials confuses learners as 30.69% students agree and 8.44% students strongly agree and 39.13% students remain neutral on the statement “Variety of CAELL materials confuses learners.” Thirdly, CAELL decreases face-to-face interactions as 38.11% students agree and 18.93% strongly agree on the statement “CAELL decreases face-to-face interactions.” Fourthly, CAELL makes students more dependent on technology; 40.41% students agree and 20.46% students strongly agree on the statement “CAELL makes students more dependent on technology.”

Furthermore, from the interviews some demerits and challenges have been explored. Firstly, CAELL breaks students’ concentration as interviewee 4) opines that he cannot concentrate on a particular topic when he learns through computer. Secondly, internet connection is poor as interviewee 1) opines “I can learn English by computer. But sometimes, it is time-consuming and the internet connection is poor. Thirdly, lack of proper guidelines is another challenge as interviewee 10) says “I don’t get proper guidelines.” Fourthly, materials are not organized as interviewee 14) opines “all the materials are scattered and so it is difficult to find out the necessary materials.”

Tafazoli et al. (2020) also discover some weaknesses

of CALL such as students’ lack of CALL/computer/technology literacy; CALL distracts students; CALL decreases face-to-face interactions; CALL does not provide concise feedback; and CALL makes students more dependent on technology.

In short, CAELL at Social Science School has some weaknesses too. It is time-consuming; it confuses learners providing variety of materials; decreases face-to-face interactions; and makes students more dependent on technology. Moreover, organized materials, lab facilities, multimedia classrooms, proper guidelines and good internet connection are not available in the school. In addition to these, training sessions, workshops and technical helps are also rare.

Conclusion and Recommendations

Learning process has undergone some transformations for the spread of science and technology and the rise of the Fourth Industrial Revolution. Nowadays, learning is no more confined to a particular fixed method. Learners are exposed to various tools, methods and techniques. The findings of this study reveal that undergraduate students of Social Science School of Khulna University are interested in CAELL as they have positive attitudes towards Computer Assisted English Language Learning (CAELL). They find CAELL interactive, flexible convenient and comfortable. But their experiences are neutral as they face some challenges. Their neutral experiences can be turned into a positive drive if the authority concerned takes the recommendations suggested in this study.

Since this is the first study on CAELL conducted under Social Science School, Khulna University, there may have some weaknesses. Future researchers may work in this field and explore the CAELL in other schools of Khulna University or other institutions of Bangladesh and abroad as well.

This study recommends the following suggestions to make the CAELL more effective:

- Uninterrupted electricity and proper internet facilities, language lab, and multimedia classrooms should be ensured.
- Visual contents, authentic materials and digital resources such as language learning apps, software and AI platforms should be used.
- The availability of certain resources suitable for learners’ learning style should be ensured.
- CAELL needs should be adjusted in accordance with the needs and demands of the learners.
- CAELL materials should be arranged and categorized properly.
- Proper guidelines for CAELL through training sessions and workshops must be ensured.

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Competing Interest

The authors report that there are no competing interests to declare.

Credit Author Statement

Khaled Hasan Bappy: Writing final draft, Methodology, Literature Review, Theoretical Framework, Data Collection, Data Analysis and Discussions;
Md. Nuruzzaman: Supervision, Questionnaire Preparation, Review, Editing, Conclusion and Recommendations.

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24. What is your suggestion regarding CAELL?

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Appendix 2: Interview on “Computer Assisted English Language Learning (CAELL) at Social Science School, Khulna University: Experience and Attitude”

1. What is your view regarding Computer Assisted English Language Learning?
2. What is your personal experience about Computer Assisted English Language Learning?
3. Which one do you prefer – ‘Traditional Methods of Teaching’ or ‘Computer Assisted English Language Learning? And why?
4. How can English be best learnt by using computer?