

The Use of CALL on Non-native English Speakers Students' Listening: Teacher Perception

Kartika Marta Budiana¹

¹Universitas Hayamwuruk Perbanas, Surabaya, Indonesia

*kartika@perbanas.ac.id

Abstract.

The heart of language is listening comprehension, yet it is also the least known and explored talent. This is why, as a talent essential in foreign language acquisition, listening comprehension, and in particular the role performed by listening skills, must be given specific emphasis. The goal of this study is to see how teachers see the situation. This investigation takes a qualitative method. Questionnaires were used to collect data. The results of this study reflect how teachers feel about CALL. It also demonstrates that many professors are interested in using CALL but not in using the LMS supplied. It may be inferred that the majority of teachers have a negative perception of the use of CALL in English learning, particularly in the area of listening. For them, CALL & LMS are ineffective.

Keywords: CALL, LMS, teacher, perception

Introduction

Understanding abilities are essential for productive correspondence (i.e., understanding what the speaker is saying and reacting). (2018, Kobayashi). Although listening enjoyment is still at the heart of language, it is also the least understood and researched capacity. 2007 (Vandergrift). Because listening comprehension is the most underappreciated and understudied talent, special focus is likely given to aural and hearing cognition as a skill required in the acquisition of unknown dialects, with listening abilities playing a significant role. 2011 (Ste). He recently asserted that L2 understudies do not have the same verbal foundation as L1 understudies. The reinforcement of oral skills is yet up in the air for L1 understudies before education abilities; however, for L2 understudies, perusing and composing abilities are generally offered at the same time. Furthermore, in the study hall situation, listening comprehension in the succeeding language (L2) is evident. As a result, listening comprehension, as well as listening practice in a homeroom setting, is critical for L2 students.

Educators should teach not just those cognizance approaches in further growing understudies' listening talents for feasible correspondence. They should also demonstrate how to become more self-reliant students (with goals in English language learning) so that students may learn more effectively and efficiently outside of the classroom and expand their English in an EFL environment (Kobayashi, 2016). Educators typically use and control the text when they elect to work with understudies to pay attention a few times, complete the assigned understanding task(s), and produce the required reaction. It's essentially a listening exercise. 2014 (Cross). According to (Terrell and Brown, 1981), listening skills must be taught and developed since "listening appreciation is at the heart, all else being equal, from infancy

through proper training years." As a result, EFL educators must now use a creative approach to improve students' listening skills.

L2 The arrival of digital technology, particularly in the form of multimedia CALLs, opened up new pathways and research opportunities for listening education and research (Cross, 2017). CALL also incorporates information processing, communication, real-language use, and learner autonomy, which are all important aspects of language acquisition (May 2018). (Lee: 200). CALL appears to provide learners and listeners with the resilience they need to process better spoken messages today. 2011 (Rossel). In summary, CALL is a language-based learning and teaching system that includes interactive documentation and employs computers for material delivery, student support, and content evaluation. 2012 (Jafarian, Soori, and Kafipour).

With the use of computers, the new era seemed to be destined to triumph. We can notice a steady increase in the number of people turning to computational innovation for everything under the sun in their life from one side of the globe to the other (Swann, 1992). The incorporation of innovation into language instruction might guarantee a successful improvement in relational capacities of understudies from various provinces and levels of understanding. If we provide pupils a specific piece of material to refer to, they will be more willing to devour what they have already learned, resulting in the required advancement in their learning. Sarfraz, Mansoor, and Tariq (Sarfraz, Mansoor, and Tariq, 2015).

The online learning in issue is based on information and communication technology (ICT) and utilizes the internet as a medium. In the residential program, the main face-to-face meeting occurs only a few times; the rest of the time is spent using the e-learning application. Electronic learning (online education, e-learning, or web-based learning) has three main functions, according to Siahaan (2001), namely the supplement function, the complementary function, and the substitution function in classroom learning activities (classroom instructions). Learning through e learning is an alternative category, based on the qualities of online learning listed above. (2010, Munir)

In this scenario, the e-learning that must be built is more complete, e-learning that is capable of accommodating learning systems that control the function of lecturers, students, and resource consumption. Learning, learning management, evaluation system, and learning monitoring are all part of the learning process. The required e-learning in this scenario involves an integrated online learning management system, namely the learning management system (LMS). The created LMS model and its optimal utilization, effective and efficient, are particularly important in online learning that incorporates e-learning. "E learning includes delivery of content via all electronic media, including the internet, intranets, extranets, satellite broadcast, audio/video tape, interactive television, and CD-ROM," according to Elliott Masie, Cisco, and Cornelia (2000). According to Generic Center (2003), e-learning is a process that facilitates and supports learning through the use of information and communication technology (ICT). Martin does not clearly state that ICT exclusively comprises the internet, but also includes other devices. Vaughan Waller (2001) believes that e-Learning is a learning process that is effectively developed by combining the distribution of digital information with assistance and services in learning. According to Waller, the digital idea encompasses not only the internet, but also all electronic gadgets in use today.

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Literature Review

Listening Comprehension

Listening is a linguistic process. Listening is one of the four language skills, along with speaking, reading, and writing. It entails active participation on the part of the individual. A sender, a message, and a receiver make up listening. Receiving, being present to generate meaning from, and reacting to spoken and nonverbal information or messages is a psychological mechanism. 2013 (Tyagi). (Rost, 2013) define listening as a process for collecting information from the speaker, producing and representing meaning, discussing and responding to meaning with the speaker, and creating essence through engagement, creativity, and empathy. Listening is a difficult task that merits further investigation and support. 1999 (Vandergrift).

Second language theory has addressed listening to vocal language to draw in an active and complicated process that determines the content and level of what is understood. Listening comprehension is a dynamic process in which a person concentrates on specific aspects of aural input, constructs meaning from signals, and links what they hear to their prior knowledge. 1989 (O'Malley, Chamot, and Küpper). (Hsu, 1994) argue that the most common types of comprehension methods are "listening to understand," as suggested by the considerable understanding derived from the study of teenagers' first language acquisition. Listening comprehension is anything but a passive activity. It is a complex, dynamic process in which the auditor must distinguish between sounds, comprehend vocabulary and grammatical organizations, deduce stress and intonation, take in all of the above information, and interpret it quickly, as well as the larger sociocultural context of the utterance. Organizing all of this takes a lot of mental effort on the side of the listener. 1999 (Vandergrift).

In comparison to reading and writing, the importance of listening in classroom teaching has received less attention. Listening, on the other hand, plays an important role in people's lives. Because hearing is employed as a key medium of learning at all levels of education, it is becoming increasingly important for students' lives (Gilakjani and Ahmadi, 2011). As a result, it was established that hearing through listening comprehension is important in life, particularly for students learning a language.

Teaching Listening

Listening sessions should integrate students' past knowledge to develop listening comprehension, according to a critical viewpoint in teaching listening (Weinstock, 1977). Listening is assuming an ever-increasing importance in foreign language education. There are a few reasons for this increase in recognition. Second language acquisition research has improved listening significantly by emphasizing the need of intelligible intake. (There is no date for Nunan.) There are five stages to the listening process. They're paying attention, observing, recalling, evaluating, and responding (Tyagi, 2013a). Listening was revealed to be a difficult set of skills and micro-skills. It was no longer considered as something that

language learners could simply "get up," but as a complex communicative skill that had to be learned alongside other language abilities like reading and writing. 2011 (Vandergrift and Goh). As a result, hearing plays an important part in the language classroom; as a result, listening methods must be taught.

In the last two decades, two concepts of listening have dominated language pedagogy. Bottom-up processing and top-down interpretation are the concepts in question. According to the bottom-up processing model, listening is a continual process of decoding sounds, starting with the smallest meaningful units (phonemes) and progressing to whole sentences (Nunan, no date). The listener relies on the language in the message, particularly the combination of sounds, words, and grammar, to shape meaning in a bottom-up method. Listeners are at the center of a top-down strategy. The listener draws on prior knowledge of the subject, the circumstance or meaning, the text's format, and the language. This foreground knowledge prompts a series of assumptions that assist the listener in defining what they heard and anticipating what will happen next (Tyagi, 2013b).

CALL in Second Language Acquisition

The study of the system by which students learn a new language is referred to as second-language acquisition (SLA). (Oxford University Press, 2013). In a series of studies, (Krashen, 1996) proposed the input hypothesis as regular feedback in second language acquisition. He claimed that having a lot of intelligible input from learners is crucial to learning a second language. The topic must be informative and feature vocabulary that is slightly above the learners' present language competence level. He points out that an effective language classroom uses additional linguistic support (visuals, gestures, and context) as well as textual elements (repetition, redundancy, and simplicity) to make input understandable (Hsu, 1994).

CALL is an interactive approach to language learning and teaching in which the machine serves as a platform for presentation, student support, and material assessment. 2012 (Jafarian, Soori, and Kafipour). CALL, according to Lee (Sarfranz, Mansoor, and Tariq, 2015), integrates information processing, interaction, authentic language use, and learner independence, all of which are significant in language theories. Nonetheless, CALL's introduction tends to give language teaching and learning, as well as vocabulary learning, a new perspective. CALL provides learners with simple access to learning environments regardless of location or time, enhancing the encouragement and efficacy of multimedia content training. 2018 (Nejati and Jahangiri). CALL's main goal, according to Cameron (Cardenas-Claros and Gruba, 2013), is to "improve the learning ability of language teachers through computerized means." Individualization of instruction, in terms of CALL, provides far more opportunities for SLA to be supported by computer designs that determine learners' learning styles and monitor learners' acquisition through assessments that remember and call individual items that each learner has difficulty with. However, commercial technology is not known to do so, despite the fact that it is available and preferable. (Oxford University Press, 2013).

Table 1. Key Aspects of theoretical perspective in CALL

	Structural CALL (1970-1980s)	Communicative CALL (1980-1990)
Role of the computer	Information carrier; as a “tutor.”	Workstation; as a “pupil “
Technology Focus	Material Delivery	Cognitive Augmentation
Theory of learning	Behaviorist	Information processing theory, cognitive constructivist learning
Model and process of instruction	Programmed instruction; assimilation	Interactive, discovery-based learning; interaction
View of second language acquisition	Structural (a formal system)	Cognitive (a mentally constructed system)
Dominant approaches to second language teaching	Grammar translation & audio-lingual	Communicative language teaching
Learner status	Dependant	independent
The principal use of computers in CALL	Drill and practice	Communicative
The principal learning objective of CALL	Accuracy	And fluency
Primary research concern	Instructional efficacy, instructional competence	Instructional transfer, Learner proficiency

Source: Handbook of Applied Linguistics (2004)

In CALL, there are two key aspects of theoretical perspective, as shown in table 1. Structural CALL and Communicative CALL are two characteristics of theoretical perspective. From the role of the computer to the major research concern, CALL covers 10 essential aspects from two theoretical approaches. Structural CALL's needs are fulfilled by Communicative CALL.

In terms of CALL, Krashen (quoted in Kenning and Kenning, 1990) defines ideal input for acquisition as having four characteristics:

1. It's comprehensible.
2. It is both required and relevant for the acquirer.
3. It is not grammatically correct.
4. There are sufficient amounts available. (see p. 87)

CALL will, in general, meet all of these objectives, as well as provide a wide range of extra-linguistic information using music, graphics, animation, and video.

Specially designed applications, a computer-assisted language learning system (CALL) tutorial, concordance, online lectures, animated texts, use of multimedia environments, interactive multi-modal resources, digital dictionaries, eBooks, and a hypertext/hypermedia environment were found to be used to teach L2. 2018 (Nejati and Jahangiri).

CALL can generally handle all of these requirements, including the addition of a variety of extra-linguistic signals via music, graphics, animation, and video. CALL's problem, on the other hand, is how the machine assures that the program's feedback is neither too easy nor too difficult for the student. These selections are very simple for a well-trained instructor, but they can be difficult for a machine. According to Beatty, there are eight common CALL applications that collectively show the breadth of what is available to CALL practitioners. Word processing, games, literature, corpus linguistics, computer-mediated communication (CMC), WWW resources, and adapting other materials for CALL and PDAs and mobile phones are among them. CMC denotes a situation in which computer-assisted discussion is possible but does not automatically include learning. Naturally, opportunities for learning exist, especially in situations where second-language learners must negotiate meaning with native speakers of the target language or even peers with non-native skillfulness. Teachers from various nations are used to creating assignments for their pupils to complete in a common target language. Students learning English in Korea and Brazil, for example, can improve their English by communicating to learn about each other's interests and academics. Every misunderstanding and clarification is an opportunity to improve your language skills. (Oxford University Press, 2013).

Learning Management System

The level of effectiveness and efficiency of an LMS system must be known. Several models have been developed to evaluate and comprehend the elements that influence the use of LMS. The Technology Acceptance Model is one tool that can be employed (TAM). Davis developed the first TAM twice in 1989. According to Iqbaria (1997), Adam (1992), and Chin (1995), the TAM model is commonly utilized in ICT research since it is simple and straightforward to implement. TAM was modified from Ajzen & Fishbein's 1975 Theory of Reasoned Action (TRA), a theory of action that reasoned on the premise that a person's reaction and perception of a problem will define the person's mood and behavior. The TAM model describes ICT users' behavior by looking at their beliefs (beliefs), attitudes (attitudes), intentions (intentions), and behavioral interactions (user behavior relationships). The goal of this model is to explain the primary factors that influence ICT usage behavior. More TAM models go into greater detail on ICT acceptance, including specific factors that can influence how easily ICT is accepted by users. Model TAM combines the attitude component of each

user's behavior with two factors (utility and ease of use), resulting in a model that explains user behavior (Davis, 1989). Perceived Ease of Use, Perceived Usefulness, Attitude toward Using, Behavioral Intention to Use, and Actual System Usage are the five model constructs in the TAM model (Davis, 1989).

Perceived Ease of Use, or users' perceptions of a technology's ease of use, as a measure of their view that the LMS can be easily comprehended and utilized. The LMS ease of use indication includes the following features: (i) LMS is very easy to learn, (ii) LMS is very easy to perform the desired activity and meet the user's requirements, (iii) LMS is very easy to increase user skills, and (iv) LMS is very easy to manage.

Perceived Usability, or how users perceive usability as a measure of whether or not an LMS can be trusted and is valuable to those who use it. The following are some of the advantages of LMS: (i) uses, which include dimensions such as making learning more valuable, increasing productivity, and (ii) effectiveness, which includes dimensions such as improving effectiveness and improving learning performance.

Attitude Toward Using, or how users feel about using a learning management system (LMS) in the form of acceptance or rejection, has an impact on whether or not someone uses an LMS in their learning. One factor that has an impact on individual behavioral components is the behavioral component. It's a mentality. Cognitive (cognitive), affective (affective), and component parts make up a person's attitude.

The behavior of LMS users to continue using the LMS is referred to as Behavioral Intention to Use. His caring attitude toward the LMS predicts the level of student use of the LMS. For instance, a user's want to add LMS supporting peripherals, incentive to continue using LMS, and desire to motivate other students are all examples of user desires. And Actual System Usage, or the genuine condition of LMS use as measured by the frequency and duration of LMS use.

Method

Based on the problem description and the research purpose, this study is categorised as descriptive qualitative research. Many diverse traditions and data collection procedures were used in qualitative research, including case studies, introspections, discourse analysis, interactional analysis, and classroom observations. Interviews and questionnaires were used in the survey investigation. Gruba et al., 2008. The percentage of data analysis is also counted using statistical data.

Subjects

The current study was carried out in the second semester of 2019. Six English teachers from one of Surabaya's business and banking schools were the subjects. Three are men, while the rest are women. Their ages range from young to old. They're mostly in their 30s, with two of them approaching 70. The majority of the teachers were computer savvy.

According to the research design of this study, the data collection method is normally divided into two sections or phases: questionnaire and feedback.

1. Questionnaire

After teaching and learning with CALL, the students are given a questionnaire to fill out. The questionnaire is distributed to all teachers who have utilized the CALL method on a

listening exercise. They must respond to ten questions about their reaction to the CALL method used.

2. Teacher Reaction

A questionnaire survey conducted at the end of the course is used to gather feedback from teachers about CALL activities.

Finding and Discussion

This section describes the teachers' response to CALL applied in the teaching of listening. CALL in this study refers to E-Learning as a Learning management system in this Business School or WhatsApp application.

Teachers' get used to computer in English teaching

The first statement in this questionnaire is that they are used to using a computer in English teaching. The teachers' responses are shown in figure 11 below.

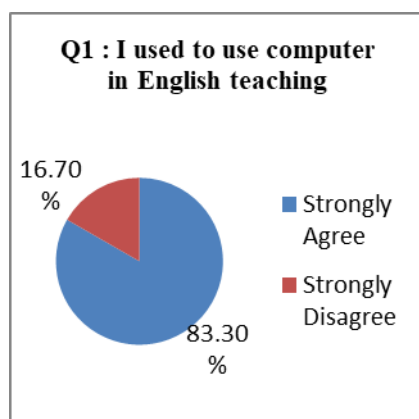


Figure 1. Teachers' get used to computer in English teaching

Teachers' interest in IT using in English Teaching

The second statement of the questionnaire asked whether or not they feel that using IT is very interesting in English teaching. Figure 11 below presents their responses:

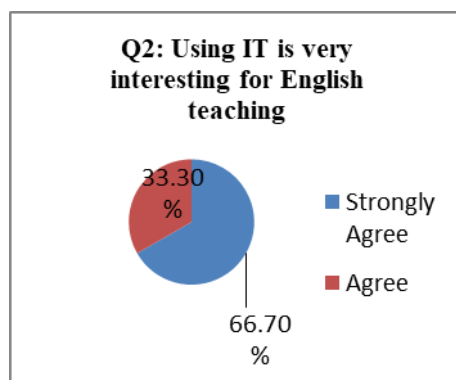


Figure 2. Teachers` interest in IT using in English Teaching

Teachers` response to the essential of ICT in English teaching

The third statement asked whether ICT is essential in English teaching. The result are presented in figure 13 below.

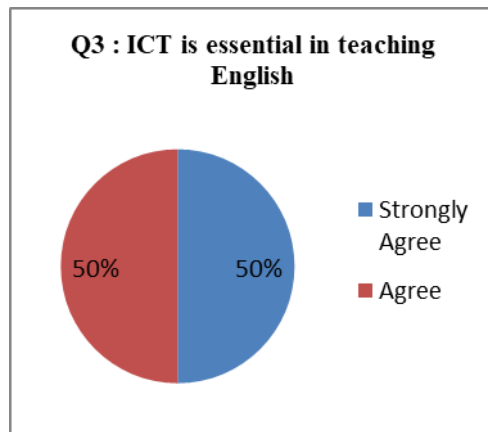


Figure 3. Teachers` response to the essential of ICT in English teaching

ICT facility on this campus is sufficient for teacher needs.

The fourth question asked about the sufficiency of ICT facilities in campus. Figure 4 below shows the response.

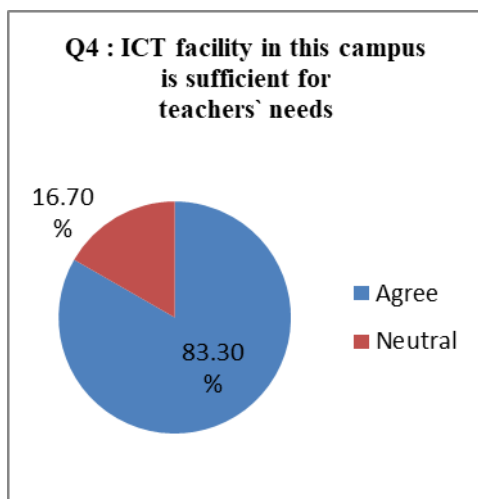


Figure 4. ICT facility on this campus is sufficient for teacher needs

Teachers` opinion toward Learning Management System (LMS) as a learning media.

The campus has a learning management system called E-Learning. The English teachers were asked regarding the use of e-learning as a learning media. The responses are shown in Figure 5 below.

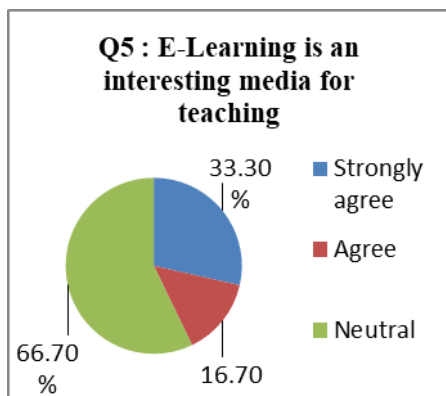


Figure 5. Teachers`opinion toward Learning Management System as a learning media

The usefulness of LMS E-Learning in teaching English

The sixth question asked the teachers` response regarding the usefulness of E-Learning in English teaching. The results are shown in figure 6 below :

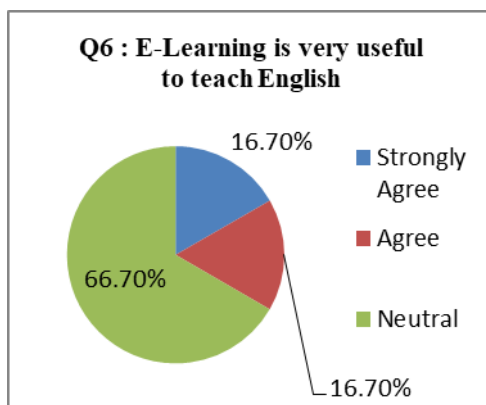


Figure 6. The usefulness of E-Learning in teaching English

The ability to develop material on LMS E-Learning

The seventh question asked about the teachers` ability to develop materials for E-Learning. The responses are described in figure 7.

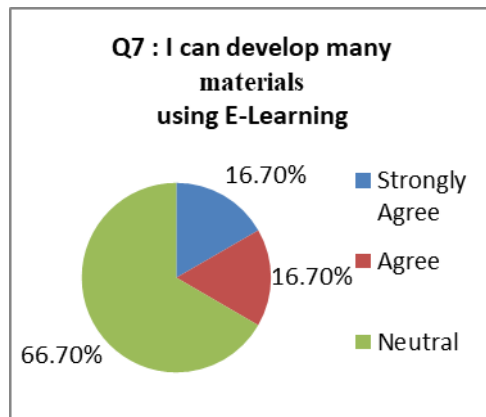


Figure 7. The ability to develop material on E-Learning

Teachers` willingness to use LMS E-Learning

The eighth question asked whether or not the teachers would like to use E-Learning in the future. Their responses are displayed in figure 8 below.

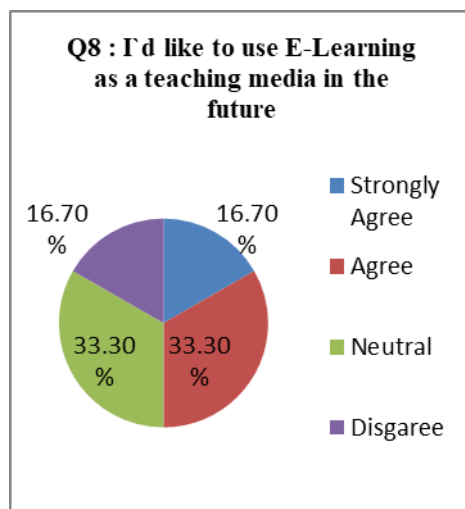


Figure 8. Teachers` willingness to using E-Learning

Teachers` easiness in teaching English with a computer or mobile phone assistance

The ninth question stated that they felt teaching English is easier with a computer or mobile phone. Their responses are presented in figure 9.

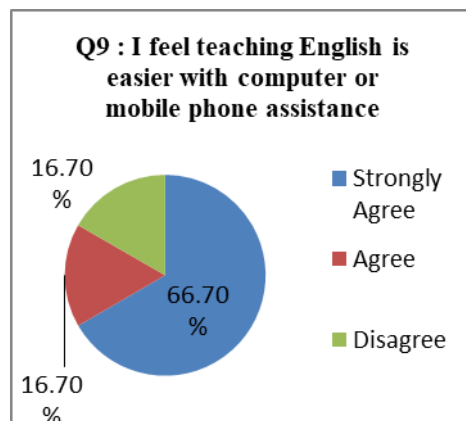


Figure 9. Teachers` easiness in teaching English

Teaching Satisfaction with E-Learning (LMS)

The last question in this questionnaire asked about their teaching satisfaction in using E-Learning. The results are shown in figure 10.

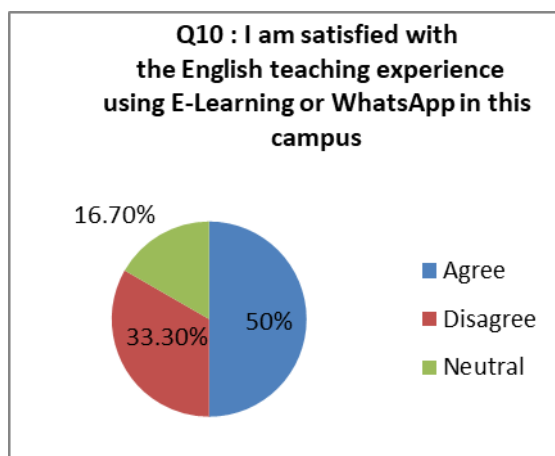


Figure 10. Teaching Satisfaction with E-Learning

Discussion

There are ten questions for teachers to be answered. The questions are asking their perception of CALL apply to teach English, especially listening. The first statement was “I used to use a computer in English teaching.” The result is 5 teachers agree and 1 teacher disagrees. This means that dominantly teachers get used to the computer in teaching English. However, there is a teacher who does not get used to a computer.

The second question asked about teachers` interest in using information technology using in English teaching. It stated, “Using IT is very interesting for English teaching.” 4 teachers answered strongly agree and another 2 teachers answered disagree. Almost 70% of the teachers asked strongly agree with this statement. Nevertheless, there is 33% of the English teacher who disagrees with this statement.

The third question asked their response to the importance of ICT in English teaching. It stated, "Information technology and Computers are essential in teaching English". Half of the teachers answered strongly agree and another answered agree.

The fourth question asked about the sufficiency of ICT facilities on that campus. It stated, "Information Technology facility on this campus is sufficient for teachers' needs." 5 teachers answered agree and 1 teacher answered 'neutral'. This indicates that most of the teachers feel that the ICT facility in that business school is sufficient for teachers' needs.

The fifth question asked the teachers' opinion toward the learning management system as a learning media to teach English. It stated, "E-Learning is an interesting media for teaching". Two teachers answered strongly agree and 1 teacher answer agrees. Meanwhile, three teachers answered 'neutral'.

The sixth question asked about the usefulness of E-Learning in teaching English. It stated, "E-Learning is very useful to teach English." 4 teachers answered neutral 1 teacher answered strongly agree and 1 teacher answered agrees.

The seventh question asked about their ability to develop material on E-Learning. It stated, "I can develop many materials using E-Learning." There are 4 teachers answered neutral, a teacher answered strongly agrees and another teacher answered agree. This means dominantly, the teachers were not sure that they can develop many materials using E-Learning as the learning management system.

Their readiness to use E-Learning was tested in eight questions. It remarked, "In the future, I'd like to use E-Learning as a teaching medium." Two teachers said they agreed, one said they strongly agreed, two said they were impartial, and one said they disagreed. This is corroborated by (Munir:2010), who discovered that the ease of use of the LMS (PU) and the usefulness factor of the LMS (PEOU) had a favorable impact on the elements of student attitudes about the use of LMS based on the findings of the study (ITU). When students develop a favorable attitude toward learning using the LMS, it will gradually affect their behavior in utilizing the LMS, allowing them to implement LMS-based learning (AUB). This means that the easier the LMS is to use, the greater the benefits of the LMS will be, and the desire to utilize the LMS will also increase. As a result, the study found that Perceived Usefulness (PU), Perceived Ease of Use of Learning Management System (LMS) in Higher Education of Use (PEOU), Intention to Use (ITU), and Actual Usage Behaviour (AUB) all had a substantial impact on the effective and efficient use of LMS in supporting PB.

The eighth question inquired about teachers' reactions to using a computer or a mobile phone to assist them. "I believe that teaching English is simpler with the help of a computer or a mobile phone," it said. As a result, four teachers said strongly agree, one teacher agreed, and one teacher disagreed. This is in line with Sarfraz, Mansoor, and Tariq (2015), who discovered that the subjects' overall perspectives or attitudes toward communicative language training are good.

Teachers' satisfaction with E-Learning was the subject of the final question. "I am satisfied with the English teaching experience in this campus using E-Learning or WhatsApp," it said. There are three teachers who agree, one who is impartial, and two who disagree.

Conclusion

The purpose of this study is to see how CALL affects teacher perceptions when teaching listening. Perceptions of Teachers: 1) One out of every six teachers has not gotten used to teaching with a computer. 2) Three of the six teachers disagreed that ICT is necessary for English teaching. 3) The LMS is very useful in teaching English, according to four of the six teachers. This is corroborated by (Munir: 2010), who discovered that, according to the findings of the study, the easier the LMS is to use, the greater the benefits of the LMS and the greater the willingness to use the LMS. 4) They believed that using a computer or a mobile phone to teach English made it easier. 5) Three out of six teachers were pleased with their English teaching experience on campus using E-Learning or WhatsApp.

Practically, the outcomes of this study are likely to provide a contribution and technology-related experience to all English teachers, particularly when using CALL. This result is intended to assist English teachers at the university or college level in Indonesia in having the option of delivering their curriculum over vast distances using technology and overcoming barriers. In general, the teacher can use CALL in English classes to help students improve their listening skills, especially since the covid-19 pandemic compelled us to stay at home.

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