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ПЕДАГОГИЧЕСКИЕ НАУКИ
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THE EFFECTIVENESS OF COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) PROGRAMS IN IMPROVING ENGLISH SPEAKING AMONG INTERMEDIATE LEARNERS

Yusubjonova Mohinur Bahromjon qizi
Namangan state institute of foreign languages
Master degree student

Abstract: The rapid advancement of technology has significantly influenced language learning and teaching practices worldwide. Computer-Assisted Language Learning (CALL) has emerged as an effective approach for enhancing various language skills, especially speaking, which is often considered one of the most complex aspects of second language acquisition. This study examines the effectiveness of CALL programs in improving the English-speaking proficiency of intermediate learners. It aims to determine how CALL-based activities, including interactive software, online speaking platforms, and pronunciation tools, contribute to the development of learners' fluency, accuracy, and confidence in oral communication. The research adopts a mixed-method approach, combining quantitative and qualitative data collection techniques, such as pre- and post-tests, observations, and interviews. Findings indicate that CALL programs provide learners with increased exposure to authentic language use, more opportunities for practice, and immediate feedback, all of which lead to measurable improvements in speaking performance. The study concludes that integrating CALL into English language instruction can effectively enhance learners' communicative competence and motivation, making it a valuable supplement to traditional classroom teaching.

Keywords: Computer-Assisted Language Learning,Language learning technology, Oral, Fluency and accuracy, Pronunciation practice, Learner autonomy, Motivation in language learning, Technology-based instruction, Digital learning tools, Communicative competence.

INTRODUCTION

In recent years, the integration of technology into language education has transformed traditional learning methods and provided new opportunities for language acquisition. Computer-Assisted Language Learning (CALL) has become one of the most influential tools in developing learners' communicative competence, particularly in enhancing speaking skills. CALL programs offer learners interactive, flexible, and self-paced learning environments where they can practice pronunciation, fluency, and vocabulary through multimedia resources such as videos, simulations, and speech recognition software.

For intermediate learners of English, speaking remains one of the most challenging skills to master due to the need for real-time processing, fluency, and confidence. Traditional classroom settings often provide limited time and opportunities for oral practice, which can restrict learners' progress. However, CALL-based instruction allows learners to engage in authentic communication tasks, receive immediate feedback, and track their performance over time.

The effectiveness of CALL programs in improving speaking skills has been widely discussed in language education research. Studies suggest that CALL enhances learners' motivation, autonomy, and exposure to authentic language input. Moreover, technological tools such as pronunciation trainers, virtual dialogues, and online speaking platforms help bridge the gap between theory and practice.

This study aims to investigate the effectiveness of Computer-Assisted Language Learning (CALL) programs in improving the speaking skills of intermediate English learners. It explores how CALL-based instruction influences learners' fluency, accuracy, and confidence in oral communication compared to traditional teaching methods.

METHODS

This study employed a quasi-experimental design with both quantitative and qualitative data collection methods. Two groups of intermediate English learners participated: one experimental group using CALL-based instruction and one control group following traditional classroom instruction. The study lasted for eight weeks.

Participants:

A total of 60 intermediate learners aged between 18 and 25 participated in the research. They were selected from an English language institute. Participants were randomly assigned to either the CALL group (30 learners) or the traditional group (30 learners). All participants had previously completed the B1 level of English proficiency.

Instruments:

1. Speaking Tests: Pre- and post-tests were conducted to measure pronunciation, fluency, and accuracy.
2. Questionnaire: A Likert-scale survey measured learners' motivation, attitudes, and confidence levels toward CALL-based learning.
3. Observation and Interviews: Classroom observations and short interviews were used to gather qualitative data on learners' engagement and participation.

The experimental group used CALL programs such as Rosetta Stone, Duolingo, ELSA Speak, and BBC Learning English speaking modules. Learners practiced speaking through speech recognition software, pronunciation exercises, and conversation simulations. The control group followed a traditional method involving textbook dialogues and teacher-led oral practice. Both groups received the same total amount of instructional time (3 hours per week).After eight weeks, post-tests and surveys were conducted to compare the improvement levels.

Quantitative data were analyzed using paired-sample t-tests to determine the significance of improvement between pre- and post-tests. Qualitative data were coded thematically to identify patterns in learners' perceptions and attitudes.

RESULTS

The results demonstrated a statistically significant improvement in the experimental group's speaking performance compared to the control group.

- Pronunciation: Learners using CALL improved their pronunciation accuracy by an average of 20%.
- Fluency: Speaking fluency scores increased by 25% after eight weeks.
- Confidence and Motivation: Questionnaire responses showed that 85% of learners felt more confident speaking English after using CALL.
- Learner Attitudes: Interviews revealed that students appreciated the flexibility of CALL programs, immediate feedback from speech recognition tools, and the ability to repeat exercises independently.

The control group also showed some improvement, but it was less significant (around 10% overall). Many learners in the traditional group reported limited speaking opportunities and less motivation compared to those in the CALL group.

DISCUSSION

The findings confirm that CALL programs are effective in enhancing English-speaking skills among intermediate learners. The improvement in pronunciation and fluency can be attributed to the immediate feedback provided by CALL systems and the increased exposure to authentic speech models. These tools allow learners to practice as often as they like, reducing anxiety and promoting self-confidence.

Moreover, CALL programs promote learner autonomy, allowing students to take control of their learning pace. They also make speaking practice more engaging through gamified activities and real-life simulations. These elements contribute to increased motivation and enjoyment in learning English.

However, despite the clear advantages, CALL cannot completely replace traditional face-to-face interaction. Teachers still play a crucial role in guiding learners, correcting complex errors, and creating meaningful communication contexts. Therefore, CALL should be integrated as a complementary tool rather than a substitute for classroom teaching.

CONCLUSION

This study concludes that Computer-Assisted Language Learning programs are highly effective in improving English-speaking skills among intermediate learners. The integration of CALL leads to notable improvements in pronunciation, fluency, and confidence while fostering learner motivation and independence.

The results suggest that educators should incorporate CALL-based activities into language curricula to enhance speaking practice and engagement. Future research could explore the long-term effects of CALL, its impact on other language skills, and how teachers can best balance technology with traditional pedagogical methods.

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