



“CALLing the process of writing”: Facebook as language support learning tool in enhancing the EFL learners’ online writing performance

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Abstract

This study generally aims to assess the effectiveness of Facebook as a learning support tool in enhancing the writing performance of EFL students. It aims explicitly to ascertain students' perception of Facebook's usefulness, reliability, features, and language improvement as LLST. This study may be used as a reference for future research on effective ways of teaching English as a second language. Using a descriptive correlational research design, to 596 purposively sampled respondents. Results revealed that the majority of the participants are using Facebook six to ten hours a day. They highly perceived the utilization of Facebook effectiveness as a support tool in their writing performance. Gender and age of the students are the dominant factors of differences. The result of this present study would offer significant implications on addressing the students' language learning needs when their profile variables are taken. Finally, it is showed that there is a clear relationship between the CALL attitude of the students and their utilization of Facebook. This indicates a positive relationship between the major variables of the study. Then when students have a high positive attitude on using CALL, the higher their level of acceptance of using Facebook as a language learning support tool. This result shed light on the gap in addressing students' online language learning engagement in COVID 19 era. This result would serve as a plan for developing students' language competence amid the COVID 19 pandemic.

Keywords: online writing performance; facebook; computer assisted language learning; writing process; language learning; language support tool; language acquisition

1. Introduction

COVID 19 pandemic and the increasing usage of online learning model and proliferation of IT have dramatically driven up the use of computers in language teaching (Andujar & Salaberri-Ramiro, 2021). Academes are increasingly interested in computer-assisted language learning and acquisition

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(Thao, 2021). A significant benefit of computer technology for language learners nowadays is that they may choose the learning materials they want to use, whether on standalone computers or the Internet. They can also decide whether or not instructors are present to assist them with their choice of resources. Technology advancements in the educational system are changing how students learn certain subjects like language and their methods to acquire these abilities. There have been major changes in pedagogy as a result of the use of different teaching techniques, and now technology is playing a role in students' capacity to learn these skills as a result of its growing societal acceptance.

2. Literature Review

The Computer-Assisted Language Learning (CALL) has aided students in their English language writing by providing computer-based exercises and word preparation (Chen, 2018). Students are more likely to write better articles because they have a more concentrated mindset and are less afraid to speak their views. A considerable quantity of linguistic data has enabled students to participate in exploratory learning, as has been seen. According to the studies, writing skills among teenagers were growing because of their usage of social media like Facebook, which allowed them to express themselves freely without having to obey the norms of academic composition (Domingo, 2017; Ghufroon & Nurdianingsih, 2020; Jensen et al., 2021; Al-Ahdal, 2020a & 2020b). Because of this, social media platforms like Facebook and Twitter encourage English language learners to write. Several scholars have looked at how Web 2.0 may be utilized as a tool in education to serve today's students better. Today's students are referred to be digital natives since they grew up when personal computers and the Internet were common place. With the experience of creating on computers, digital natives view technology as an integral part of their life from a young age.

It is no longer surprising that students use technology to enhance their learning in different ways, such as their English language skills (Magulod, 2018a, 2018b; Magulod, 2019). CALL and Facebook may help students enhance their writing skills significantly. Students and teachers benefit from CALL's 21st-century learning method because it makes teaching and acquiring English language skills, especially writing, more straightforward. The use of word processors in CALL is becoming more widespread, and this may have advantages over more conventional ways of writing, such as handwriting. In addition to making revisions simple, word processors may also produce legible messages quickly while also offering further assistance. Improving the writing and reading skills of those who are less well-off, for example.

The current pandemic situation necessitates that all kinds of communication, whether informal or official, largely depend on social networking sites like Facebook to interact with instructors or to reach out to students. As a consequence, students' sense of self-worth and willingness to communicate will rise. Effective social media networks, such as those seen on social media sites, may have a major impact on how people learn. Using Facebook is like being part of a living, breathing social media network. Allows effective language use while quickly adjusting to changing conditions. Flexible framework with little question, computers and social media usage in the classroom affects students' writing skills significantly. CALL and Facebook will be used in this research to improve students' writing abilities. Students' perspectives of utilizing CALL will be evaluated in terms of their opinions on it. As part of the survey, they will be asked their thoughts on how Facebook may be able to assist them in improving their language abilities. To utilize Web 2.0 technologies and social media in their English writing assignments, high school students will profit from this study's results.

Looking at the context of the study in the Indonesian context, there are limited studies conducted that relate to the utilization of Facebook as a language learning support tool with the use of CALL in enhancing students' writing skills and perception. Studies in the Indonesian context is limited and

needs further exploration how students view the use of Facebook as online language learning platform (Fithriani et al, 2019; Husnawadi & Sugianto, 2018; Saddhono et al., 2019; Sakkir & Dollah, 2019; Al-Ahdal & ALqasham, 2020). Hence this study was conducted as it aims to address this research gap. This study will help and guide language teachers and curriculum experts to craft and develop language learning activities that will aid Indonesian learners to become global and communicative competent.

3. Research Objectives

This study generally aims to assess the effectiveness of Facebook as a learning support tool in enhancing the writing performance of EFL students. It aims explicitly to ascertain students' perception of Facebook's usefulness, reliability, features, and language improvement as LLST. This study may be used as a reference for future research on effective ways of teaching English as a second language.

4. Method

4.1. Research Design

Descriptive quantitative correlational research design was utilized to assess the collected data. As an investigation method that displays the characteristics of the population or wonder being examined, the illuminating research setup is described (Beauvais et al., 2014; Daniel et al., 1991; Lappe, 2000). This design becomes applicable since the present study aims to ascertain the effectiveness of Facebook as learning support tool in enhancing the writing performance of EFL students. Further, this design was used because it was thought to be the most effective in examining students' attitudes about the improvement of their English language writing abilities on a single social networking site.

4.2. Respondents and Ethical Consideration

Students in high school were tapped for the research. The sample size was determined using Raosoft Sample Size Calculator with a confidence level of 95% and a response distribution of 50%, and participants from all grade levels were selected via purposeful sampling. The use of Rao soft as sampling size calculator becomes highly acceptable for social science and language researchers (Fatoki & Patswawairi, 2012; Khunou, 2018; Sahrir & Alias, 2012; Shariq, 2020). The population of the respondents is 800, along with the size of the sample, in a table. The use of raosoft in this study allowed the researchers to use hypothesis testing to determine whether or not a null hypothesis should be rejected. Making choices based on a null hypothesis may lead to issues. A type I mistake occurs when a researcher rejects a null when they shouldn't have rejected it in the first place. They also made a type II error by failing to reject a null when they should have. Both of these errors may have a significant impact on how data is interpreted. The following table shows the breakdown of responses by grade level. In Figure 1 shows the Population and Sampling Size of the Respondents.

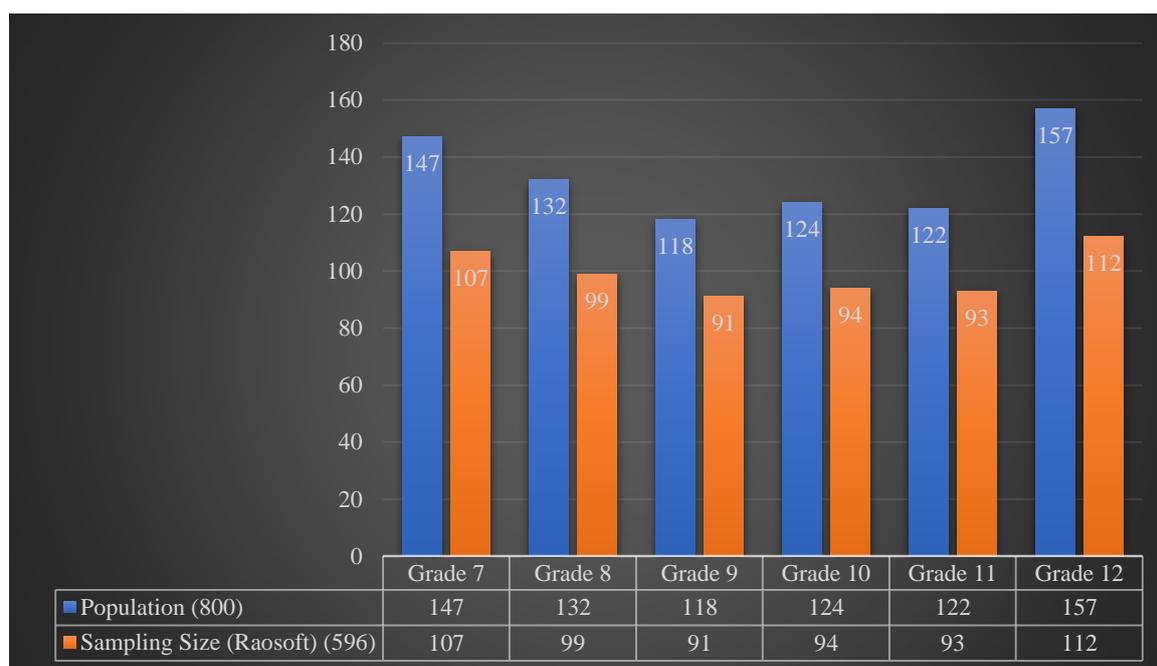


Figure 1. Population and Sampling Size of the Respondents

Table 1 presents the gender and year level profile of the sampled respondents. Most of the respondents are female, with a percentage of 60 percent (frequency 360) compared to the 40 percent of the male respondents (frequency 236). This implies that the sampled respondents are female-dominated. In like manner, when year level is taken into account, majority of the respondents were taken from Grades 10 with the percentage of 26, followed by Grade 12 with the percentage of 19. This finding validates that Grades 7, 12, and 8 have the dominant number of officially enrolled students in the school enrollment data. Since no studies have been conducted on these students on their perceptions regarding the use of Facebook as a language learning support tool, it allowed them to become the most appropriate respondents of the study. This justifies that when one is interested in looking at the effectiveness of an educational intervention, subjects must have a similar level of character and competence to avoid bias in the study.

Table 1. Gender and Year Level Profile of the Sampled Respondents

| | Categories | Frequency (n=596) | Percentage |
|------------|------------|-------------------|------------|
| Sex | Male | 236 | 40 |
| | Female | 360 | 60 |
| Year Level | Grade 7 | 107 | 18 |
| | Grade 8 | 99 | 17 |
| | Grade 9 | 91 | 15 |
| | Grade 10 | 94 | 26 |
| | Grade 11 | 93 | 16 |
| | Grade 12 | 112 | 19 |

As to the ethics protocol of the study, informed consent was used and online orientation on the risks and benefits of the study with the respondents was conducted for two days through Zoom meeting. In like manner, proper coordination and a necessary permit was done before the study was carried out. The researcher requested the respondents who are below 18 years of age to let their parents sign the parent consent allowing their children to be subjected in the study. Finally, arrangements with

the school and subject teachers were done interfere not to interfere with the other subjects. At the end of data gathering, the researcher conducted debriefing process through the google meet. In order to perform the investigation as thoroughly as possible, participants were made aware that their names and answers will be kept private and Data Privacy Consent will be obtained. No specific names were included in the article other than to indicate that they are students. The analyst will not share any strongly held views; only facts and conclusions based on the collected information will be given in order to avoid plagiarism, this hypothesis has passed the Turnitin plagiarism check with a similarity index of not more than 20%.

4.3. Instrumentation

An adapted questionnaire from Ambrose and Palpanathan (2017). The tool consisted of 30-item statements assessing EFL students' perception utilizing Facebook as language learning support tool in writing. The tool consisted of eight parameters namely usability, features, reliability, language improvement, features, confidence enhancement and attitude towards English language. The general computation of the reliability of the tool is the Cronbach alpha value of 0.835. George and Mallery (2003) postulated the rule of thumb that this value falls on good remark. Further, the tool was also tested as to its applicability in the present setting of the study. Two language teachers were requested to audit the face validity and content of the tool. With the favorable remarks of its reliability and applicability, the tool was utilized with written permission from the author via email. A review of the utilization of the tool, several studies also utilized it in different national settings (Balaman, 2020; Faulkner, 2019; Hafour & Al-Rashidy, 2020; Kašparová, 2020; Lolita, 2021). The tool consisted of two sections, the first section looked on the respondents' profile variables and the second section assessed the perception of the respondents regarding the effectiveness of Facebook as language learning support tool in writing.

4.4. Data Gathering Protocol

Researchers utilized a survey questionnaire to gather data for their investigation. Before it was disseminated, the questionnaire was reviewed and validated by a group of experts, including the dean, expert consultants, adviser, and the university statistician. The researcher contacted the Registrar's Office to gather more about the study's participants as part of the sample selection procedure. For this study, the researchers used purposeful sampling. After then, individuals who had taken part in the sampling procedure received questionnaires from the researcher. Zoom Meeting was utilized to convey the study's purpose and context to the participants when they were assembled. After that, data was collected through Google Forms, with respondents filling out the survey there. A Data Privacy Consent form notified respondents that their answers were private and confidential. Data was analyzed after the results were tallied.

4.5. Data Analysis

The following statistical methods were used in the data analysis. The responder demographic profile was described with the use of a percent distribution. Calculating the results, which looked at the effectiveness of CALL and Facebook in improving students' writing skills, included using a variety of techniques and a grading system. The following Likert Scale was used to assess the following variables: There are four levels of use: highly acceptable to not acceptable with 5 as the highest and 1 as the lowest. Using statistical software SPSS 23 version at an alpha level of 0.05, all of the study's data was further analyzed to assess its results. Further, test of difference, chi square goodness of fit test and analysis of variance with the use of Post Hoc Test were employed to ascertain significant

difference were sex and year level were taken into account. Spearman Rho was used to test the relationship among the variables.

5. Results and Discussion

5.1. Frequency of Daily Facebook Utilization

Table 2 shows the frequency of Facebook utilization of the respondents. It is evidential that majority of the participants are using Facebook 6 to 10 hours a day with the percentage of 46, followed by those who are using Facebook less than 5 hours a day with the frequency of 145 and percentage of 24, 11-15 hours per day with the frequency of 104 and percentage of 17 and the least were those who are using Facebook 16 and above hours with the 68 of them or 11 percent of the sampled respondents. From the findings, it should be noted that all the respondents have cellphones and have access to Facebook in which they are using it in their online learning modality since the advent of COVID 19 Pandemic. Comparatively such finding agrees with previous studies that, adolescents spend an average of nine hours every day online (Marino et al., 2016; Marino et al., 2020; Massey et al., 2021), on the other hand, said that many teenagers are attempting to minimize their screen time by restricting their use of mobile phones and social media. This demonstrates that adolescents are conscious of their actions and make an effort to change them when necessary (Ong et al., 2011; Tandoc Jr et al., 2015).

Table 2. Frequency of Facebook Utilization

| Categories | Frequency (n=596) | Percentage |
|--------------------|-------------------|------------|
| Less than 5 hours | 145 | 24 |
| 6-10 hours | 273 | 46 |
| 11-15 hours | 104 | 17 |
| 16 and above hours | 68 | 11 |

5.2. Assessment on the Utilization of Facebook as Language Learning Support Tool in Writing (LLSTW)

As presented in Table 3 below, showing the general assessment of the respondents on the Utilization of Facebook as Language Learning Support Tool in Writing (LLSTW). It is seen that the respondents perceived the utilization of Facebook with the grand mean of 3.41 implying its effectiveness as a support tool in their writing performance. A closer inspection showed that the rate of utilization obtained the highest mean of 3.52 (sd=0.34) showing its high level of effectiveness, followed by its reliability with the mean of 3.43 (sd=0.23), features with the mean of 3.28 (sd=0.12), and intention for future use with the mean of 3.42 (sd=0.12). It can be inferred in the findings that the selected respondents of this present study have favorable attitude and perception on the effectiveness of using Facebook in their writing performance. It is eventual in this present study that in the students' perspective, Facebook has an effect on second and foreign language education. Manca (2020) found that students who had discussions online were more likely to complete their electronic homework. When it comes to language learning, students at a university believe Facebook to be a useful and relevant environment since it helps and improves the process. According to McDonough and De Vleeschauwer (2019) students' reading and writing skills have improved in previous research when Facebook was utilized as a learning environment. A virtual literary group on Facebook, according to Barrot (2018) may be an effective teaching tool. The authors Rahman et al (2019) say that utilizing social networking in writing education keeps students engaged. E-portfolios are getting more

creative by integrating a range of e-learning technologies, as Babae (2020) stated, who believes that social networking technology is the day's e-portfolio improvement.

Table 3. Domains of Facebook Utilization

| Domain | Mean (n=596) | SD | Interpretation |
|---|--------------|------|------------------|
| Utilization of Facebook Enhancing Writing Performance | 3.52 | 0.34 | Highly Effective |
| Reliability of Facebook in Enhancing Writing Performance | 3.43 | 0.23 | Effective |
| Features of Facebook in Enhancing the Writing Performance | 3.28 | 0.12 | Effective |
| Future Use of Facebook in Enhancing the Writing Performance | 3.42 | 0.43 | Effective |
| Grand Mean | 3.41 | | Effective |

Legend: 3.50 – 4.00 = Highly Effective; 2.50 – 3.49 = Effective; 1.50 – 2.49 = Slightly Effective; 1.00 – 1.49 = Not Effective

For the domain Utilization of Facebook Enhancing Writing Performance got the highest mean score of 3.52 showed that through Facebook the students manifested highly favorable attitude since for them, the use of Facebook allowed them to use, write and post English language with confidence. They acknowledged that using Facebook increases their preference to do writing since this is a computer-based language learning support tool. Because computers are easier to use when writing and editing, students, according to this research, the students prefer to write on computers rather than using pen and paper. The use of technology in education has simplified things because it has altered the way activities are organized, making it more difficult for students to remain consistent while assisting instructors. Students who use computers for work are familiar with PC lingo, which helps them to improve their English language skills (Lin et al., 2016). The Internet and email may be used as a substitute to heavy textbooks that students have to carry about.

As to the domain on the Reliability of Facebook in Enhancing Writing Performance, students perceived it as advantageous since this tool helped them write essays without worries of committing errors. They see this toll as facilitative to their language writing skill. They are becoming confident since computers can directly check their grammar, spelling, and concord of language errors. Hence, they find it without hassle. The use of computers facilitates quality of their written output. Word processors may provide writers with more opportunities than traditional writing methods like paper and pencil since journalists can consecutively write material, follow a pattern, or add ideas at any point in the content. In addition, students enjoy using computers in their writing classes since word processors, spell checks, and online dictionaries simplify the editing process. Students rewrite the most efficiently with online prompting and word processing, but their revising quality varies according to how they modify their work. Concerning word processing applications and their features, students demonstrate a modest degree of reliability and their usefulness in checking their grammatical mistakes (Bailey & Lee, 2020; Bdaiwi, 2017). They consider Facebook as a useful platform for them to express their ideas and emotions. In like manner, on the domain referring to the reliability of the tool.

Referring to the Features of Facebook in Enhancing the Writing Performance, the respondents favorably acknowledged how Facebook as language tool helps them to produce longer writing output. Students' writing is greatly impacted by the tools provided by word processing software, such as spell check and word suggestion. It saves time by automatically fixing typos and choosing the best word for each sentence. According to Rosa et al., (2016) computer-aided programs are clearly beneficial to learners' writing development. Since the program is capable of improving vocabulary and word usage while also allowing for better sentence structure, this is the case. In other words, it seems that these

programs aid students in improving their writing abilities. Finally, as to the future usage of Facebook in Enhancing the Writing Performance, the students manifested that using computer has helped them improve their writing skill. They also intended to use it in their other subjects and future writing activities with other language areas. Computer-assisted education has been shown in many studies to improve student learning outcomes. Students find computer-assisted education to be a more pleasurable form of learning because of the physical act of using technology. Developing vocabulary is critical for writing in English, and it helps with that process. According to Green, teachers should keep in mind that computers are just a supplemental instructional resource for English writing. It should be regarded as a supplement to English language teaching and as a tool to assist pupils in improving their language skills (Alkhoudayr, 2018).

5.3. Test of Differences on the Utilization of Facebook as LLST when sex, year level and frequency are taken

Test of differences when grouped according to the selected profile variables was considered in this study as shown in Table 4, assessing the effectiveness of Facebook as language learning support. There was a significant difference when the perceptions of the students were grouped according to their variables. The p-value of 0.001 achieved was less than the alpha-level of 0.05 was attained. Hence, the null hypothesis of the study is rejected. This shows a difference in the perceptions of the respondents on the Utilization of Facebook as LLST when sex and year level are taken out. This implies that gender and age are the prevailing factors of differences. The result of this present study would offer significant implications on addressing the students' language learning needs when their profile variables are taken. This finding hopes to introduce a more concerned and learner-sensitive language learning pedagogy towards the development of the linguistic and grammatical competence of the students. Hence, re-orientation of teachers and further explorations of their teaching strategies in writing would help them cater to the needs of their students using Facebook as a Computer-Assisted Language Learning tool.

Table 4. Test of Differences the Utilization of Facebook as LLST when sex, year level and frequency are taken

| Profile Variables | Domains | P value |
|---------------------------|-------------|----------|
| Sex | Utilization | 0.342 ns |
| | Reliability | 0.434 ns |
| | Features | 0.002 * |
| | Future Use | 0.321 ns |
| | Utilization | 0.435 ns |
| Year Level | Reliability | 0.321 ns |
| | Features | 0.654 ns |
| | Future Use | 0.021 * |
| | Utilization | 0.654 ns |
| Frequency of Facebook Use | Reliability | 0.434 ns |
| | Features | 0.323 ns |
| | Future Use | 0.432 ns |

Interpretation= ns – not significant, * significant at 0.05 level of alpha test

This showed that female put higher acceptance of the feature of Facebook as language tool compared to their male counterparts. Hence, female students are more persistent to use Facebook and

explore its utility for their writing performance. Using CALL applications to study English increases the effectiveness of English learning, and because females are more familiar with technology, they benefit from its features and are able to comprehend the CALL system better. In the previous studies, more female students believed that studying English on the computer was challenging because of the fundamental computer skills required (Hung et al., 2018; Lai et al., 2018; Oz, 2015). Finally, when the responses of the students grouped according to year level, those who belong in the higher year level tend to see the future use of Facebook as language learning support tool. In the academic setting, gender and age are two key variables that may influence learners' perceptions and use of network-based computer resources like email and the Internet and online computer activities in the learning context (Lee et al., 2017; Chen et al., 2019). Even though these results suggest that males are more likely than girls to use computers, research on the subject remains mostly unreliable (Decman, 2015; Hao, 2016; Li & McLellam, 2021). Beyond gender, age has been identified as a demographic characteristic that, to some degree, may affect how older and younger people perceive, embrace and utilize technological innovation, acceptability of mobile learning differed by age group (Bol & Heisig, 2019; Master et al., 2017).

5.4. Test of Relationship on CALL in developing Students Writing Performance and Utilization of Facebook as LLST

Table 5 shows the test of relationship between CALL in developing Students Writing Performance and Utilization of Facebook as LLST. An alpha level of 0.05 indicates that the Spearman rho-values generated from this review show that there is a strong correlation between the variables studied. This suggests that there is some kind of connection between the two items. The findings showed a clear relationship between the CALL attitude of the students and their utilization of Facebook. This indicates a positive relationship between the significant variables of the study. Then when students have a high positive attitude on using CALL, the higher their level of acceptance of using Facebook as a language learning support tool. This result shed light on the gap in addressing students' online language learning engagement in COVID 19 era. Hence, teachers must review their online language pedagogy to cater to the needs of the students.

Table 5. Test of Relationship on CALL in developing Students Writing Performance and Utilization of Facebook as LLST

| Profile Variables | Facebook Utilization | Spearman rho-value | p-value |
|--|----------------------|--------------------|---------|
| Computer Assisted Language Learning Writing Perception | Utilization | 0.402* | 0.000** |
| | Reliability | 0.234* | 0.001** |
| | Features | 0.229* | 0.002** |
| | Future Use | 0.432* | 0.000** |

Interpretation= ns – not significant, * significant at 0.05 level of alpha test

Lee and Hsieh (2019) stated that PC based guidance helps understudies to further develop their composing abilities. Their examination was attempted to inspect the effect of Computer Assisted Language Learning (CALL) on the advancement of EFL students' composing capacities wherein they used Microsoft Word Office. The programmed criticism which they got through Microsoft Word Office alongside the remarks and ideas given by the teacher on their composing errands enacted their good judgment, phonetic ability, and rationale to address their own mistakes. Moreover, Alshenqeti (2018) presumed that utilizing Facebook in showing composing abilities and jargon enhancement by students have unmistakable impact on working on these abilities and increment the rundown of jargon on the understudies' memory. The examination shown an exceptionally encouraging outcomes in

utilizing Facebook to profit instructing and learning. The consequences of this investigation shows that utilizing Facebook is an optimal method to urge understudies to expound unhesitatingly on things they appreciate, and this further develops composing abilities. Both studies prove that utilization of CALL and Facebook highly significantly enhances students' writing skills. The features of CALL and its modernize take on 21st century learning are beneficial for both students and teachers because they aid in the teaching and learning of English language skills, specifically, writing. Use of word processors in CALL became a popular take standardized, with possible benefits over handwriting. Software programs make revisions simple, create visible letters rapidly, and may even provide additional assistance such as providing remedy to common difficulties among weaker writers or readers in all grade levels. Moreover, effective social media sites can be quite impactful venues for so much education. Facebook is a dynamic and adaptive platform that allows for effective linguistic exercises and can easily adjust to new situations. It proves that it is a high that instructional approach as to writing should innovate as the aid of computer and social media creates an impact on students' writing ability.

6. Conclusions

This study generally aims to assess the effectiveness of the instructional approach tool in enhancing the writing performance of EFL students. It ascertains students' perception of Facebook's usefulness, reliability, features, and language improvement as LLST. This study may be used as a reference for future research on effective ways of teaching English as a second language. Using a descriptive correlational research design, to a 596 purposively sampled respondents. Results revealed that majority of the participants are using Facebook 6 to 10 hours a day, they perceived the utilization of Facebook as a support tool in their writing performance. Gender and age of the students are the prevailing factors of differences. The result of this present study would offer significant implications on addressing the students' language learning needs when their profile variables are taken. Finally, it is shown that there is a dominant relationship between the CALL attitude of the students and their utilization of Facebook. This indicates a positive relationship between the significant variables of the study. Then when students have a high positive attitude on using CALL, the higher their level of acceptance of using Facebook as a language learning support tool. This result shed light on the gap in addressing students' online language learning engagement in COVID 19 era.

7. Recommendations and Implications

According to the present research results, computer-assisted language learning and Facebook use have a favorable connection in EFL students' writing performance. According to the findings, gender and age are significant predictors of M-learning adoption and students' learning techniques. Knowing more about CALL, which states that an individual's perception of technology adoption is related to their profiles and personal traits about Education 4.0, emphasizes the importance of this development. As a result of the research, many practical and educational applications may be drawn. Researchers want to understand more about how EFL students use Facebook as a learning resource. As a result, as part of the College's faculty development strategy, English language instructors should be taught to utilize mobile learning in the classroom. For teachers, this entails training on the CALL mode and continuous development and improvement of the created application. CALL readiness and technology adoption should be evaluated for language teachers, and university administration should provide firm support. The university's e-learning environment should be enhanced to ensure that students get the most out of CALL.

8. Limitations and Future Directions

This study has some limitations, but it can serve as a springboard for further investigation and validation. It is essential to note that the data used in this study was primarily derived from respondents' self-reports at a single Asian university college, which is a significant flaw in the research. Expanding the number of participating institutions and the number of study samples is necessary to provide more convincing results and continue education. Additional equitable, individual, and school-related variables should have been included in the study besides gender and age as personal factors. In addition to conventional research techniques, future studies should use hybrid research methods and quasi-experimental study designs

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