

ABSTRACT

The ubiquitous presence of Information Communication Technologies (ICTs) has penetrated the global education scenario at an aggressive rate over the past two decades, and its impact on the field of Teaching English as a Second Language (TESL) has begun to create a paradigm shift in the way that this language is being taught. In such a context, this study considered the contemporary landscape in terms of the current usages and future potential of adapting Computer-Assisted Language Learning (CALL) at the Arts faculties in Sri Lankan state universities. In order to validate the claims that CALL has the potential of enhancing second language (L2) proficiency and L2 motivation, a quasi-experimental study was conducted and the findings were consistent with similar studies demonstrating positive outcomes of such interventions. Data were gathered using non-probability sampling techniques and the mix-method was the overarching research approach. Numerical scores and scales were used to generate statistical figures for purposes of tabulation, and the final results were presented either through percentages or total mean scores. For the descriptive research component, two survey-type questionnaires were deployed to arts undergraduates and their English teachers. For the second phase of the study involving a causal research design, pre/post testing and an adapted version of the Motivational Strategies for Learning (MSLQ) questionnaire were used as instruments for data collection. Here, the before and after effects of implementing CALL were empirically analyzed. The main findings of the study reveal that the target population is already convinced about the potential benefits of using ICTs for purposes of learning and teaching the L2. Subsequently, the implementation of a custom-designed short online ESL course provided statistical evidence to cross-validate the conclusions drawn from the preliminary

study as the results revealed that the online intervention resulted in a statistically significant impact on the L2 proficiency and L2 motivation levels of the participants of a custom-designed online English course. Hence, it can be concluded that the integration of CALL for teaching and learning ESL is a feasible and sustainable activity which would be well-received by both the arts undergraduates and their English teachers.

Keywords: Computer-Assisted Language Learning, English as a Second Language, undergraduates, L2 motivation, Information Communication Technologies