

## Using CALL in Teaching Writing: An Explicatory Study on its Efficacy for ESL/EFL Learners

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### Abstract

The current study aims to analyse and substantiate the impact of use and importance of Computer Assisted Language Learning (CALL) to students writing in English as a second/foreign language (ESL/EFL). It is an explicatory study based on the main findings of researchers in the field and the practical involvement and observation of the researcher as an ESL/EFL teacher in writing classrooms. The scientific literature on the subject as well as the analytical work done on it have been critically examined for efficacy and proof. The study also investigates the usefulness of the various CALL-based materials and tools employed in the teaching process, and it examines how far they can help students in their classroom practices. The major outcomes of the study demonstrated that most teachers and students have found that CALL has helped them in a positive way, has motivated them to learn ESL/EFL writing, and has improved their knowledge and capability in writing English effortlessly. It has also been discovered that this method of teaching writing enriches their information and plays an important role in developing their academic skills. The current study, therefore, recommends that students should use computers in learning English writing, in particular, in order to increase the level of learning.

**Keywords:** English language teachers/learners, computer assisted language learning, CALL, ESL/EFL English writing, technology integration

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