

**Iranian EFL Students' and Teachers' Perspectives
about Computer-Assistant Language Learning
(CALL)**

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ABSTRACT

This study examines the attitudes of both Iranian English foreign language teachers and students toward using CALL in teaching and learning English language. The purpose of this study is also going to explore a possible relationship between the students' and teachers' reported reasons for using CALL whether there is. The study was conducted at Hezareh Sevom Institute, in the Islamic Republic of Iran. This study involved one hundred forty-nine Iranian EFL students in the intermediate and advanced English language levels, and fifteen Iranian EFL teachers. Mixed research method was used to collect the data by employing students' questionnaire and teachers 'semi-structured interviews.

The questionnaire results indicated that different browsers and operating systems were used by the Iranian EFL learners. In this study, large number of participants had their own computer which is equipped with Microsoft Windows and their preference browser was Mozilla. In addition to it, this study presents several reasons for using CALL perceived by the Iranian EFL learners. Some of these reasons are providing quick feedback, easy to use, preparing for course tests. On the other hand, reading stories, time consuming, lack of key answer, having to use the CD, direction in English and adding accent are some of the reasons participating students did not like the online materials. In response to interview questions, teachers confirmed that technology can facilitate learning English skills by providing variety of online materials for the EFL learners. Furthermore, CALL can change lecture-based classroom setting and promote the student-centered learning. On the other hand, some teachers who were above thirty-five of age expressed negative perspective about using CALL in EFL classes

because of destroying hands-on activities and reducing real-world interaction among learner. By cross-checking the results gained from both EFL teachers and learners, there is a consensus noted among the reasons for which they use CALL.

Keywords: Computer-assistant language learning (CALL), ELT classes, Functions of CALL, Classification of CALL

ÖZ

Bu araştırma, İranlı yabancı dil öğretmenlerinin ve öğrencilerinin Bilgisayar destekli dil eğitimi (İngilizce: Computer-assisted language learning) kullanma nedenlerini bulmayı amaçlamaktadır. Bu çalışmanın amacı, öğrencilerin ve öğretmenlerin verdiği nedenler arasında bir bağlantı olup olmadığını ortaya çıkarmaktır. Araştırma, İran İslam Cumhuriyeti Hezareh Sevom Enstitüsü'nde yapılmıştır. Ankete, orta ve ileri İngilizce dil seviyelerine sahip yüz kırk dokuz İngilizce öğretmenliği okuyan İranlı öğrenci ve on beş İranlı öğretmen katılıp veri toplamama yardım etti. Araştırmaya ait verilerin toplanması için kategorik ve Likert ölçekleri anketleri ve öğretmenler için yarı yapılandırılmış görüşmeler kullanılarak hem nicel hem de nitel yöntemler kullanıldı.

Anket sonuçları, bazı belli başlı işletim sistemlerinin ve tarayıcıların İranlı EFL öğrencileri tarafından kullanıldığını gösterdi. Çok sayıda katılımcı, kendilerine ait Microsoft Windows ile donatılmış bilgisayarlarını kullandı ve kullandıkları tarayıcı Mozilla idi. Ayrıca, çalışma İranlı öğrenciler tarafından Bilgisayar destekli dil eğitimi kullanmak için algılanan çeşitli nedenler sunuyor. Bu nedenlerden bazıları hızlı geri bildirim sağlamak, kullanımı kolay, kurs sınavlarına hazırlık vb. Öte yandan bazı katılımcılar, belirtilen nedenlerden dolayı çevrimiçi materyalleri beğenmedi: hikaye okumak, zaman kaybı, cevap anahtarı eksikliği, CD kullanmak zorunda kalmak, İngilizce açıklamalar ve aksan eklenmesi. Anket sorularına cevap olarak, öğretmenler teknolojinin yabancı dil okuyan öğrenciler için çeşitli çevrimiçi materyaller sunarak İngilizce öğrenmeyi kolaylaştırabileceğini doğruladılar. Ayrıca, Bilgisayar destekli dil eğitimi geleneksel sınıf ortamını değiştirebilir ve öğrenci merkezli öğrenmeyi teşvik

edebilir. Öte yandan, otuz beş yařın üzerindeki öğretmenler, uygulamalı etkinlikleri yok ettiđi ve öğrenciler arasında gerçek dünyayla etkileşimi azalttığı için, Bilgisayar destekli dil eğitime olumsuz baktıklarını ifade etmişlerdir. Yabancı dil öğrencilerinden ve öğretmenlerinden elde edilen sonuçlar çapraz kontrol edilerek, bilgisayar destekli dil eğitim kullanma nedenleri arasında bir fikir birliđi olduđu sonucuna ulařılmıştır.

Anahtar Kelimeler: Bilgisayar destekli dil eğitimi, ELT sınıfları, Bilgisayar destekli dil eğitiminin işlevleri, Bilgisayar destekli dil eğitiminin sınıflandırılması

DEDICATION

I dedicate this thesis to my parents Mr. Mohammadreza Amini & Mrs. Zahra Ganji, my sister, Homa Amini, and to my supervisor and mentor, Dr. Ilkay Gilanliloğlu.

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Chapter 1

INTRODUCTION

This chapter highlights the previous studies which are carried out by some scholars. Followed by the statement of problem and purpose of this study are considered briefly. Then, research questions and significance of this study are explained to some extent.

1.1 Background of the study

The abbreviation CALL stands for computer-assisted language learning. One of the well-accepted definitions of CALL is “the research for and study of applications of the computer in language teaching and learning” (Levy, 1997, p.1; Amaral, 2011, p.365). Similarly, Beatty (2003, p.3) stated that CALL is a new educational approach which helps learners to promote their English skills by the Computer.

One of the earliest typologies of CALL belongs to Warschauer (1996) who described it through three phases which are called structural CALL, communicative CALL, and Integrative CALL. The computer can contribute to the educational methods in different ways during these phases. In other words, the computer can be a tutor, a stimulus for interaction among learners and an effective tool for writing.

Based on the studies on CALL, many findings have shown that students who are taught foreign languages through CALL programs presented better performance in comparison with those are taught through traditional programs (Asoodeh, 1993; Kolich, 1985; Siribodhi, 1995). There are some reasons why teachers and students

prefer to use CALL. First, it can support learners to think critically and engage them in cognitive operations efficiently (Daud & Husin, 2004). There is ample evidence that electronic tools can facilitate language learning and allows learners to promote their language awareness (Murphy, 1996; Nuraihan & Abusa, 1999). Second, CALL can contribute to learner autonomy and motivation for learning a foreign language (Milton, 1997; Williams, 2005). Some consider that CALL can provide a learning environment in which learners learn without stress in their own place easily (as cited in Liu, Moore, Graham & Lee, 2003). Finally, CALL can provide more supplementary tools for learners and teachers. Feng (2012) maintains that CALL can help both teachers and learners to have access to more additional sources to practice the language.

On the other hand, others claim that implementing CALL as a tool in the ELT classrooms encounter some obstacles. Firstly, it requires significant financial support. In other words, providing useful educational software and hardware can be costly, and many schools cannot invest in this technology due to limited funding (Devisri & Kalaimathi, 2016). Secondly, the design of good CALL software requires professional experts as well as high-cost electronic equipment, and all schools cannot provide these facilities for students. Thirdly, lack of technical skills brings about anxious and uncomfortable feelings among teachers.

1.2 Statement of problem

The present study aimed to examine the perceptions of both Iranian EFL teachers and students about CALL, which contributed to the teaching curriculum and learning process in EFL class. In fact, the problem is that little research has expounded on the same setting and context, and there is not enough evidence about the potential use of CALL in the EFL classes in Iran. In other words, so far many studies have considered

only students' or teachers' attitudes toward CALL in Iran which has many EFL learners (e.g. Saggara, 2008; Hedayati, 2014; Feng, 2012; Sabzian, 2013). Undoubtedly, previous studies shed light on using CALL by teachers or students; however, relatively very little research has been done by considering both teachers' and students' views about CALL simultaneously. Therefore, this study sets out to examine both perceptions to discover possible relationships.

1.3 Purpose of the study

The study aspires to determine the perceptions of Iranian EFL teachers and students about the potential use of CALL and to find out possible relationship between teachers' and students' reasons for using the computer as a technological tool in the EFL classrooms.

The study identifies the reasons why students use the computer for learning by considering their English level, computer ability, and prior experience factors. Besides, the study will examine Iranian teachers' perceptions about using computer in EFL classroom based on their teaching subject, teaching experience, and teaching context. Then, the study will find out whether teachers and students utilize CALL for the same reasons or not.

1.4 Research questions

The following research questions will direct this study:

1. What are the learners' common practices in CALL?
2. What is the role of CALL in learning English as perceived by Iranian English language teachers?
3. Is there any relationship between the students' and teachers' utilization of CALL?

1.5 Significance of the study

The significance of this study is that little research has been carried out on the same purposes. Iran, as one of the countries which has many EFL learners, requires more scholars to research the field of computer technology so as to discover the most effective ways to use it. A deep understanding of teachers and learners' attitudes toward CALL can contribute to the process of integrating it into the learning process and teaching curriculum.

This study will reveal whether the computer as a technological tool can contribute to teachers and learners in EFL classes or not. To sum it up, investigation of this study may lead to profound insights into the implementation of CALL to the EFL classrooms. It is essential to point out that despite the number of research that has been conducted on CALL; this study is distinctive in itself because it examines perceptions of both Iranian EFL teachers and learners about CALL.

Chapter 2

REVIEW OF LITERATURE

Introduction

This chapter gives some definitions of computer-assisted language learning, and elaborates on the history of CALL briefly. Following this, it explains different types of computer-assisted instruction in detail. Then, strong and weak points of using CALL will be discussed. Finally, the teachers' and students' attitudes toward CALL will be examined to some extent.

2.1 Definition of computer-assisted language learning (CALL)

The abbreviation CALL means computer-assisted language learning, and researchers defined CALL in various ways. Levy (1997) defined CALL as a new approach which offers various applications to learners and teachers based on their needs. Cates (2005, p. 638) said that Computer-assisted instruction refers to the completion of antecedent-behavior outcomes in the learning trials.

There is strong evidence that CALL started with text-based software and later it shaped in the form of multimedia applications (Feng, 2012). At the present time, CALL incorporates with various technical advances through the World Wide Web with the aim of improving social interaction among users (Cameron, 1999).

Before to consider the background of computer-assisted language learning (CALL), basic terminology should be discussed since the computer use in education is referred by many names as follows (Levy, 2008, p.80):

- Computer-assisted Instruction (CAI)
- Computer-aided Instruction (CAI)
- Computer-assisted Learning (CAL)
- Computer-based Education (CBE)
- Computer-based Instruction (CBI)
- Computer Enriched Instruction (CEI)
- Computer Managed Instruction (CMI)
- Web-based Training
- Web-based Learning
- Web-based Instruction

2.2 History of CALL

Development of CALL does not have a long history; however, it is important to mention that this machine has developed incredibly in a short period of time. Using a computer for educational purposes begin in the early 1960s when some American universities started using the computer in their educational systems (Levy, 1997; Davies et al., 2012). As time goes by, integrating CALL in the pedagogy has developed significantly to support teaching methods (Stockwell, 2007, p.118). In the early CALL classrooms, the computer was used only for particular educational purposes, such as vocabulary and grammar drills (Levy, 2008; Warschauer, 1996). By the early 1980s, more learners had access to CALL throughout America and Europe (Singh, 2011).

Although there is no any precise description of the evaluation of CALL, Warschauer's typology was considered an accurate description. Warschauer's typology has three phases which are called Structural CALL, Communicative CALL, and Integrative CALL.

2.2.1 Structural CALL

The psychological principles of Skinner (1957) play a vital role in this phase. In other words, Skinner's operant-conditioning model of linguistic behavior gave valuable information to researchers to design patterns which learners can respond to stimuli in language correctly in this phase.

By the late 1960s, most CALL tutoring applications usually were developed for the mainframe computers, and the common one was the "Programmed Logic for Automated Teaching Operations" (White Paper, 2010, p.3). This system was designed by computer scientists at the University of Illinois, USA, and it was based on the grammar-translation method (Butler-Pascoe, 2011, p.17). As time passed, P.L.A.T.O has developed considerably in terms of electrical equipment, and started to support several thousand graphics terminals which could distribute worldwide.

The early 1990s, structural CALL was not a practical solution for learning a foreign language anymore for several reasons (Singh, 2011). Firstly, behavioristic approaches were rejected it in terms of theoretical and pedagogical aspects, and then, a new idea has emerged because of the advent of the personal computer (Warschauer & Healey, 1998, p.57; Warschauer, 1996, p.6; Lee, 2000; Gündüz, 2005, p.199). Following this, the demands of people for communication and interaction with each other increased significantly (Warschauer & Meskill, 2000, p.306).

2.2.2 Communicative CALL

Communicative CALL appeared in scholars' sight in the late 1970s and early 1980s. It referred to the use of language for fostering learners' communicative competence, discussing and critical thinking (Ahmed, 2004, p. 24). Several types of CALL programs were designed in this phase, but most of these programs were in non-drill formats, such as text reconstruction, language games, and courseware for paced reading (Hearly & Johnson, 1995). These programs allowed learners who were working in groups or alone to find out different patterns of language and meaning.

By the turn of the 1990s, Communicative CALL failed in being practical anymore for significant elements of language teaching processes, and it just worked on marginal elements (Warschauer, 1996, p. 5). Some critics believed that language skills could not be taught separately (Singh, 2011).

2.2.3 Integrative CALL

The final phase, integrative CALL, began in the early 1990 which has integrated different features of the language into the learning process. Integrative CALL longed with great technological innovations. These innovations were multimedia and the Internet which contributed to the pedagogical methods significantly (Levy, 2008).

2.2.3.1 Multimedia CALL

These days, it is effortless for the EFL learners to click a mouse in order to have access to the lots of multimedia resources on the Internet. These resources are usually in the forms of video, sound and animation. Kramsch and Andersen (1999) stated that through the use of multimedia the EFL learners could have access to more interesting contents about language, and they do not face just complex grammatical paradigms or lexical contents anymore.

The early 1990s, personal computing technology began formed CD-ROM drives which officially considered the beginning of the era of multimedia personal computers (MPCs) and multimedia CALL. CD-ROM provides interactive exercises for learners to practice language skills and receive feedback immediately (Ferney & Waller, 2001; Pawling, 1999). In addition, it offers excellent opportunities for learners to review and practice a variety of activities more conveniently (Feng, 2012). In the latter half of the 1990s, hypermedia was designed, and it has text and sound features (Hu & Deng, 2007). This educational method brings many advantages for learners.

Firstly, learners can practice language through authentic input and materials (Akbulut, 2007; Heller, 1990; Wang, 2006). These materials can be in the forms of songs, stories, games and other pedagogical objects with the aim of facilitating learning the second language. Secondly, four skills are improved while using this system since it can provide various educational learning materials. Thirdly, top-down and bottom-up skills are integrated into this method which can contribute to learners' perceptions during learning reading and listening skills (Treiman, 2001). Fourthly, reading comprehension will be facilitated through visual aids (Akbulut, 2007; Lomicka, 1998). Visual aids work very influential in this aspect and help learners in memorizing new vocabulary and structures (Clark & Lyons, 2004). Finally, students can control their learning style at their path (Akbulut, 2007; AlKahtani, 1999; Wang, 2006).

2.2.3.2 Web-based CALL

By 1993, World Wide Web was rapidly expanding, and students get an opportunity to search through millions of documents and files around the world within minutes to find authentic materials (Warschauer, 1996, p. 9). This information space allows users

not only to share their brief messages, but also publish lengthy documents in different formats in a short time.

2.2.3.3 Mobile Assisted Language Learning (MALL)

Mobile technology is a novel pedagogical method in learning. This modern technological device is defined as “any device that is small, autonomous and unobtrusive enough to accompany us in every moment. (Trifanova et al., 2003)”. Findings show that this new educational tool can contribute to the EFL learners considerably through offering friend-user applications. Also, learners have access to the learning materials at anytime and anywhere (Houser, Thornton, & Kluge, 2002; Shepherd, 2001; Traxler, 2007).

All in all, the history of CALL indicated that computer could serve in different ways in the language teaching and learning process. It can be a tutor, a stimulus for interaction among learners and useful tool for writing. Furthermore, Internet and new technologies can be integrated into CALL and make the learning process more accessible for students.

2.3 Different types of computer-assisted instruction

The effectiveness of CALL cannot reside in the technology itself. In other words, other factors contributed to this great influence. One of these factors is an appropriate instruction. CALL can be instructed through several ways: (1) Drill and practice, (2) Computer as tutor (3) Computer used for simulation / problem solving, (4) Games on computers, (5) Computer as a tool for ELT teachers and learners, and (6) Internet applications (Sullivan, 1999).

2.3.1 Drill and practice

Drilling is an effective way to practice a new language. The primary purpose of the drill is to support learners to improve their language skills. There are many kinds of drill (exercises) which consist of paired association multiple choices; part identification short-answer questions. (Sullivan, 1999). A good drill and practice should have particular features. Effective drilling and practice should record learner's progress during a period of learning.

Although drill and practice work in such a way that helps learners to practice language skills and separate components, such as grammar, vocabulary, different tense of verbs. (Sullivan, 1999), the lack of interaction and content can be considered as their weak points (Felix, 1998).

2.3.2 Tutorial activity

The tutorial activity is one of the first models for computer-based learning design (Caruso et al., 1994). The critical element for developing effective tutorials is appealing content, attractive color and high-quality sound materials with interesting and meaningful interactions (White & Frederiksen, 2005; Williams, 1996).

2.3.3 The Computer used for simulation/problem solving

Using the computer for stimulation and problem-solving seems deceptively simple (Bouricius & Keller, 1959). Many simulation programs are in the form of problem-solving games, which are designed with the aims of entertainment and education (Sullivan, 1999). As a result, learners not only learn to think and evaluate an issue from different aspects in order to find an appropriate solution, but they also have fun and enjoyment during this process (Sternberg, 1986, p. 3).

2.3.4 Games on the computer

The main reason for using game is to create more amusing and intriguing environment for learners (Sullivan, 1999). Evidence shows that using a game can create a more enjoyable environment for learners, and improve their motivation and achievement considerably (Mayer, 2016). Also, it can get young EFL learners involved in their learning effectively since it is a natural means for them (Klimovaa, 2014)

2.4 The Computer as a tool for the EFL teachers and learners

The development of technology provides excellent opportunities for EFL teachers and learners to use a variety of useful tools. Researchers and practitioners always try to develop helpful tools to increase the likelihood of reality-based educational learning system (Ahmed & Boisvert, 2006). In a similar vein, they have designed several handy tools which can help students in a variety of subjects; however, working with some of them is not easy at all such as, word processors, Spelling checkers, grammar checker, concordances, Collaborative writing, Reference software and Authoring (Sullivan, 1999).

2.4.1 Word processors

Word processor is one of the popular tools among teachers and learners. Word processor is a computer software application that is used for creating documents, correcting the mistakes, formatting, and printing of documents. There are different versions of word processors available in the market such as Corel Word Perfect, Microsoft Word and Claris Works. (Sullivan, 1999).

2.4.2 Internet applications

By the advent of the internet, a new window has opened to CALL. This global system has changed the role of computer, and a high number of teachers attempt to incorporate them with this new technology. Through the development of multimedia services,

more teachers and students get a chance to use multimedia products in the forms of texts with attractive photos, interactive videos and high- quality audio files.

Certainly, both teachers and students need to install a software application on their computer system to connect to different websites with multimedia contents. One of these common tools is Web browser which allows users to have access to multimedia websites easily. Besides, there are some common online applications on the internet which EFL teachers can use for teaching languages, such as electronic mail and the World Wide Web. So, teachers can implement a variety of internet applications into their teaching process in order to communicate, transfer files and connect the pool of information.

2.5 Strong and weak points of CALL

Although CALL can bring many advantages in teaching and learning process, some weak points should be considered. This section focuses on strong and weak points of using CALL based on considering previous studies.

2.5.1 Strong points of CALL

As regards to the impacts of CALL on teaching and learning processes, there is a strong relationship between technology and TEFL. Chappelle (2001) believed that learning languages through technology is possible for the EFL learners. Studies revealed that students who are taught foreign languages through CALL programs showed better performance in comparison with those were taught using traditional programs (Asoodeh, 1993; Kolich, 1985; Siribodhi, 1995).

One of these reasons is that CALL applications have several particular features which can increase learners' motivation significantly, such as appealing content, attractive

graphic designs, high quality video clips and animation. (Traynor, 2003). The other reason is that CALL can facilitate speaking skill among learners through providing authentic communication sources for them (Sullivan, 1999). Good examples for these communication applications are e-mail, chat rooms, and social media which millions of learners can follow each day. Learners can even be motivated to communicate with learners outside the classroom, and they naturally feel more active in this positive environment.

Debski (2000) carried out a study which showed learners preferred to experience educational environment without traditional basis because they have more chances to communicate internationally and get more information about cultures of different countries. Furthermore, the changing relationship between the teacher and student can be considered another advantage (Nachoua, 2012). Teachers have the role of facilitator and do not need to strictly control the learning environment anymore because CALL allows the EFL learners to control their educational progress. As a result, neither teachers nor students need to spend long hours on teaching and learning complex structures. Lastly, CALL can provide significant assistance and feedback for learners (Sullivan, 1999). There is evidence that CALL can help learners to test their skills, and receive immediate feedback. There are several alternative tools on the internet with the aims of providing online questions and real-time feedback. Similarly, there are even several tools that allow teachers to add formative assessment features. The most common ones are Answergarden, Animoto, Backchannel chat, and Audio note which can expand more opportunities for reflection, revision, and feedback.

2.5.2 Weak points of CALL

There are several major problems which bring about the ineffective function of CALL. One of these noticeable problems is that implementation of CALL is required large amounts of money (Devisri & Kalaimathi, 2016). It is clear that providing useful educational software and hardware is costly for many educational centers. Seemingly, the design of good CALL software requires professional experts as well as high-cost electronic equipment, and all schools cannot provide these facilities for students.

Moreover, many ELT teachers do not have enough technical skills. This issue can bring about anxiety and stress at work (Feng, 2012). Additionally, there are always some students in the class with some difficulties in using the computer in the process of learning, and this issue can be an obstacle for them. As a result, CALL not only takes their time for learning other essential activities, but also students may feel frustrated after a while. Lastly, evaluating internet web pages can be difficult for teachers. Unfortunately, the number of websites with useless content has increased considerably which makes the evaluation of materials harder. Therefore, teachers should spend plenty of time evaluating materials which are available in educational web pages.

2.6 Teachers' and students' attitudes toward using CALL

New approaches in computer technologies have challenged traditional ways in language learning and teaching (Sabzian, 2013). Computer provided a variety of resources for both teachers and students to make straightforward educational processes. There are onslaught studies that focus on students' attitudes toward CALL (Donaldson & Kotter, 1999; Osuna & Meskill, 1998; Ulitsky, 2000; Ushida, 2005); however, very few studies paid attention to teachers' perception on the issue. This part

emphasizes on both teachers' and students' perceptions about the use of CALL to some extent.

2.6.1 Teachers' attitudes toward CALL

The skill how to use CALL is very important. Teachers who know to work with new technological devices can help learners in learning a second language more effectively (Amirsheibani & Iraj, 2014). Most studies indicated that teachers and students were satisfied with using CALL (Cummins & Davesne, 2009; Laborda, 2009; Calic, & Neijmann; 2010).

In line with this idea, Gobbo and Girardi (2001) maintained that there is a positive relationship between computer technology training and teachers' attitudes, and this positive relationship depends on the level of their computer competence significantly. In other words, teachers who have enough knowledge and experience about CALL can integrate this new approach to their curriculum more conveniently (Berner, 2003; Na, 1993). In addition to these findings, Sagarra and Zapata (2008) said that the success of CALL is associated with the ability of teachers concerning the ways of using that technology.

Simmons (1975) asserted that teachers' attitudes play a significant role in enabling or disabling the function of technology. It is fascinating that Al-Oteawi (2002) found that some teachers did not agree with using ICT in education because of lack of knowledge and essential skill. This inability can have negative impacts on teachers' performance in this way do not feel adequate for using the internet (Erdemir, Bakirci & Eyduran, 2009).

Cox et al. (1988) stated that there are many factors which can influence teacher's attitudes toward using the computer in their teaching process. These factors are known as the age of students, their confidence level, teacher's participation and time.

2.6.2 Students' attitudes toward CALL

Students' attitudes towards the computer-assisted language learning (CALL) play a vital role in the success and practical function of an application for using in language learning (Teo, 2006).

Many findings show that integrating technology in education can support pupils thinking more critically and engage them in cognitive operations efficiently (Teo, 2006). It proved that technological tools could make language learning much easier, and lead to language awareness (Tribble & Jones, 1990; Murphy, 1996).

In line with this idea, Ayres (2002) found that the majority of students expressed positive feelings toward using CALL because they can find useful information based on their needs with the help of the computer.

Borrego and Cohen (2006) carried out a study about using the computer in education. Their findings demonstrated that the computer could provide an effective learning environment and motivate more learners to learn and participate in classroom activities. Similarly, Jaber (1997) pointed out that students can think about a matter more critically and try to find an alternative solution for a problem by working with CALL.

Moreover, several researchers have witnessed the critical role of computer for enhancing learner autonomy in learning a foreign language (Milton, 1997; Williams,

2005). Learners can have access to a variety of online sources with the help of computers in their own place to practice language skills at any time. Additionally, Bullock (2001) stated that learning with computers is more appealing to students than with traditional instruments.

On the other hand, some studies indicated learners' negative attitudes toward using CALL (e.g., Ayres, 2002 & Stepp-Greany, 2002). According to Ayres' (2002) findings, although using computers is highly accepted by learners, they do not prefer to replace it with classroom-based studies. Similarly, Stepp-Greany (2002) claimed that using CALL is not easy for students who were taught by traditional education and approach because they do not have enough knowledge about working with the visual environment. Therefore, they feel uncomfortable most of the time.

2.7 Summary

The previous studies indicate that there is a positive effect of CALL tool in improving English language skills. The revised of most published literature shows that there is need for more teachers training on using CALL. In addition to it, there is ample evidence in the literature about the role of CALL in developing critical thinking and learner autonomy.

The objective of this study so far is to examine the teachers' perspectives about CALL applications in the EFL classrooms. More specifically, an essential aspect of this research is to examine the attitudes of the EFL teachers who have teaching experience in different English levels toward using CALL. In addition, the researcher tended to focus on various CALL applications which are utilized by Iranian learners. These are the gaps that need to be targeted by the researcher in this study.

Chapter 3

METHODOLOGY

Introduction

This chapter gives information about the research methodology used in the study, including research design, participants and context, instrumentation, data collection, and analysis methods. Additionally, the ethical considerations of this study are mentioned in detail.

3.1 Overview of methodology

Concerning the physical setting, the research conducted at the Department of English Language Teaching, Hezareh sevom institute, Mashhad City, in the Islamic Republic of Iran. On the whole, one hundred forty-nine Iranian students and fifteen teachers are included in the study. The research consists of sixty-four male and eighty-five female students who were between the ages of sixteen and twenty-four. Additionally, fifteen teachers who had taught the English language more than five years took part in the interview part. Also, all participating students and teachers in this study had been aware that their participations were not compulsory at all.

Furthermore, this study draws on both qualitative and quantitative research method to obtain concrete outcomes from participants. To answer of the first question, what are the Iranian EFL learners' common practices in CALL, a questionnaire was used for students which contain five sections. This questionnaire is a close-ended questionnaire which has categorical and Likert scales questions. Following this, the interview protocol with the EFL teachers was conducted for the answer of the second question:

What is the role of CALL in learning English as perceived by Iranian English language teachers, the researcher adopted the interview protocol which was used in the Feng' study in 2012.

3.2 Research design

This study investigates the perceptions of Iranian learners and teachers about using CALL in the learning and teaching process. The researcher used mixed method research to collect data. Mixed method research is a method which involves qualitative and quantitative approaches. This method analyzes a problem from different perspectives to draw a concrete conclusion to the subject being examined. In addition to it, this research method can contribute to researchers in order to enhance strong points and reduce the weak points of their study (Dörnyei, 2007).

To begin with, qualitative data was collected through the interview protocol; and quantitative data was gathered by the questionnaire. This research method examines the greater number of subjects which is structured and can be represented based on numerical descriptions (Tracy, 2012).

3.3 Research questions

The following research questions will direct in this study:

1. What are the Iranian EFL learners' common practices in CALL?
2. What is the role of CALL in learning English as perceived by Iranian English language teachers?
3. Is there any relationship between the students' and teachers' utilization of CALL?

3.4 Research setting

The study was carried out at Hezareh sevom English Language Institute in Islamic Republic of Iran. HSI is one of the well-known institutes in Mashhad city which has well-educated and highly experienced teachers. Since its establishment in 2012, and it received ISO 9000 by the quality management system. The English department has more than 500 learners in different language proficiency levels. They include 300 female and 250 male at the moment in total. The mission of the ELT department is to improve learners' skills concerning speaking, reading, listening and writing. Moreover, it aims to prepare learners for IELTS, TOEFL and GRE exams.

3.5 Participants

The study targeted Iranian EFL learners and teachers at Hezareh Sevom institute In Mashhad, Iran. The population of learners and teachers in this institute were 450 and 32 respectively in total. The study involved 149 EFL students and 15 teachers. The number of male and female students for gathering quantitative research is not equal, with 65 males and 85 females. They are between 16 and 24 years old at different language proficiency levels.

As regards to EFL teachers, fifteen teachers were chosen randomly for taking part in semi-structured interviews. They are both male (n=5) and female (n=10), and they are between 29 and 35 years old.

3.5.1 Gender & age

As for the gender and age, among the fifteen language interviewees who participated in the qualitative part, six were male, and nine were female. Additionally, eight teachers were between twenty-five and thirty years old, three teachers were between

thirty and thirty-five years old and four teachers were between thirty-five and forty-two years old.

3.5.2 Years of teaching

Participating teachers had various teaching experience in their working life. The distribution of teaching years was the following: four participants (n=4) for three years, five teachers (n=5) for four years, three participants (n=3) for five years, and three participants (n=3) for seven years.

3.5.3 Time on CALL

The amount of time was spent on using technology and computer in the English class varied from participants to participants. Five participants (n=5) spent four hours in a week; seven participants (n=7) spent three hours, and three participants (n=3) spent two hours. On average, participants in this study spent around three hours per week on using CALL technology in their English classes.

3.5.4 Students' English language proficiency levels and language skills

Results show that most teachers utilized CALL for students who are at intermediate and advanced English levels. Moreover, they usually integrate CALL into their teaching process for practicing Listening, speaking, writing and reading skills respectively.

In this research, seven participants (n=7) worked on listening skill through CALL usage, six teachers (n=6) integrated CALL for practicing speaking skill and only two participants (n=2) used CALL for working on writing and reading skills.

3.5.5 Classroom size

In this study, distribution of class size is different. Findings showed that, three participants had one to twelve students; four participants had one to fifteen students, and nine participants had one to twenty learners in their classroom.

The participants were informed about the voluntary participation and they were informed in the questionnaire form and interview part that their answers will be kept confidential.

3.6 Data collection instruments

The study combines quantitative and qualitative approaches for collecting data through questionnaire and interview. The researcher utilized a closed-item questionnaire which consists of 25 items. The item is based on categorical and Likert scales with 5 prompts. The research questionnaire was created by Sagarra in 2008, and the researcher adapted it in her study to consider Iranian EFL learners' common practices in CALL. In addition, the researcher used the interview protocol as a qualitative instrument, including 18 questions, to collect data. The interview protocol was adopted from Feng's study (2012) to elicit data on the reasons why the Iranian EFL teachers use the computer as a technological tool in classrooms.

3.6.1 Students' questionnaire

One of the major methods for gathering quantitative data is questionnaire. Questionnaires are utilized to collect data about attitudes and perceptions of participants in a large scale about a particular issue.

In this study, the researcher used close-item questionnaire which contains categorical and Likert scales questions. Fortunately, the reliability coefficients of each item in the

questionnaire were confirmed by the previous study (alpha values ranged from .61 to .94). A categorical scale was employed to examine Iranian EFL learners' accessibility to the online environment and their preferences. Beside, a seven-point Likert scale was used to consider how accessible the online workbook was, how the online workbook, classroom content and learning, and their interests are connected. In this part, students were expected to select one of these items (degree of agreement or disagreement and not sure) which is near their standpoints.

3.6.2 Teacher interview

Interview protocol is one of the most popular tools for gathering qualitative data. In this study, the researcher used interview protocol as a qualitative instrument which was used by Feng in 2012.

Feng proved the reliability of his interview protocol through five steps. These stages consist of reflexivity, pilot testing, investigator triangulation, participant feedback, and prolonged time. Then, two experts who worked in Applied Linguistic and Bilingual Education considered the interview protocol.

3.7 Data collection producers

As regards to student questionnaire, students were briefly explained about CALL in learning a second language to make certain that they understand the concepts of this word. Furthermore, they were aware of the objectives of the research as well as producers of answering the questions.

With respect to interview part, researcher arranged fifteen individual face-to-face interviews to dig deeper. Before conducting the interview with teachers, the researcher explained about CALL briefly in order to ensure the soundness of this study. Then,

teachers are informed that the interview would keep a record by audio-taped so as to obtain data. In this study, both teachers and learners made certain that their personal information is kept confidential.

3.8 Data analysis procedures

In this study, the student's responses to the questionnaires were considered quantitatively, and the data collected from this part was analyzed by the SPSS software(version 20). This software can analyze data statistically and give researchers concrete frequencies, and percentages. During this procedure, students' responses, to the questionnaire, on the common practices in CALL in EFL classrooms were categorized. Then, an independent samples t-test is utilized for the last part of the questionnaire (see Appendix B) to determine whether or not there is a statistically significant difference in the means in three questions.

Following this, teachers' responses were audiotaped and analyzed qualitatively; and the data of this part was analyzed by a deductive approach. The analysis would show whether teachers have any reasons or not for using CALL during their teaching process and to which functions the reasons can be related if they have any. In this procedure, interview data were divided into different segments so as to examine the main themes that match with the research questions. The participating teachers' names were showed in different numbers, T1, T2, and T3, to keep their identity confidentially.

Chapter 4

DATA ANALYSIS

Introduction

This chapter shows the analysis of the data gathered in this study from different resources. The researcher presents the quantitative results first, and then shows the qualitative results from the interviews conducted with the Iranian EFL learners at Hezare Sevom Institute.

4.1 Analysis of the results

In the first part of this chapter, results obtained from the students' questionnaire will be presented on several tables. Then, teachers' qualitative data will be mentioned based on the interview responses. Then, findings gained from both parts will be analyzed and cross-checked to examine similarities and differences between the reasons suggested by teachers and students if exists.

It should be pointed out that the researcher used the SPSS program (Version 20) to analyze quantitative data in response to questions. Following this, the data gained from semi-structured interviews will be illustrated to investigate teachers' attitudes toward CALL during the teaching process.

4.2 Research question 1: What are the Iranian EFL learners' common practices in CALL?

In order to find the answer of first question, students' responses on each question will be presented on tables.

Table 4.1. Which is your preferred operating system?

| | Windows | Macints | Linux | Unix | Other | Total |
|------------|---------|---------|-------|------|-------|-------|
| Frequency | 99 | 10 | 10 | 5 | 25 | 149 |
| Percentage | 66.4 | 6.7 | 6.7 | 3.4 | 16.8 | 100.0 |

Table 4.1 shows that participants used different operating systems based on their needs and interests. Among all operating systems, Windows is the most popular one which was utilized by majority of participating students. 66.4% of participants reported their preferences about using windows. Following this, Mancintosh and Linux are the second acceptable systems among participating students by 6.7%. On the other hand, results show that Unix is the least popular system among participants by 3.4%. It is interesting that 16.8% of participating students used other operating systems. Thus, among all these operating systems, participants have welcomed Windows.

Table 4.2. Which is your preferred browser?

| | Netscape | Explorer | Mozilla | No preference | Other | Total |
|------------|----------|----------|---------|---------------|-------|-------|
| Frequency | 5 | 30 | 89 | 3 | 22 | 149 |
| Percentage | 3.4 | 20.1 | 59.7 | 2.0 | 14.8 | 100.0 |

The percentages in Table 4.2 report that different web browsers are employed by participants. 59.7% of participating students utilized Mozilla. Explorer was the second preferable browser at 20.1%, just ahead of other operating systems at 14.8%. Netscape came next at 3.4%, although this was more popular than no preference operating system at 2.0%. With 59.7% of participants expressing using Mozilla as a browser, it can infer that this browser is by far the most popular browser among students in this study.

Table 4.3. What type of connection do you usually use to do the online homework?

| | Computer Lab | Dorm room Apt. | High speed Apt. | Dial-up Internet Café | Total |
|------------|--------------|----------------|-----------------|-----------------------|-------|
| Frequency | 28 | 29 | 89 | 3 | 149 |
| Percentage | 18.8 | 19.5 | 59.7 | 2.0 | 100.0 |

According to the percentages shown in Table 4.3, participants had access to different types of internet connections. 59.7% of participants acknowledged high-speed apartment as a preferable connection. Following, 19.5% of them preferred dorm room apartment as a place to connect to the internet. Then, 18.8% of participants considered computer lap for running computer applications. Only 2.0% made use of operating system in Dial-up Internet Café. As a result, the majority of participants believed that high-speed apartment can be a functional operating system.

Table 4.4. Do you own a computer?

| | Yes | No | Total |
|------------|------|-----|-------|
| Frequency | 137 | 12 | 149 |
| Percentage | 91.1 | 8.1 | 100.0 |

Results in Table 4.4 demonstrate that most participants have their own computer system by 91.9%. Only 8.1% of them did not have their own computer. Therefore, the majority of participating students had their own computer system in this research.

Table 4.5. Angle login

| | Very easy | Somewhat not | Easy somewhat | Difficult | Very difficult | Total |
|------------|-----------|--------------|---------------|-----------|----------------|-------|
| Frequency | 68 | 26 | 47 | 5 | 3 | 149 |
| Percentage | 45.6 | 17.4 | 31.5 | 3.4 | 2.0 | 100.0 |

As shown in Table 4.5, a large number of students, 45.6%, indicated angle login is very easy to access, including 31.5% who said it was easy somewhat. On the other side, 17.4% of participants did not consider angle login as a non-complicated system, with 3.4% and 2.0% reporting very difficult and difficult system respectively. So, this system can be operated by most students.

Table 4.6. Instruction to homework completing

| | Very easy | Somewhat not | Easy somewhat | Difficult | Very difficult | Total |
|------------|-----------|--------------|---------------|-----------|----------------|-------|
| Frequency | 22 | 17 | 81 | 16 | 13 | 149 |
| Percentage | 14.8 | 11.4 | 54.4 | 10.7 | 8.7 | 100.0 |

Based on the results in Table 4.6, computer can give instruction to complete your homework. 54.4% of participants believed that it is easy somewhat to use the computer as a tool to show instruction for doing their homework, and 14.8% of students considers this purpose of the computer as very easy. On the other side, 11.4% of participating students do not see the computer as an effective tool to provide functional

instruction. In addition to it, this purpose of the computer is regarded as difficult and very difficult by 10.7% and 8.7% respectively.

Table 4.7. Homework checking grades

| | Very easy | Somewhat not | Easy somewhat | Difficult | Very difficult | Total |
|------------|-----------|--------------|---------------|-----------|----------------|-------|
| Frequency | 45 | 18 | 76 | 8 | 2 | 149 |
| Percentage | 30.2 | 12.1 | 51.0 | 5.4 | 1.3 | 100.0 |

As indicated in Table 4.7, 51.0% of participants pointed that working with the computer to check their grades is easy somewhat, among whom 30.2% considered this function of the computer is very easy. Nevertheless, this purpose of the computer was not easy for some students by 12.1%, including 5.4% and 1.3% who have chosen difficult and very difficult items.

Table 4.8. Typing accent

| | Very easy | Somewhat not | Easy somewhat | Difficult | Very difficult | Total |
|------------|-----------|--------------|---------------|-----------|----------------|-------|
| Frequency | 36 | 33 | 28 | 36 | 16 | 149 |
| Percentage | 24.2 | 22.1 | 18.8 | 24.2 | 10.7 | 100.0 |

It is evident in Table 4.8 that utilizing the computer for typing accent is not easy for most students by 22.1% somewhat not easy, 24.2% difficult and 10.7% very difficult. On the other hand, 24.2% of participants can type accent by the computer very easy, and 18.8% see this aim of computer somewhat easy.

Table 4.9. Accessing audio CD

| | Very easy | Easy somewhat | Total |
|------------|-----------|---------------|-------|
| Frequency | 112 | 37 | 149 |
| Percentage | 75.2 | 24.8 | 100.0 |

Based on the data shown on Table 4.9, 75.2% of participants had very easy access to audio CD tool, and 24.8% had partly access to it.

Table 4.10. Getting technical support

| | Very easy | Somewhat not | Easy somewhat | Difficult | Very difficult | Total |
|------------|-----------|--------------|---------------|-----------|----------------|-------|
| Frequency | 33 | 65 | 23 | 16 | 12 | 149 |
| Percentage | 22.1 | 43.6 | 15.4 | 10.7 | 8.1 | 100.0 |

As shown in Table 4.10, the greater number of respondents, 43.6% proved some challenges of getting technical support by the computer, including 10.7% and 8.1% who have chosen difficult and very difficult items respectively. On the other side, the minority of participants stated this function of the computer is very easy and easy somewhat at 22.1% and 15.4%.

Table 4.11. Additional purposes

| | Very easy | Somewhat not | Easy somewhat | Difficult | Very difficult | Total |
|------------|-----------|--------------|---------------|-----------|----------------|-------|
| Frequency | 33 | 65 | 23 | 16 | 12 | 149 |
| Percentage | 22.1 | 43.6 | 15.4 | 10.7 | 8.1 | 100.0 |

Whether using the computer for additional purposes seems to be nearly equally easy and not easy upon, by findings in Table 4.11. 41.6% of participants have responded to this question by selecting the easy item, among whom 5.4% recognized this aim of the computer is very easy. Dissimilarly, 28.8% did not consider this purpose of the computer is easy, including 16.8% and 9.4% who have chosen difficult and very difficult items.

Table 4.12. The earlier in-class activities helped me complete the online homework

| | Strongly agree | Agree | Somewhat agree | Disagree | Somewhat disagree | No opinion | Total |
|------------|----------------|-------|----------------|----------|-------------------|------------|-------|
| Frequency | 49 | 62 | 25 | 6 | 2 | 5 | 149 |
| Percentage | 32.9 | 41.6 | 16.8 | 4.0 | 1.3 | 3.4 | 100.0 |

According to the percentages shown in Table 4.12, one of the main reasons for using the computer by students was to help them complete the online homework after doing class activities when 41% agreed, 32% strongly agreed and 16.8% somewhat agreed on this function. Nevertheless, 4% disagreed and 1.3% somewhat disagreed. The remaining respondents, 3.4% did not have the clear opinion about this question.

Table 4.13. The online homework helped me understand class content

| | Strongly agree | Agree | Somewhat agree | Disagree | Somewhat disagree | No opinion | Total |
|------------|----------------|-------|----------------|----------|-------------------|------------|-------|
| Frequency | 49 | 61 | 31 | 2 | 5 | 1 | 149 |
| Percentage | 32.9 | 40.9 | 20.8 | 1.3 | 3.4 | 0.7 | 100.0 |

Table 4.13 indicated that majority of participating students used online homework to understand the class content better, with 40.9% who agreed on using the computer for this reason, including 32.9% who strongly agreed and 20.8% somewhat agreed. 1.3%

opposed using the computer for such reasons, and 3.4% of them reported somewhat disagreement.

Table 4.14. The online homework helped me improve my English grammar and vocabulary

| | Strongly agree | Agree | Somewhat Agree | Disagree | Somewhat Disagree | Total |
|------------|----------------|-------|----------------|----------|-------------------|-------|
| Frequency | 15 | 65 | 54 | 10 | 5 | 149 |
| Percentage | 10.1 | 43.6 | 36.2 | 6.7 | 3.4 | 100.0 |

Utilizing the computer as a tool to improve English grammar and vocabulary was proved by most respondents as shown in table 4.14, with 43.6% expressing their agreement, 36.2% expressing their somewhat agreement and 10.1% strongly agreed. Very few (6.7%) disagreed about this purpose of the computer, including 3.4% who showed their somewhat disagreement.

Table 4.15. The online homework helped me improve my English listening skills

| | Strongly agree | Agree | Somewhat agree | Disagree | Somewhat disagree | No opinion | Total |
|------------|----------------|-------|----------------|----------|-------------------|------------|-------|
| Frequency | 49 | 49 | 30 | 5 | 14 | 2 | 149 |
| Percentage | 32.9 | 32.9 | 20.1 | 3.4 | 9.4 | 1.3 | 100.0 |

Majority of students, according to Table 4.15, confirmed this role of CALL by 32.9% agreement and 20.1% somewhat agreement. On the contrary, 3.4% disagreed and 9.4% somewhat disagreed about this purpose of the computer. Still, 1.3% has no opinion about this question.

Table 4.16. The online homework helped me improve my English pronunciation

| | Strongly agree | Agree | Somewhat Agree | Disagree | Somewhat Disagree | Total |
|------------|----------------|-------|----------------|----------|-------------------|-------|
| Frequency | 58 | 33 | 40 | 12 | 6 | 149 |
| Percentage | 38.9 | 22.1 | 26.8 | 8.1 | 4.0 | 100.0 |

As indicated in Table 4.16, overwhelming majority 38.9%, expressed their strongly agree that online homework is capable of improving pronunciation, including 22.1% who agreed and 26.8 somewhat agreement. On the other side, 8.1% disagreed about this function, with 4% reporting their somewhat disagreement.

Table 4.17. The online homework helped me improve my English reading skills

| | Strongly agree | Agree | Somewhat Agree | Disagree | Somewhat Disagree | Total |
|------------|----------------|-------|----------------|----------|-------------------|-------|
| Frequency | 9 | 36 | 47 | 35 | 22 | 149 |
| Percentage | 6.0 | 24.2 | 31.5 | 23.5 | 14.8 | 100.0 |

As seen in Table 4.17, 24% of the respondents demonstrated their agreement about improving reading skill by the computer, with 31% somewhat agreement and 6% strongly agreement while 23.5% disagreed and 14.8% somewhat disagreed.

Table 4.18. The online homework helped me learn English

| | Strongly agree | Agree | Somewhat agree | Disagree | Somewhat disagree | No opinion | Total |
|------------|----------------|-------|----------------|----------|-------------------|------------|-------|
| Frequency | 23 | 39 | 36 | 20 | 26 | 5 | 149 |
| Percentage | 15.4 | 26.2 | 24.2 | 13.4 | 17.4 | 3.4 | 100.0 |

As shown in Table 4.18, most participating students believed that online homework can help them in the process of English learning. 26.2% of them agreed, 24.2%

somewhat agreed and 15.4% strongly agreed that online homework can give them an opportunity to acquire a knowledge of English language; however, 17.4% somewhat disagreed and 13.4% disagreed about this function of online tools. Only 5% of students did not have an opinion about this item.

Table 4.19. The online homework was interesting

| | Strongly agree | Agree | Somewhat agree | Disagree | Somewhat disagree | No opinion | Total |
|------------|----------------|-------|----------------|----------|-------------------|------------|-------|
| Frequency | 37 | 51 | 18 | 23 | 18 | 2 | 149 |
| Percentage | 24.8 | 34.2 | 12.1 | 15.4 | 12.1 | 1.3 | 100.0 |

The percentages in Table 4.19 reported that most of students showed positive attitudes toward this reason of using computer, with 34% who agreed about it, including 24% who strongly agreed and 12% somewhat agreed. Very few expressed their (15%) disagreement and (12.1%) somewhat disagreement whereas 1.3% have no clear-cut opinions.

Table 4.20. The online homework made the course more interesting

| | Strongly agree | Agree | Somewhat Agree | Disagree | Somewhat Disagree | Total |
|------------|----------------|-------|----------------|----------|-------------------|-------|
| Frequency | 39 | 45 | 22 | 24 | 19 | 149 |
| Percentage | 26.6 | 30.2 | 14.8 | 16.1 | 12.8 | 100.0 |

According to percentages in table 4.20, a large number of participants expressed positive perception about this function of online homework, among whom 56.4% agreed, and 14.8% somewhat agreed with this reason of using the computer. Following this, 28% of them opposed to this role of the computer.

Table 4.21. I enjoyed completing homework online

| | Strongly agree | Agree | Somewhat agree | Disagree | Somewhat disagree | No opinion | Total |
|------------|----------------|-------|----------------|----------|-------------------|------------|-------|
| Frequency | 36 | 39 | 34 | 21 | 18 | 1 | 149 |
| Percentage | 24.2 | 26.2 | 22.8 | 14.1 | 12.1 | 0.7 | 100.0 |

Results in Table 4.21 shows that most participants found this aim of computer satisfying. When asked if students utilize the computer as a source for learning since they enjoy doing online homework, it was achieved that 26.2% agreed on the item, with 24.2% and 22.8% indicating their strong agreement and somewhat agree. On the other hand, 14.1% and 12.1% of respondents disagreed and somewhat disagreed the idea that online homework can be enjoyable. The remaining 7% of participants had no opinions about this function of online homework.

Table 4.22. I would take another English course with an online workbook

| | Strongly agree | Agree | Somewhat Agree | Disagree | Somewhat Disagree | Total |
|------------|----------------|-------|----------------|----------|-------------------|-------|
| Frequency | 15 | 42 | 38 | 25 | 29 | 149 |
| Percentage | 10.1 | 28.2 | 25.5 | 16.8 | 19.5 | 100.0 |

Table 4.22 say that most participants expressed positive attitudes toward this question. 28.2% of participating students agreed, 25.5% somewhat agreed and 10.1% strongly agreed that they would like to take another English course with an online workbook, whereas 16.8% disagreed and 19.5% somewhat disagreed about the item.

In the last three questions of this questionnaire, the researcher asked the learners to clarify their perceptions and preferences for improving online L2 learning. As the choices of the questions don't follow the same one in the previous questions, there is a

need to analyze them differently. Therefore, the 'T test' on SPSS program was applied to measure the means of these questions based on two main variables: gender difference and level of education. The aim of the independent T test is to examine any gender or educational differences in the means of the questions.

4.2.1 Group statistics for gender

As it was stated in Chapter 3, 148 participants were involved in this study: 63 males and 85 females. The means in question 26 were 4.7143 and 3.9176 for males and females respectively. In question 27, the means were 3.0317 for males and 2.9294 for females. In question 28, the means were 3.6349 and 3.5412 for males and females respectively (Table 23).

Table 4.23. Gender group difference

| | Gender | N | Mean | Std. Deviation |
|-------------|---------|----|--------|----------------|
| Question 26 | Males | 63 | 4.7143 | 1.67937 |
| | Females | 85 | 3.9176 | 1.78093 |
| Question 27 | Males | 63 | 3.0317 | 1.44767 |
| | Females | 85 | 2.9294 | 1.65319 |
| Question 28 | Males | 63 | 3.6349 | 1.52719 |
| | Females | 85 | 3.5412 | 1.46834 |

4.2.2 Gender independent 'T' test

Regarding the results of Levene's test for equality of variances, the results show that there is equality in the variances between males and females. This is because of the results of the significance of the questions .667, .315, and .663 respectively ($\text{sig} \geq .05$). Therefore, the results of the first row, equal variances assumed, will be taken into consideration in the analysis.

When examining the T-test for the equality of means, we notice that there is a difference in question 26 between the means of the males and females. This is because the significance was less than .05 (.007). Thus, there is a gender difference in the options chosen by males and females in question 26. However, both genders have equal variances in the last two questions; there is no difference between males and females as the results .695 and 706 respectively (sig \geq .05).

Table 4.24. One-sample T-test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------------|---|------|------------------------------|-----|-----------------|-----------------|-----------------------|---|-------|
| | F | Sig. | T | Df | Sig. (2 tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Question 26 | 0.18 | 0.66 | 2.75 | 146 | 0.007 | 0.79 | 0.28 | 0.22 | 1.36 |
| Question 27 | 1.01 | 0.31 | 0.392 | 146 | 0.69 | 0.1 | 0.26 | -0.41 | 0.61 |
| Question 28 | 0.19 | 0.66 | 0.37 | 146 | 0.7 | 0.09 | 0.24 | -0.39 | 0.58 |

4.2.3 Group statistics for education

Regarding the level of education, there were 61 participants with a general education that is less than a university degree and 60 participants with associate degree (Table 4.25), while there were 21 participants who hold a BA degree and 7 with Master's degree.

The mean of the response to questions 26, 27, and 28 according to the level of education was nearly the same for the stated levels, 4.36, 4.21, 4.09, and 4.14 respectively. In question 27, the mean of every level of education was larger than question 26, namely 2.93, 2.86, 3.33, and 3.42 respectively. On the other hand,

question 28 was similar to question 26, with 3.60, 3.48, 3.66, and 3.71 respectively (Table 4.26).

Table 4.25. Group statistics of general education and associate's degree

| | Education | N | Mean | Std. Deviation |
|-------------|-------------------|----|--------|----------------|
| Question 26 | General Education | 61 | 4.3607 | 1.63333 |
| | Associate's Grade | 60 | 4.2167 | 1.86030 |
| Question 27 | General Education | 61 | 2.9344 | 1.57976 |
| | Associate's Grade | 60 | 2.8667 | 1.48970 |
| Question 28 | General Education | 61 | 3.6066 | 1.50863 |
| | Associate's Grade | 60 | 3.4833 | 1.44377 |

Table 4.26. Group statistics of BA and MA degrees

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | | | | | | |
|-------------|---|------|------------------------------|----|-----------------|-----------------|-----------------------|---|-------|
| | F | Sig. | T | Df | Sig. (2 tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Question 26 | 3.4 | 0.07 | -.05 | 26 | 0.95 | -0.04 | 0.85 | -1.79 | 1.69 |
| Question 27 | 1.7 | 0.2 | -.12 | 26 | 0.9 | -0.09 | 0.75 | -1.65 | 1.46 |
| Question 28 | 0.62 | 0.43 | -.06 | 26 | 0.94 | -0.04 | 0.7 | -1.49 | 1.4 |

The Levene's test for the first two levels of education, general education and associate's degree, shows that all the variances of the questions are equal, as their significance is $\geq .05$ (.380, .510, and .664 respectively). The t-test for equality of means shows that the means of males and females in all the questions were equal in terms of variances assumed. The significance is $\text{sig} \geq .05$ (.652 for Q 26, .809 for Q 27, and .647 for Q 28. (Table 4.27).

Table 4.27. T-test for equality of means for general education and associate's degree.

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | | | | | | |
|-------------|---|------|------------------------------|-----|-----------------|-----------------|-----------------------|---|-------|
| | F | Sig. | T | Df | Sig. (2 tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Question 26 | 0.77 | 0.38 | 0.45 | 119 | 0.652 | 0.14 | 0.31 | -0.48 | 0.77 |
| Question 27 | 0.43 | 0.51 | 0.24 | 119 | 0.809 | 0.06 | 0.27 | -0.48 | 0.62 |
| Question 28 | 0.19 | 0.66 | 0.45 | 119 | 0.647 | 0.12 | 0.26 | -0.4 | 0.65 |

The Levene's test for the last two levels of education, BA and MA levels, shows that all the variances of the questions are equal, as their significance is $\geq .05$ (.077, .201, and .438 respectively). The t-test for equality of means shows that the means of males and females in all the questions were equal in terms of variances assumed. The significance is $\text{sig} \geq .05$ (.956 for Q 26, .901 for Q 27, and .947 for Q 28. (Table 4.28).

Table 4.28: T-test for equality of means of males and females

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------------|---|------|------------------------------|----|-----------------|-----------------|-----------------------|---|-------|
| | F | Sig. | T | Df | Sig. (2 tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Question 26 | 3.4 | 0.07 | -0.05 | 26 | 0.95 | -0.04 | 0.85 | -1.79 | 1.69 |
| Question 27 | 1.7 | 0.2 | -0.12 | 26 | 0.9 | -0.09 | 0.75 | -1.65 | 1.46 |
| Question 28 | 0.6 | 0.43 | -0.06 | 26 | 0.94 | -0.04 | 0.7 | -1.49 | 1.4 |

4.3 Research question 2: What are the effects of using CALL to learn English as perceived by Iranian English language teachers?

In this study, eighteen items were answered using a qualitative approach. Questions are categorized in two parts, participant's background and perceptions about CALL. A total of fifteen EFL teachers were selected in this research who works at Hezareh Sevom English language institute in Mashhad, Iran at the moment. The researcher set fifteen face-to-face interviews in 30 minutes with each participant, and they were informed that participation in this research is voluntary. In this part, there are ten questions to examine teachers' perceptions about CALL. Questions are about the experience of CALL integration, roles of technology in CALL, effects of using CALL, instructional-related factors, and teacher/student-related factors for implementation of CALL.

What CALL practices are included in your English class?

Most of the participants' responses fell in one of the following themes. The first theme is that using CALL by both the teacher and the learners help them a lot in becoming productive in language learning and teaching. The participants believe that the use of CALL can help learners' grammar and vocabulary skills through drill activities. The second theme states that using CALL can facilitate speaking skill inside and outside of classroom. The teachers consider that using computational tools, especially mobiles, can provide a chance for group/pair work activities. Furthermore, the use of Microsoft Word, blog and E-books by the teachers make more motivated in language teaching as well as their majors.

Can you tell me your experiences and roles in CALL classroom?

There were two main themes about this question. The first theme shows that using CALL can lead to changing traditional lecture-based learning approach. Majority of participants believe that CALL not only can change lecture-based classroom setting but also it can increase motivation for learning a foreign language among students by many applications and programs such as MALL.

The second theme of this question was a negative one; the use of CALL is related to destroying hands-on activities and reducing real-world interaction. This changes teachers' roles as an authority figure.

In the following, some of the teachers' responses are mentioned briefly.

T1: *"I have the positive experience because it helps me to create the more interesting environment for students in the classroom for learning vocabulary and listening parts."*

T2: *"Overall, I do agree with using CALL since it makes the learning process more effective and much easier. It is very helpful and I think it's user-friendly. Additionally, we do not need to spend lots of time in order to find specific information on books."*

T3: *"I have the negative experience to some extent about CALL since students depend on technology considerably and sometimes even technologies think instead of them."*

T4: *"I do not agree with using CALL in the English class because it can reduce the roles of a teacher as an authority figure, and increase more visual communication among learners."*

What do you think the role of technology in CALL classrooms?

With respect to the role of technology, the first one is for the majority of the respondents who support the use of CALL, while the second were uncertain about its effectiveness in improving the language skills. Some participants believed that technology plays a key role in CALL classrooms. It can contribute to students interact with the most recent information more conveniently, and have access to a variety of online sources for improving their grammar, vocabulary, speaking and listening skills. Even some participants think that a computer can improve student's writing and reading skills by online books in pdf format.

Other interviewees, on the other hand, were suspicious about the role of CALL in language learning. They consider that learners can use the computer for other purposes than improving English skills, such as playing computer games and making virtual friends.

What are the effects of using CALL learning English? Could you give me some examples? If not why?

There were two main themes about this question. The first one is for the most respondents who support the use of CALL, but the second were uncertain about its effectiveness in improving the language skills. Findings indicate that majority of participants (n=13) think that using CALL in English class can bring many benefits. It can provide more safe and non-threatening environment for students without interruption. In other words, students can sit in front of their own computer and use variety of available software to practice their English skills. In addition to this, it can provide virtual environment for students for cooperative learning with English speakers. On the other side, minority of teachers (N=2) were not certain about the role

of CALL in language learning. They believed that CALL may have negative impacts on learning English language because all online resources which are available on the internet are not reliable at all, and even some resources may contain wrong content about language structures. In addition to this, using CALL for learning English can raise students' dependency to online resources. Therefore, students may allow technology to think instead of them.

What English language skills do you think can be strengthened by using CALL?

Listening /speaking/ reading / writing?

As for the use of CALL for language skills, there were two main themes. The first one is for the majority of the respondents who advocate the use of CALL in improving speaking and listening skills, and the second support its effectiveness in improving reading and writing skills. The large numbers of participants (n=13) stated that CALL can improve listening and speaking skills among learners. According to their opinions, there are more available and user-friendly software for practicing listening and speaking skills on the internet such as, online dictionary, chat rooms, video conferencing and Voxopop which learners can install them on their computers or mobile phones. Therefore, the EFL learners have a greater opportunity to practice pronunciation, vocabulary, and intonation and listening skills. On the other side, some participants believed that reading and writing skills can be strengthened by CALL applications, such as blog, PowerPoint and Microsoft Word.

What English proficiency level do you think can benefit from using CALL? Why?

All participants agreed that students in all language levels can benefit from using CALL, but intermediate and advance English proficiency levels can benefit more. Based on their opinions, students who are in intermediate and advanced English levels

have enough confidence and knowledge to use technology. So, they can benefit from CALL more than students at beginner level.

What are the instructional-related factors that promote or/and hinder your implementation of CALL in your teaching?

It is clear that there are some factors which make implementation of CALL more difficult or much easier for teachers. All fifteen participants in this study believed that the lack of technical skills and financial support can cause unexpected problems during CALL usage. Based on their opinions, teachers should be trained to familiar with technological knowledge and working with a wide array of online materials. Undauntedly, this measurement needs financial support from communities to provide effective facilities for teachers to follow the latest technological tools and applications.

What are the teacher-related factors that promote or/and hinder your implementation of CALL in your teaching?

There were two themes, in which participants expressed their opinions. The first view of this theme is that teachers' experience in terms of pedagogical technology for the academic environment can promote the implementation of CALL during the teaching process. In other words, teachers have more confidence during using certain software and they don't worry about working with unfamiliar tools anymore.

The second view of the theme is that teachers' technical competencies and skills can make implementation of CALL much easier. In line with this idea, teachers should have enough technical knowledge about the performance of a wide array of online materials so as to choose the most appropriate and relevance ones for learners.

In the following, some of the teachers' responses are mentioned briefly.

T1: *“I usually surf the internet to find the most effective software for students, but working with some software needs technological competency. Therefore, I can't implement some software into my teaching.”*

T2: *“I believe that technology plays a significant role in the teaching process, but using it depends on teachers' skills. I am not good at computer and internet. As a result, I use traditional methods in my classroom.”*

T3: *“I am satisfied with integration technology into my classroom. I always follow the latest software as well as online tools and check their performance before using them in the classroom.”*

T4: *“Undoubtedly, utilization of technology plays a profound impact in English class, but it doesn't work without teachers' knowledge and training.”*

What are the student-related factors that promote or/and hinder your implementation of CALL in your teaching?

There were three themes about this question. The first view of this theme is that students' educational background plays a significant role in implementation of CALL. In other words, learners who have educational background about the computer can work with new technology much easier. The second view of this theme is that younger students are usually exposed to technology more than old adults. Furthermore, some participants believed that interest and enthusiasm of students about certain technical tools can encourage them to follow it.

T1: *“Actually, I have some students in my class who studied computer software at university. I can see their performance in using CALL is much greater than other students. Sometimes, they even introduce some beneficial software to other classmates.”*

T2: *“In my language class, some students are older than others. They usually are confused when I implement CALL, and they show their dissatisfaction feedbacks.”*

T3: *“As a matter of fact, there are some students in my class who are fond of new technology. They always follow the latest application and software in order to install them on their mobile phone. I can see that it is more interesting for them to learn the English language with the help of technology.”*

Chapter 5

FINDINGS AND CONCLUSIONS

Introduction

In this chapter, the researcher discusses the results of the study. Following this, a conclusion of the present study will be discussed in details. In the last section, pedagogical implications and researchers' recommendations are suggested for further research. In this part, the findings of the recent research are investigated in harmony with the following research questions:

1. What are the learners' common practices in CALL?
2. What is the role of CALL in learning English as perceived by Iranian English language teachers?
3. Is there any relationship between the students' and teachers' utilization of CALL?

5.1 Overview of major findings

The results of this study have shown that most students and teachers were satisfied with using CALL. This study was carried out in a language center, and its results are similar to the similar studies conducted about the same topic that already proved the impacts of CALL on both learning and teaching process (Bradley & Lomicka, 2000; Donaldson & Kotter, 1999; Kubola, 1999; Lee, 1997; Ulitsky, 2000; Ushida, 2005).

Based on the questionnaire, students reported different common practices in CALL based on their preferences. The interviews, on the other hand, reported a variety of reasons for CALL practices in ELT classroom. The analysis of quantitative and

qualitative parts disclosed the major findings in response to the research questions.

The study found:

- Majority of participating students expressed positive perspectives about using CALL. The number of them with positive attitudes toward the use of the computer for doing online homework was about three times as large as the number of those with negative attitudes.
- Great numbers of participants have their own computer (91.9%) which is equipped with windows, and they prefer to connect to internet via high speed apartment (59.7%). Among learners the most preferable browser was Mozilla by 59.7%
- Most EFL learners perceived that the use of CALL can have great impacts on developments of vocabulary, grammar, pronunciation and listening skills more than other skills (reading and writing).
- There are two major factors which motivate learners to use computer for learning a foreign language: providing quick feedback and easy to access.
- There are still some learners who do not prefer to use a computer for learning because reading on a computer is a little bit difficult for them. In addition to it, working with a computer is time consuming.
- Online education is a preferred tool by people regardless of their gender or level of education.

- All teachers found that intermediate and advance English proficiency levels can benefit more from using CALL since they have enough confidence and knowledge to use technology. Besides, some teachers confirmed that CALL can promote student centered learning.
- Teachers' technical competency and students' educational background are two key factors which make implementation of CALL much easier in ELT classroom.
- Lack of providing advanced technical tools and financial support are two major problems which are perceived by teachers to bring about difficulties of implementation CALL.

5.2 Findings and discussion

To address research questions, data from questionnaire and interview parts were analyzed and interpreted. The following sections will offer the findings of this study by considering students' and teachers' perceptions about CALL. Then Conclusions based on this analysis will be presented.

5.2.1 What are the Iranian EFL learners' common practices in CALL?

As for the ways to connect to the online environment, the study found that Iranian EFL students have access to the variety of operating systems, internet connections, and browsers. A large number of participants (91.9%) have their own computer which is equipped with Microsoft windows (66.4%). Additionally, high-speed apartment connection employed by most learners so as to do their homework (59.7%) and their preference browser is Mozilla (59.7%).

This coincides with the findings in the recent literature that consider CALL to be more effective when teachers and learners can have access to various online materials (Sagarra, 2008).

Regarding accessibility of Iranian EFL learners to the Online Workbook, the results indicated that around half of participants (75%) in this study considered angle login as an easy system to login to a computer. Moreover, many of them had positive attitudes toward using online workbook for checking their grades (81%) and completing their homework (68%) functions. On the other side, the study found that getting technical support (93%) and typing accent (64%) by the computer was the biggest challenge for EFL learners.

With respect to the relationship between using online books and second language learning, participating students expressed positive perspectives about the impacts of the online workbook on learning English. Results indicated that the majority of participants (69%) agreed about great influence of online homework on understanding the class content and enhancing English skills. Although a large number of them confirmed that online workbook can promote grammar (89.9%), vocabulary (89.9%), pronunciation (87.8%), listening (85.9%) skills, only around half of them agree with improving reading (61.7%). Based on the previous literature Mthethwa (2011), CALL can develop vocabulary and grammar knowledge considerably, which is similar to this study. Also, Tolbert Jr's (2015) study is in parallel with the results of the current study that computer-assisted L2 learning can make a lesson more interesting and much easier for learners because they have a quick way to learn.

A result of this part shows that working with online homework was utterly interesting for EFL Iranian learners (71.1%). In other words, for most learners online homework made a course more interesting (71.2%) and enjoyable (73.2%). As a result, 63.8% of participants were interested to take another English course with an online workbook. As far as students' preferences is a concerned EFL Iranian learners preferred to use more activities with grammar audio (32.9%), picture (26.2%), vocabulary (14.8%), and multiple choice (9.4%) practices.

Besides, there are some reasons which motivate more learners to use the online workbook. These reasons consist in providing quick feedback (26.8%), easy usage (25.5%), reinforcing class learning (12.1%), working at their own place (11.4%), multiple attempts (8.1%), other reason (8.7%), and Preparing for course tests (7.4%).

On the other hand, reading stories (32.9%), Time Consuming (20.1%), lack of key answer (18.1), having to use the CD (14.1%), direction in English (8.1%) and adding accent (4.0%) are the reasons that participating were not satisfied with working with the online workbook. In a similar vein, Kilickaya (2007) found that providing quick feedback can be a contributing factor to increase learners' preferences for using CALL.

5.2.2 What are the roles of CALL in learning English as perceived by Iranian English language teachers?

Results of this part show that most teachers expressed the positive perspective about using CALL. Based on their points of views, a computer can provide great opportunities for learners to improve grammar, vocabulary, speaking and listening skills through drills, group/pair work, listening and blog exercises. Even some participants (n=2) think that technology can improve student's writing and reading skills by providing online books in pdf format and Microsoft Word. Besides,

participants (N=13) who were between 25 and 30 years old preferred to use CALL since it can change lecture-based classroom setting and promote student centered learning. Bilbatua and Haro (2014) found the impacts of CALL on the development of independent and student-center learning, which coincides with the findings in the recent literature. On the other side, some teachers (N=2) who were above thirty-five of age expressed their disagreements about this issue because of destroying hands-on activities and reducing real-world interaction among learners. In addition to it, they were concerned with disappeared of their roles as an authority figure from students' views gradually.

Moreover, this study found that there are some reasons which have an influence on teachers' attitudes about implementation CALL. A great number of participating teachers believed that CALL can facilitate teaching and learning process through several ways significantly. In other words, using the computer as a technological tool can improve learners' English skills since it can provide more safe and non-threatening environment for them without interruption, and give them an opportunity to cooperative with native speakers. In this study, thirteen teachers agreed about this role of CALL for promoting listening and speaking skills by applications such as online dictionary, chat rooms, video conferencing and Voxopop.

The rest of teachers (n=2) believed that reading and writing skills can be strengthened by use CALL through working with a blog, Microsoft word office and etc. Zhang (2011) found that most effective software for ESL students is Microsoft Office, the Internet, and Computer-Mediated Communications (CMC). This finding is in line with the results found in the literature. On the other side, a minority of teachers (N=2) believed that all online resources which are available on the internet are not reliable at

all, and even some resources may contain wrong content about language structures. In addition to it, in some cases, even using CALL for learning English may raise students' dependency to online resources, and this problem may allow technology to think instead of learners.

According to the results of the present study, there are some factors which make implementation of CALL more difficult or much easier during teaching and learning process, such as instrumental, teacher and student-related factors.

Based on the outcome of this question, lack of providing technical tools and financial support can cause unexpected problems during CALL usage. Results show that all participants in this study consider lack of advanced technical tools and supporting financially by authorities as two main problems which hinder implementation of CALL.

According to the results of present research, there are some major obstacles which bring about unexpected problems during CALL usage, such as lack of technical skills, experience, and financial support. The high majority of teachers (n=11) expressed that EFL teachers should be trained to be familiar with working with a wide array of online materials in order to use technological tools more effectively.

Obviously, this measurement needs more financial support from communities to provide effective facilities for teachers to know about the latest technological tools and devices so as to use the most practical one for learners more effectively. The teachers' responses are in parallel with the latest studies in the literature. Marandi (2014) who concluded that lack of formal training and support from stakeholders are some

difficulties of the implementation CALL. Furthermore, some participants (n=4) believed that teachers' experience in terms of pedagogical technology for the academic environment can promote the implementation of CALL during the teaching process. It is clear when teachers have more experience about using certain software, they feel more comfortable and have more confidence during using it.

While the studies in the literature covered using CALL depends on teachers' computer skills considerably, and teachers should take part in courses to be trained to integrate different technological tools into the EFL classrooms (Feng, 2012).

Eight teachers acknowledged that students' educational background plays a significant role in implementing CALL. According to their opinions, students who have the same kind of educational background can work with new technology much easily like the computer engineer. Furthermore, four participants consider age as a key factor. These participants believed that younger students are usually exposed to technology more than old adults, and this factor can contribute to them in using advance educational devices more conveniently. Rest of teachers in this research confirmed that interest and enthusiasm of students about certain technical tools can encourage them to use them frequently.

5.2.3 Is there any relationship between the students' and teachers' utilization of CALL?

The findings of the study support that there is a relationship between the teacher's age and technological knowledge. In other words, some teachers who had more than 30 years old in this study did not express positive attitudes toward CALL in comparison with those who were not over than 30 years old due to lack of technological knowledge.

Another relationship is between English language level and CALL use. All teachers believed that students with the high level of English proficiency are able to use CALL much better than those who are in the basic level of English proficiency because they have the more technical knowledge and confidence while using CALL.

5.3 Limitations of the study

This study was limited since it only covered one language center in Iran which is equipped by the Computer-assistant language learning technology. The researcher had to conduct this study only at Hezareh Sevom Institute because of lack of enough institutions in Mashhad, Iran that are equipped with this system.

More interesting finding could be obtained if the study was conducted with participants in basic, intermediate and advanced English proficiency levels. Due to lack of enough participants in the Basic English level at Hezareh Sevom Institution, only participants in intermediate and advanced levels took part in this study.

Another limitation of findings was that the researcher collected the data through survey and interview protocol. In order to improve validity of this study, it would be beneficial to collect data through observation as well.

5.4 Recommendations for further research

By considering the limitations of the study, it is evident that CALL is a novel topic, and researchers should carry out more studies about this issue in order to obtain more accurate results.

As mentioned before, this study conducted in one English language Institute that was equipped with CALL system. A similar study done on a much larger scale could obtain much more concrete results. Moreover, it can be more effective to include observation to data collection so as to improve the validity of this study, and observe EFL learners in real life.

Lastly, a similar study could be conducted by including some variables such as gender and age differences. It would be interesting to determine whether or not gender and age have any impact on using CALL for learning second languages.

5.5 The implications of the study

This study has investigated the role of CALL in learning a second language for Iranian learners who study at Hezare Sevom English language Institute. The results of this study have implications for potential use of CALL for learning second languages. This study can show that CALL should be implemented in all institutes in an organized way in order to have a better result for learners.

Additional implication is that English language centers should support the teachers for using CALL by offering them training courses. Results of this study indicate that teachers who were trained for using a computer considered CALL as a practical way for teaching.

5.6 Overall conclusion

This study tried to examine the EFL teachers' and learners' attitudes towards using the computer in teaching and learning process. The study has identified that a large number of Iranian students had favorable perspectives about using CALL, (2) that the majority of the learners had access to their own computer with windows system, and (3) that most of them used high-speed apartment connection and Mozilla browser.

The study also found that Iranian students utilized the computer for different purposes. The most common reasons are to complete their homework and check grades; while typing accent and getting technical support were two most difficult functions of using CALL.

Given the results of the relationship of teachers' and learners' attitudes, both sides believed that CALL can improve listening and speaking skills more than reading and writing skills. In addition to it, CALL can promote student-centered learning, and improve vocabulary, grammar, and pronunciation knowledge.

Moreover, the study found some overwhelming factors that influence the implementation of CALL. These hindering factors consist of lack of providing advanced technical tools, financial supports, enough technical skills and experience. On the other hand, promoting factors were interest and age.

A final conclusion of this study is that using a computer for learners who have the same educational background are more effective than those without any CALL experience use. Additionally, based on the findings, using CALL can contribute most

to learners in intermediate and advance levels; however, teachers who were above 30 years old did not agree about using CALL in EFL classroom.

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APPENDICES

Appendix A: Interview protocol

| Background Information | |
|---|--|
| 1. Gender | Male Female |
| 2. Age | 25 to 30 31 to 35 36 to 40 41 to 45 More than 46 |
| 3. Teaching Context | ESL EFL |
| 4. Teaching Experiences | Years |
| 5. Computer Assisted Language Learning (CALL) Use per Week (approximate indication) | Hours |
| 6. Student English Proficiency Levels | Beginning Intermediate Advanced |
| 7. Class Size | 1 to 10 11 to 20 21 to 30 31 to 40 More than 41 |
| 8. CALL Teaching Subjects | Listening Speaking Reading Writing |

| Interview Questions |
|--|
| 9. What CALL practices are included in your English classrooms? (RQ #1) |
| 10. Can you tell me your experiences and roles in CALL classrooms (RQ #1) |
| 11. How do you think of the roles of technology in CALL classrooms? (RQ#1) |
| 12. What are the effects of using CALL to learn English? Could you give me some examples? If not, why? (RQ2) |
| 13. What English language skills do you think can be strengthened from using CALL? (Listening/Speaking/Reading/Writing) Why? (RQ2) |
| 14. What English proficiency level do you think can benefit from using CALL? Why? (RQ2) |
| 15. What are the instructional-related factors that promote or/and hinder your implementation of CALL in your teaching? (RQ #3) |

| |
|---|
| 6. What are the teacher-related factors that promote or/and hinder your implementation of CALL in your teaching? (RQ #3) 17. What are the student-related factors that promote or/and hinder your implementation of CALL in your teaching? (RQ #3) |
| 18. Is there anything else you would like to share with me? |

Appendix B: Student survey items

Survey on Student perception on computer-assisted L2 learning (adapted form)

Perceptions on Accessibility to the Online Environment

Which is your preferred operating system?

Windows Macintosh Linux Unix Other

Which is your preferred browser?

Explorer Netscape Mozilla No preference other

What type of connection do you usually use to do the online homework?

Computer Lab Dorm room Apt. High speed Apt. Dial-up Internet Caf 

Do you own a computer?

Yes No

Perceptions on Accessibility to the Online Workbook

Very Easy Somewhat Not easy Somewhat Difficult Very difficult

ANGEL login

Instructions to

Homework

Completing

Homework checking grades

Typing accents

Accessing audio CD

Getting technical support

Additional purposes

Perceptions on the Relationship between the Online Workbook, Classroom Content and L2 Learning

Strongly Agree Agree somewhat Disagree somewhat Disagree strongly Disagree strongly No opinion

The earlier in-class activities helped me complete the online homework

The online homework helped me understand class content

The online homework helped me improve my English grammar and vocabulary

The online homework helped me improve my English listening skills

The online homework helped me improve my English pronunciation

The online homework helped me improve my English reading skills

The online homework helped me learn English

Perceptions on Student Interest

Strongly Agree Agree Agree somewhat Disagree somewhat Disagree Disagree strongly No opinion

The online homework was interesting
 The online homework made the course more interesting
 I enjoyed completing homework online
 I would take another English course with an online workbook

Perceptions on Student Preferences and Suggestions for Improvement

What did you like the most about the online workbook?

Multiple attempts Work at my own pace Reinforced class learning Quick feedback Prepared me for course tests Easy to do Other

What did you like the least about the online workbook?

Time Consuming Key not posted Reading stories Having to use the CD Adding Accents Directions in Persian Other

Are there any exercises you would like to see more of?

Nothing Needed Vocabulary practice Multiple choice Those with pictures Grammar Audio practice Other

Appendix C: Consent form for the teacher interview

Teacher Interview Consent Form

Dear Participant,

May 04, 2018

Title: Perceptions of Iranian students and teachers towards using computer-assisted language learning (CALL)

Dear ESL/EFL teachers,

It is important to read the following information in order for you to decide whether you are willing to participate in the present study. This statement describes the purpose and procedures of this study. Your participation in this research is entirely voluntary. You may choose not to participate. If you decide to participate in this interview you can withdraw at any time without consequences and penalties of any kind.

The purpose of this research is to explore perceptions of Iranian English language teachers and students about the use of CALL in the process of teaching and learning a foreign language. Moreover, this research considers a number of factors that influence the ESL and EFL teachers during using CALL.

This is a research project being conducted by myself at Hezare Sevom English language Institute in Mashhad, Iran. You are invited to participate in this research project because you have enough experience about computer-assisted language learning. The data of this study will be collected by administering the interview which contains 18 questions. This study involves the audio recording of your interview with the researcher and it will take approximately 30 minutes.

Your responses will be confidential.

Thank you for your participation and cooperation.

Sima Amini
MA student
E-mail: sima.amini1368@gmail.com
Phone: +905338848828

Assist. Prof. Dr. İLKAY GİLANLIOĞLU
MA Thesis Supervisor
E-mail: ilkay.gilanlioglu@emu.edu.tr
Foreign Language Education Dept.

Foreign Language Education Dept.

Faculty of Education

Faculty of Education

Consent form

I have been properly informed about the objectives of the study and I am willing to take part in it.

Name - Surname:

Date:

Signature:

Appendix D: Consent Form for the student questionnaire interview

Student Questionnaire Consent Form

May 4, 2018

Title: Perceptions of Iranian students and teachers about using computer-assisted language learning (CALL)

Dear ESL/EFL learners,

It is important to read the following information in order for you to decide whether you are willing to participate in the present study. This statement describes the purpose and procedures of this study. Your participation in this research is entirely voluntary. You may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized.

The purpose of this research is to explore perceptions of Iranian English language teachers and students about the use of CALL in the process of teaching and learning a foreign language. Moreover, this research considers a number of factors affecting the ESL and EFL teachers' integration of CALL.

This is a research project being conducted by me at ~~Hezare Sevom~~ English language Institute in Mashhad City, in Iran. You are invited to participate in this research project because you have enough experience about computer-assisted language learning. The procedure involves filling survey that will take approximately 30 minutes.

Your responses will be confidential and I do not collect identifying information such as your name, email address or IP address.

Please answer all the questions precisely and be informed that your personal information in demographic section and individual responses will be kept confidential and used only for research purposes. For more information, please feel free to contact me.

Thank you for your participation and cooperation.

Sima Amini
MA student
E-mail: sima.amini1368@gmail.com

Assist. Prof. Dr. İLKAY GİLANLIOĞLU
MA Thesis Supervisor
E-mail: ilkay.gilanlioglu@emu.edu.tr

Phone: +905338848828..... Foreign Language Education Dept.

Foreign Language Education Dept. Faculty of Education

Faculty of Education

.....
Consent form

I have been properly informed about the objectives of the study and I am willing to take part in it.

Name - Surname:

Date:

Signature:

Appendix E: Permission letter 1

| | | |
|---|--|---|
|  <p>Doğu Akdeniz Üniversitesi "Uluslararası Kariyer İçin"</p> | <p>Eastern Mediterranean University "For Your International Career"</p> | <p>P.K.: 99628 Gazimağusa, KUZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2919 bayek@emu.edu.tr</p> |
|---|--|---|

Etik Kurulu / Ethics Committee

Sayı: ETK00-2018-0228

30.07.2018

Konu: Etik Kurulu'na Başvurunuz Hk.

Sima Amini,
Eğitim Fakültesi
Yüksek Lisans Öğrencisi

Doğu Akdeniz Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'nun **21.05.2018** tarih ve **2018/59-43** sayılı kararı doğrultusunda, "**Perceptions of Iranian Students and Teachers About Using Computer-Assisted Language Learning (CALL)**" adlı araştırmanızı, Yrd. Doç. Dr. İlkay Gilanlıoğlu danışmanlığında araştırmanızı Bilimsel ve Araştırma Etiği açısından uygun bulunmuştur.

Bilginize rica ederim.


Doç. Dr. Şükrü TÜZMEN
Etik Kurulu Başkanı

ŞT/ba.

www.emu.edu.tr

Appendix F: Permission letter 2

Permission letter

From: Sima Amini
Student NO: 16500669
May 12, 2018
To: Head of Hezare Sevom Institute (HSI)

Dear Sir Jafari,

I am a Master student in the faculty of Education at the Eastern Mediterranean University. I would like to ask your permission to allow me to conduct fifteen interviews among teachers and a survey among students in your English language Institute. This is view of my thesis, entitled, "perceptions of Iranian teachers and students about computer- assisted language learning (CALL)".

The interview would last approximately 25 minutes, and the survey would last about 20 minutes. It would be arranged at a time convenient to the teacher's and student's schedule (e.g. during break). Participants in the survey are entirely voluntary and there are no known or anticipated risks to participation in this study. All information provided will be kept in utmost confidentiality and would be used only for academic purposes. The name of the respondents and the name of your school will not appear in any thesis or publications resulting from this study unless agreed to.

After the data have been analyzed, you will receive a copy of the executive summary. If you would be interested in greater detail, an electronic copy of the entire thesis can be made available to you.

If you agree, kindly sign below acknowledging your consent and permission for me to conduct this study/survey at your institute and return the signed form on an enclosed envelope.

Your approval to conduct this study will be greatly appreciated. Thank you in advance for your interest and assistance with this research.

Sincerely,
Sima Amini
Master of Education
Major in English Language Teaching



Approved by:

Signature

Hassein

Jafari