



Sudan University of Science and Technology

College OF Graduate Studies

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**Using Computer Assisted Language Learning for
Improving EFL Learners' Performance**

A case study of First Year English Students , at Faculty of
Arts , Red Sea University

إستخدام الكمبيوتر في تحسين اداء دارسي اللغة الانجليزية لغة اجنبية
دراسة حالة دارسي اللغة الإنجليزية بالسنة الاولى كلية الاداب –جامعة البحر الاحمر

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Dedication

To **my parents** with heartfelt gratitude for their love and support

To my beloved daughters and wife

I am indebted to my closest friend *Muslim Osman* , who has devoted his time – and exerting tremendous effort , for providing me with useful advice .

Finally, I would like to extend my heartfelt appreciation and thanks to *my classmates* and friends, for their guidance, advice and encouragement which have been invaluable to me,

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Abstract

This study aims to explore the significance of using Computer Assisted language learning (CALL) For Improving EFL learners' performance and to which extent is used . The main goal of the study is to persuade students to find their own learning method and also the study aims to raise the teachers ' awareness about the importance of Using CALL In teaching English language ,the researcher adopted the analytical descriptive method and empirical approach. The pretest , post test and teachers' questionnaire were used as tools for the data collection. the study was conducted on (180) students of the first year, at the Red sea University faculty of the Arts and humanities. Therefore the searcher distributed teachers' questionnaire which consist of (45) English Language teachers (males and female) The study lasted for ten weeks .The students were given a pretest during the first week and then were given post test at the end of term , the analysis of data revealed that there was statistically difference between the control and experimental groups in the score which s Obtained by the learners who taught via CALL . The results showed that English language teachers have positive attitude toward using , plays a vital role on students achievement, and grasp attention .and also Using CALL can save time and helpful for developing communicative competence , as well as provides students with immediate feedback. ,based on the results the researcher recommended the following : The higher Education and scientific research Administration should encourage training center to establish intensive continuous specialized training courses for English language teachers in using CALL to improve the students s' performance and to encourage students to develop autonomy, the universities should be equipped with computers, all necessary tool and modern techniques for teaching English Language ,the computer should be integrated into curriculum .The researcher suggests further study to be conducted in using CALL in teaching English at secondary schools

Abstract
(Arabic Version)
المستخلص

تهدف الدراسة الى التحقق من اهمية استخدام الكمبيوتر كمساعد في تعلم وتحسين اداء الطلاب في اللغة الانجليزية كلغة اجنبية ولاي مدى يتم استخدامه. فضلا عن حث الطلاب ليتعلمو باستراتيجتهم الخاصة كما تهدف الدراسة الى رفع وعي الاستاذ عن أهمية تعلم استخدام الكمبيوتر كمساعد في تعلم اللغة الانجليزية، إتبع الباحث المنهج التحليلي الوصفي والتجريبي إستخدم الباحث الاختبار الاولي والنهائي واستبانة لإساتذة اللغة الانجليزية كأداة لجمع البيانات اجريت الدراسة على 180 طالب في الفصل الدراسي الاول بجامعة البحر الاحمر كلية الاداب بجانب توزيع عدد 45 استيانه لإساتذة اللغة الانجليزية من الذكور والإناث إستمرت الدراسة عشرة أسابيع وخضع طلاب المجموعتين الضابطة والتجريبية لإختبار مبدئي في الأسابيع الاولي واختبارنهائى في نهاية الفترة. أوضحت الدراسة من خلال تحليل الاختبار الاولي والنهائي بعض النتائج والتوصيات اهمها ان هنالك اختلافات احصائية بين المجموعتين الضابطة والتجريبية في الاداء والذي اظهر تفوق المجموعة التجريبية في كلا الاختبارين . وان اساتذة اللغة الانجليزية لديهم ميول إيجابية تجاه الكمبيوتر استخدام الكمبيوتر كمساعد في تعلم اللغة الانجليزية له دور مهم في تحصيل وجذب انتباه الطلاب بجانب توفير الوقت والمساعدة على القدرة التواصلية بصورة فعالة. بناء على النتائج يوصى الباحث بالاتي: تشجع وزارة التعليم العالي مراكز التدريب بإقامة دورات تدريبية متخصصة مكثفة ومستمرة لإساتذة اللغة الانجليزية في استخدام الكمبيوتر كمساعد في تعلم اللغة الانجليزية وتشجيع الطلاب على تنمية وتطوير التعليم الذاتي و تشجيع الجامعات على العناية بالوسائل التكنولوجية الحديثة وتضمينها في مناهجها. ويقترح الباحث إجراء مزيداً من الدراسات في مجال استخدام الكمبيوتر كمساعد في استخدام اللغة الانجليزية. في المدارس الثانوية

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Chapter One

Introduction

Chapter One

Introduction

1.0 overview

This chapter provides description of theoretical framework of the study focusing mainly on the study methodology and tend to examine the differences between using CALL and traditional approach

1.1 Background

Using Computer Assisted language learning (CALL) plays vital role in facilitating learning, it increases student engagement and motivation, and it improves their performance.

Also using computer has positive effect on language instruction .It's now widely known that there is increasing interest in the use of computer assisted language instruction (CALL).

The study aims to develop students ability to learn through computers and internet so there will be a great effect on EFL students achievement. Using technology can save time and helpful for developing communicative competence .therefore it's worth investigating the effectiveness of computerized instructional software on the performance of learners in English, there is increasing interest in the use of computers assisted language instruction According to Worthington et al . (1996), computerized study guides can impact and improve students' overall level of mastery. Also, they emphasize that exercising may be improved That will be helpful for students to receive immediate feedback about their performance . Interaction via using technology facilitate language acquisition.

According to (Hall, 1998, Nagata, 1996, Nutta 2014)

Using CALL plays an important role in learning proficiency learners are able to pick language or skill faster with less effort and they requires less teacher time .

The study will focus on application of computer in language teaching and learning., also it will shed light on distinction between computer as –tutor and computer as tool was the most common one (Taylor,1980)

History of CALL:-

From the beginning CALL focused on the the development of both technology and pedagogy according to Warschauer (1996) CALL developed gradually over the past thirty years and can be categorized into three phases :-

A-Communicative CALL (1970-1980)

B-Integrative CALL (1990 –today)

C-Bhaviouristic CALL (1960-1970)

The role of the computer –as-tutor has it's theoretical roots and programmed instruction which assume that extensive drill and practice are the keys to second language acquisition (Levy, 1997)

The role of the computer –as-tool has been widely discussed .stress that the computer is just a tool without any inborn wisdom or a mind of its own that the computer itself is incapable of learning or teaching and that it can only perform the exact instruction given by human user philips(1987) likewise note that the computer was only a tool used to augment human capabilities . This view of the computer as a tool become more prevalent advent of multimedia computer and the internet .

There are several terms associated with CALL.

CALL is variously known as Computer –Aided language learning, (CALI) Computer –assisted language Instruction (CALI) Computer Enhanced language learning

Young and adults who were born around 1982 and grew up with high exposure to the internet and communication technology which has become part of their daily life are defined as net generation (net genres) , (Bolinger, 2005 p7.) Using internet and computers are considered as an essential part in teaching listening skill . Identifying approaches to language learning technologies improving professional development

The term technology enhanced language learning (EFL) .The high prevalence and rapid development of internet influenced the learning style of net generation .studies conclude that the net genres are Seeking immediate feedback, access to information, interactive environment, multimedia application availability, teamwork with others connectively and self directed learning opportunity while they are learnings (Arthur, Sherman, 2006, Barnes Ferris 2007, Glenn 2007 ,Hay, 2000 ,Lee , 2007).

1.2 The statement of the problem

Using computer assisted language learning (CALL) is a key to a greater autonomy and more effective learning .

The study intends to investigate The Importance of using Computer Assisted language learning (CALL) for Improving English language performance of EFL Learners. The researcher will attempt to examine the differences between traditional educational aids and modern technological teaching ones .The effectiveness of educational technology depends on how it is employed to meet educational goal for particular kinds of students in specific language learning environment .

1.3 The objectives of the study

1- to investigate the effect of using technology in improving students' performance.

2- to realize and maximize the ultimate goal of using (CALL) at Universities in teaching English .

3- It is an attempt to examine the differences between traditional educational aids and technological teaching ones. The computer offer great flexibility for class and pacing of individual learning.

4- Using Computer can provide meaning focused communicative learning environment which serves the purposes of communicative language teaching .

1.3 The Study questions

1-To what extent does using CALL plays vital role on improving Students English performance ?

2-To what extent does the use of CALL encounter some difficulties?

3-To what extent are students highly motivated toward using CALL?

4- To what extent are there statistically significant differences between experimental and control group in regard to the gain scores

1.5 The study Hypotheses

1-Using CALL plays vital role on improving Students English performance

2-Using CALL is encountered by some difficulties

3.Students are highly motivated toward using CALL

4.are there significant differences between experimental and control group

1.6 The significance of the study

1-The study gains its value from using CALL in improving Students English performance.

The researcher assumes that this study will be of great value to all those who are concerned with in English field such as .teachers, learners trainee and syllabus designers .

2-To explore the effectiveness of using CALL in instruction and developing English fluency

3-this study aims to demonstrate that use of CALL (Computer Assisted language learning) is an effective method to enhance students motivation and consequently their performance in vocabulary ,grammar, speaking and listening

1.7 The study methodology

The researcher adopted analytical descriptive and experimental method

1.8 Limits of the study

The study will be limited to first year Students at Red sea University , so to shed light on the importance of using technology in comprehending English.

Chapter Two
Literature Review

Chapter Two

Literature Review

2-0. overview

This chapter includes reviews literature on some concepts of the study , additionally ,it will review some previous study .

This chapter is divided into two parts:

Part one conceptual frame work part two previous study , this chapter begins with a brief history of computer in deduction following this the but still can't produce grammatically English ; although there are numerous research studies on CALL in general the investigation of CALL grammar instruction is effective has not been widely- researched therefore the literature review in this study mainly focused significance of using CALL in improving students performance particularly in Grammar , then differences between traditional teaching aids and modern ones.

2-1 conceptual frame work

In this chapter the researcher reviews some knowledge about learning English via using CALL , Literatures related to research

2.1.1. The Computer

Computer is a device that processes information with great speed and accuracy. Computers process information by helping to create the information itself, by displaying, storing, recognizing, and communicating information . In general they process numbers, words, still or moving pictures, and sounds. The computer has changed the way people work, learn, communicate, and play. It is used by students, teachers, and research scientists as a learning tool all over the world, as well as by individuals at home to study, work and entertain As computer technology has advanced and become more user-friendly, greater

attention has been paid to its potential benefits in language learning and acquisition. Since language instructors are using computers more frequently in teaching, it is necessary to examine the appropriate role of Computer-Assisted Language Learning (CALL) in curriculum and instruction for its research-based indication

In the second half of the 20th century, education technologies were one of the most developed areas in the world. Computers, which have entered the school life in the late 1950s

2.1.2 . Computer Assisted Language Learning (CALL)

A language learning technique in which the student interacts with instructional language stimuli at a computer.

The abbreviation CALL stands for Computer Assisted Language Learning. It is a term used by teachers and students to describe the use of computers as part of a language course. (Hardisty & Windeatt : 1989). Computer-Assisted Language Learning (CALL) is defined as “the search for and study of applications of the computer in language teaching and learning.” (Levy,1997) The main aim of CALL is to find ways for using computers for the purpose of teaching and learning the language. More specifically, CALL is represented by the use of computer technologies that promote educational learning, including word processing, presentation packages, guided drill and practice, tutor, simulation, problem solving, games, multimedia CD-ROM, and internet applications such as e-mail, chat and the World Wide Web (WWW) for language learning purposes. There are several terms associated with CALL.

CALL is variously known as Computer-Aided Language Learning (CALL),

Computer-Assisted Language Instruction (CALI) and Computer-Enhanced

Language Learning (CELL). The first two terms generally refer to computer

applications in language learning and teaching, while CELL implies using CALL in a self-access environment (Hoven, 1999). CALL: a guide for English language teachers CALL is traditionally described as a means of 'presenting, reinforcing and testing' particular language items. The learner is first presented with a rule and some examples, and then answers a series of questions which test her/his knowledge of the rule and the computer gives appropriate feedback and awards a mark, which may be stored for later inspection for the teacher. Jones & Fortescue (1987) indicate that the traditional description of CALL is unfortunate and they present the computer as flexible classroom aid, which can be used by teachers and learners, in and out of class, in a variety of ways and for a variety of purposes. However, work with the computer, as any other teaching aid, needs to be linked with ordinary classroom work and CALL lessons, like the other lessons, need to be planned carefully according to Lee(2000) the reason for using Computer-Assisted Language learning in education includes (a)experimental learning (b)motivation ,(c) enhance student achievement (d)authentic material for study ,(e) greater interaction (f)individualization

Technology offer many advantages for the language learner , student will have the chance to learn at his or her own pace and always in a stress- free environment in similar vein ,Ahmed at al .(1985) point out. That " computer can be made sensitive to learner's pattern of responses and so on , and can adjust the linguistic material to the need of individual (p.5) computer programme typically provide immediate feedback on the learner's work ,asserted that " one of the most oblivious accessible benefit of CALL is its capacity to provide personalized and self-paced learning this allows students of varying ability enough

flexibility to find their own level which is boon to slow learner and fast learner who need remedial and extension exercise respectively .

CALL integration in a language class room is of great significant to students for several reason . Bush (1997) believes that " educational technology is effective for delivering instruction ,has unique pedagogical value ,enable teacher to better address students' need for individualization , will help students better relate to life in the information and potentially inform the foreign language education profession about the nature of language

2.1.3. The History of CALL

Computer assisted language learning (CALL) came of in the early age 1960s (Kern&Warschauer,2000), however it was only in 2004 that the Chinese ministry of Education (MOE) for the first time , formally highlighted the role of computer and networking

Although computers have been used since the first half of the 20th century, they were not used for educational purposes until the 1960s. The 1970s witnessed the evolution of CALL as a result of development in research related to the use of computers for linguistic purposes and for creating suitable language learning conditions. In America the computer based introductory courses in the 1960s were pioneering projects in CALL, and were referred to as computer Assisted Instruction (CAI) The 1980s have witnessed the spread of computers both in educational institutions and in people's homes. Since the beginning of the '80s computers have also found their way into many schools. CALL software has also become more readily available on the market (Ittelson: 2000). The emergence of inexpensive computer technology and mass storage media, including optical videodiscs and compact disks, has given instructional technologists better tools to work with. Compact disks are used to store large amounts of data, such as encyclopedias or motion

pictures. In CALL centers with computers and software such as CD-ROM, CD-I, or videodiscs, a student who is interested in a particular topic can first scan an electronic encyclopedia, then view a film on the subject or look at related topics at the reach of a button. Thus, such learning centers present students with the advantages of reference materials and popularize computer-aided instruction. The computer laboratory has become an integral component of foreign-language programs in most educational institutions (Hardisty & Windeatt: 1989). Computers have been used for language teaching for more than three decades. According to Warschauer & Healey (1998) the history of CALL can be divided into three stages: behaviouristic CALL, communicative CALL and integrative CALL. Each stage corresponds to a certain pedagogical approach

The earliest effort at computer Assisted language instruction , which first appeared at some large Universities in the late 1950s, stressed the acquisition of grammatical instruction through electronic programmed instruction the development of CALL has incorporated simple software to complex authoring system from e-mail to multimedia internet content CALL offer experimental learning for students CALL through World Wide Web(WWW) makes it possible for learner to attempt a vast human experience . students become the initiator not recipient of knowledge , students expand their thinking skills and select topics for exploration . CALL also provide authentic material for study greater interaction , reading .

2.1.4. Behaviouristic CALL

It was formed in the late 1960s and used widely in the 1970s under the influence of Audio-lingual teaching method. In this stage of CALL, repetitive language drills, referred to as drill-and practice were used. The computer was seen as a mechanical tutor who never allowed students to

work at an individual pace, which hindered motivation. Further, it included extensive drills, grammatical explanations and translation at various intervals (Warschauer & Healey 1998). Instructional technology has had along partnership with behaviorism which stressed that the only possible way is to learn by repetition and habit information. Although technology has allowed for a more sophisticated presentation the basis of the instruction it's primarily behaviorist in nature and based on Skinner's programmed instruction which became popular in the 1960s (Skinner,1954) programmed instruction was based on behaviorist theories of learning which aimed to shape behavior by stimulus-response bonds. Skinner developed his machines primarily to test and to develop his conditioning principles, however he was also one of the first to apply his theories of behaviorism to instruction with teaching machines and created programmed instruction which is still apart of many today's computer assisted learning particularly in the field of language learning. the main characteristics of the programmed instruction were logically presentation of content, requirement of overt Responses and presentation of immediate knowledge of correctness, programme instruction is believed class room learning present difficult subject in gradual and small steps for students to succeed (Atkinson&Wilson,1969)

2.1.5. Communicative CALL

It was the period of the 1980s. This period was the time that behaviouristic approach to language teaching was being rejected at both theoretical and pedagogical level, and also personal computers were creating greater possibilities for individual work at school. Communicative CALL corresponded to cognitive theories which stressed that learning was a process of discovery, expression and development. Under the influence of Communicative Language Teaching defendants of

communicative CALL argued that computer based activities should focus more on using forms and teaching grammar implicitly (Warchuaer,1996) . Software developed in this period included text reconstruction program and simulations. In communicative CALL, the focus was not so much on what students did with the computer, but rather what they did with each other while working at the computer.

2.1.6. Interactive CALL

By the 1990s communicative CALL began to be criticized. New second language acquisition theories and socio-cognitive views influenced many teachers and lead them to use more social and learner-centered methods. This time, emphasis was put on language use in authentic social contexts. Task-based, project-based and content-based approaches all sought to integrate learners in authentic environments, and also to integrate the various skills of language learning and use. In integrative approaches, students are enabled to use a variety of technological tools as an ongoing process of language learning and use rather than visiting the computer lab once a week basis for isolated exercise

2,1.7 The Role of the computer and teacher :

Computer may have a similar role as tutor comparing to a teacher in this role computer presents lectures give feedback and remedial explanation to the learners as they go through the programmed offered

Computer as tutor provide the learner with different activities which are appropriate to the subject aimed by the learners: drill and practice , tutorial ,simulation and games (Lockard, Abrams &Many ,1989,)

The distinction between computer as tutor and computer as tool was the most common one (tylor ,1980). The assumption underling the computer as tutor role are that the computer is temporary substitute for the teacher and also work with Computer as tutor can occur outside classroom without teacher present (Levy, 1997) the computer- as- tutor

has theoretical roots in behaviorism and programmed instructing which assume that extensive drill and practice are keys to second language acquisition;(Levy,1997) . The researcher views that computer and teacher are integrated part in learning process

Computers are being used in the classroom for construction in grammar ,spelling , vocabulary and comprehension . student can correct their work easier when working on computer . students can work on their own pace and complete the activities suited to their ability , they love learning with computer and an excellent alternative to traditional course books

Through the experience abroad (Lafford,1997 ,p 216) an enthusiastic teachers make difference in learners life . if the teachers use computer technology in an exciting and interactive way , learning would be more effective teacher should be trained in how to use computer . the vast literature discussed the value of language of teachers training

2.1.8 Computer as a tool

Computer is an important tool in teaching tool in an EFL class room . Computer provides technical assistance in language instruction . it increases students motivation and provide more opportunity of engaging students in learning(Lee'1998) , allow students to produce and format text easily ,facilitate revision of text and check for spelling error , to function as a tool , the class room computer need only have some useful capability programmed ; into it such as statistically analysis, super calculation or word processing , students then can use it to help them in a variety of subject , assignment , making tool in geography , to use computer as tutor and tool can improve and enrich classroom learning .

2.1.9 Computer as a tutor

Computer can do some work of the teacher and provide great assistance to the learner even without the presence of the teacher (Pennington &Steven ,1992) Computer as tutor provide the learner with different

activities which are appropriate to the subject aimed by the learner drill and practice ,tutorial, simulations and games

(Lockard,Abrams&Many,1994) the computer can provide a meaning focused ,communicative language teaching

Drill and practice aim to provide the learner with practice and also revision for the items newly learned . in typically drill and practice activities learner is led through series of practice exercises to teach the learner by repetition (Mandel,1989). Drill and practice on a single topic (irregular verb , definite and indefinite article ,drills on Variety on

Artificial intelligence research has led to specification of criteria for " intelligent tutoring system "(Neuwitrth,1989) an intelligent tutor should have the ability to perform the task being taught and to discuss it articulately . thus ,spelling tutor should be able to correct misspelling to identify them as instance of general spelling rules a second important requirement is a representation of student's evolving knowledge so that misconception can be diagnosed and addressed appropriately. Third the system should have strategies for teaching it should know how to present material , how to pose problems and how to achieve the appropriate balance between tutor - direction and support students-directed inquiry comparison between traditional aid and technological in teaching

the researcher views that , makes learners make spelling mistakes ignore writing by themselves that due to the use of computer

2.1.10. Learner training and autonomy

The last few years have seen promising development in the area of learner.

Training along with the more general movement in the language teaching profession towards developing learner autonomy. The fundamental insight here is that while computer applications give language learners unprecedented access to materials and both dedicated and general

applications to support their learning, we cannot assume that they have the necessary skills and specific strategies to use these applications most effectively in their learning activities

(Hubbard, 2004). For both effectiveness in their current coursework and movement towards autonomy (Blin, 2004; Schwienhorst, 2008) more attention should be given to how students use computers on their own and what training content and processes can help them be more successful. There is some evidence as well that attention to CALL learner training by language teachers can actually be transformative for them (Kolaitis, Pomann and Hubbard, 2006).

Teaching language with help of computer and the internet has attracted the attention of many practitioners and the researchers in the last 20 years so the numbers of studies focused on the exploring the belief and attitudes of learners and teachers toward computer and internet whether the computer ,the activities described by Shetzer and warschuers demand that learners work cooperatively and collaboratively not only with teachers but also with each other's if the wish to work autonomously

2.1.11 Teachers 'training program

teacher training programs often ignore training in the use of information and communications technology and teachers are often far less knowledgeable and skilled than their own students when it comes to using current technology in life. As happened in the previous years, teachers will have to update their skills, teaching styles and learn to integrate new tools into what they teach to improve learning and teaching. As Pilus (1995) puts forwards, Teachers have to realize that computers are not used in the classes just because they are sophisticated or state of the art. Computers cannot perform magical tasks and they are not substituting for the teachers. Computers have to be treated like other teaching aids thus; appropriate training in this aspect is crucial . An

appropriate Computer Assisted Language Learning (CALL) training should be provided to pre-service and in-service teachers As Hubbard (2009) says, As computers have come more a part of our everyday lives- and permeated other areas of education- the question is no longer whether to use computers but how CALL researchers, developers and practitioners have a critical role in helping the overall field of second language learning come to grips with this domain (. each day we are getting involved with technology and it is getting more present in the daily life. Technology have imbued a great many students“ lives especially in developing and developed countries witch technology such as mobile phones, interactive videos and games (Moyle, Wijngaards, & Owen, 2012). Although there are differences in the access and the intensity of technology use (Sanchez, Salinas, Contreras, & Meyer, 2011) and their use is generally is not linked to educational purposes, new generations of students are more comfortable with technology though using it in their life for a variety of purposes such as communicating with friends, gaming and listening to music. Given that students access to the Internet easily and use it for several purposes, teachers also must be open to join their students to benefit from their being comfortable with technology to infuse into daily activities in classrooms (Barsotti, & Martins, 2011; Gray, Andrews, & Schroeder, 2012) and to individualize learning processes more than that in a traditional classroom (Volman, 2005; Larsen-Freeman & Anderson, 2011). The existing literature show that teachers are eager to integrate technology into their classrooms and benefit from CALL-based activities; however, what they did in their computer courses may not facilitate using CALL-based activities (Wentworth, 1996; Keirns, 1992; Hargrave & Huse, 2000). When the research on technology and the training of teachers are reviewed, it is seen that there are two approaches: One-course approach which focuses on the teaching of technology is

found to be limited and too technical (Peters, 2006; Wong & Benson, 2006; Desjardins & Peters, 2007; Lambert, Gong, & Cuper, 2008) and the technology infusion throughout teacher education which focuses on exposing teachers to continuous technology. Desjardins and Peters (2007) examined whether a single-course approach would be sufficient to train pre teachers for teaching with technology, focusing on how well prepared these teachers felt they were able to integrate technology in the language classrooms. The study conducted by (Fisher, 2009) on the perceptions of 5 trainee teachers over the nine months of their postgraduate training course in England showed that the teachers were reluctant at the very beginning due to a lack of confidence; however, when they are provided with good classroom practice, they adopted methodological approaches to their own teaching. The need for technology education in the teacher education, professional development has been stressed out by several studies (Daniel, 2010). However, when the students are required to learn about technology throughout the program (Hegelheimer, 2006), it is not impossible to have technology-savvy graduates in English language teaching. Recognition of the importance of ICT curriculum integration has already occurred, 23 teacher education programs have introduced courses in ICT for future teachers. Teaching about computer or teaching with computers to enhance teaching and learning through integration ICTS within the curriculum. In the study conducted by Kessler (2006), 240 participants in the TESOL master's program reported a perceived lack of formal CALL training. The findings revealed that the participants were not satisfied with the CALL training and they tried to look for other sources of information to prepare them. They also participated in formal training outside their classroom and university. Chapelle (2006) adds that "second-language teachers today need to be able to choose, use, and in some cases, refuse technology for their students" (page 6). Teachers also

need to know how technology can constrain as well as enhance their students' language use and know when it is better not to use computers (Kern, 2011). As Egbert (2010) points out, teachers should also find out the ways to work with technologically rich and poor environments, focusing on how to assess students' needs, interests and abilities. Whether and how the skills and knowledge that teachers "learn" during their education programs or professional development in CALL actually transfer to their teaching practice in real learning contexts requires utmost importance (Hong, 2010; Egbert, Huff & Lee, 2011). The important question is, then, how learning opportunities for teacher candidates and teachers can be made so that they learn how to infuse technology into their teaching. In other words, the researcher viewed that in each stage of life, is important CALL technologies can support learning in a variety of ways, provide feedback, enable pair and group work, promote exploratory and global learning, enhance student achievement, provide access to authentic materials, facilitate greater interaction, individualize instruction, create opportunities to benefit from a variety of sources rather than limiting oneself to a single source, and motivate learners. Furthermore, technology can provide us with the necessary tools which enable us to benefit from the opportunities to make language learning more enjoyable, productive and effective. However, in order to achieve this, we need to have competent teachers in using technology language teachers should learn about computer tools which will support them in their teaching practices. language teachers should be equipped with skills and strategies in integrating CALL technologies into their classrooms. Seferoğlu (2007), Seferoğlu, Akbıyık, and Bulut (2008), and Karakaya (2010) state that teacher candidates did not feel competent

in using computers for teaching, in other words, how to infuse technology to their teaching. the researcher suggest that the training courses can help to improve teachers’ competency; in addition to that the courses offered to teachers in the faculties related course should be included the curriculum

2.1.12. tips for effective use of CALL for ELT teachers:

- Use CALL to serve educational purposes.. Many teachers use CALL because it is a new technology serve or gives true value to educational objectives.
- Do not isolate CALL from the rest of the curriculum. Try to integrate CALL with other subjects or disciplines in the curriculum. Using CALL across the curriculum will make it more integrative.
- Consider CALL as one of many learning resources. Teachers should try to incorporate other learning resources and materials such as books, magazines, video, audio tape, with their teaching.
- Choosing appropriate CALL software for the learner, such as age, need, and interest is important. Software evaluation guides are important tools for the teachers in choosing suitable software.
- Using CALL is not the end in itself. Follow-up activities are also important.

A lot of lessons end when CALL finishes in class. In fact, follow up activities such as group discussion, writing assignments, searching for more data from other learning sources e.g. interviews, and surveys are also important. CALL: a guide for English language teachers

· Do not expect that all students in class would enjoy working on the computer. A lot of students prefer human interaction (such as student – teacher or student – student) than with the computer. Teachers should provide alternative activities for those students who prefer traditional learning approaches.· Do not expect that all students can work easily with

the computer. Many students take much longer to learn certain skills such as using the keyboard, the mouse, etc., while other students pick up these skills easily. Teachers must be patient and willing to help the slow groups.

- Try to incorporate a variety of activities on CALL such as desktop publishing (e.g. word processing), e-mail, web publishing (e.g. home pages, newspapers), chats, and web based assessment. Do not expect that teaching with computers would be easy for all teachers. It can be exhausting or may require a lot of preparation such as setting up the computer lab, preparing suitable software and materials (printed and online), including follow up activities. Team work seems to be the best solution for implementing CALL in university

2.1.13. Teachers role instructing

Teacher's Role in CALL Instruction The roles of teachers in CALL instruction can be listed as choosing the right CALL programs to be integrated into curriculum, monitoring and guiding students, and solving software problems. The importance of CALL in allowing learners and teachers to recognize grammatical, semantic, and sociolinguistic aspects of language use cannot be separated from one another in language learning activity (Pennington, as cited in Garrett, 1990). the role of the teacher in CALL classrooms. Using CALL programs in the classroom might seem difficult but interesting for students and learners at first since the teachers are responsible for choosing the necessary CALL programs that will improve students higher-order cognitive skills and understanding of the language use and integrating CALL into the curriculum (Opp-Beckman, 1999). Following Huss and Susan (1990), it is important to choose the software programs that enable students to think, search and understand the concepts on their own. Ahmad et al. (1985), Chao (1999) and Howie (1989) note that the role of the teacher in a computer-centered

classroom is that of monitor. This is the situation in the Preparatory School of CBU. Here teachers in CALL laboratories assume roles such as explaining the unclear parts in instructions given by the computer programs. They can also monitor students during laboratory sessions and guide them any time they need since it is easy to follow their progress and determine their needs while they are working with computers. Often classrooms are teacher-centered while the computer laboratories are student-centered. This may also necessitate a change in the learning process and environment since the teacher must give up a degree of control over students and permit the class to become more student-centered rather than being teacher-centered (Neu & Scarcella, as cited in Dunkel, 1991). In a computer laboratory teachers are like a guide or a facilitator. Moreover, they may be seen as a technician who solves technical problems related to passwords, printing, and software. On the other hand, in more traditional classrooms the teachers are experts and directors rather than facilitators. Furthermore, it is hard to address the whole class in 'real classrooms' and motivate all the students and attract their attention. Since the students' attention may move to different subjects in classrooms, this might also distract the attention of the teacher (Dunkel, 1991; Jaber, 1997; Schofield, 1995). A study conducted at a number of American high schools by Schofield (1995) reported that as the class became less teacher-centered in laboratory sessions, teachers were more helpful and friendly to their students. They sat next to them, talked to them and helped them whenever it was necessary. 19 Neu and Scarcella (1991) give an example of the changing role of a teacher in a computer writing class. They state that "In the computer-based writing class, the role of the teacher needs to change from that of 'provider and judge' to that of 'facilitator and resource person'. This change in roles appears to meet the instructional needs of adult learners" (p.173). Nue

and Scarcella also suggest that it might be particularly appropriate for the teacher to adopt “the role of ‘resource person’ rather than ‘provider of information’ in a computer writing class, which contains students who may have particular difficulties in writing that others in the class do not have” (p.173). Thus, individual guidance and consulting by teachers might be more beneficial for learners since student must figure out the grammatical rules without initial whole class instruction. Nue and Scarcella (1991) suggest that educators should not give the whole picture but make their students guess the parts that are not given. While studying on their own, students can make progress in being autonomous learners. Despite the advantages of CALL in language instruction, teachers continue to have an important role in language teaching since they can often interact with students more effectively than the computers do. Howie (1998) states that computers cannot serve as a substitute for a teacher or a curriculum. There are a number of research studies that support this idea (Brierley & Kemble, 1991; Dhaif, 1989; Kenning & Kenning, 1983; Levy, 1997; Maddison & Maddison, 1987; Robinson, 1991). As Robinson (1991) notes, CALL should be considered an integral part of instruction and teachers as an integral part of CALL. Since computers cannot guide the students directly and cannot take the role of a teacher as a class manager, computers can be considered a complement to what teachers do in classrooms. 20 If educators are aware of what CALL brings to the learning and teaching process, and of its power to urge the teaching profession to better analyze what happens in classrooms and to reassess the main principles of the educational process, they can benefit from this technology and adapt it into their curricula (Kenning & Kenning, 1983). Students’ Attitudes towards CALL Use in Classrooms This section reviews students’ attitudes towards CALL use in instruction based on the result of data analysis the study proofs that students are

highly motivated toward using CALL rather than focusing on teachers instruction so the researcher suggest that using CALL makes the teachers' role is passive . Graham (1997) states that individuals react to situations according to their emotions and wills. However, Schumann (1978) claims that social and psychological factors are more important than emotions. Thus, student's reactions to the learning process can be explained by combination of social and psychological factors. Social factors may include perceptions and wishes of parents. Moreover, the positive or negative attitudes of their peers may be influential on students' attitudes towards learning. Psychological factors may include self-esteem and students' willingness to learn better. Since CALL programs are considered tools that enhance autonomy in learning, the attitudes of students towards CALL instructions in classrooms are important for success in the learning process. It is possible, for instance that if the students have positive feelings about the use of computers in language instruction, they are likely to be more willing to learn the language and take the responsibility for their own learning. There are a number of studies carried out by Kulik and his colleagues (1986, as cited in Dunkel, 1991) and these studies indicate that students feel more positive attitudes towards writing and vocabulary study, when they feel that learning word processing is useful and they can improve their performance . However, in contrast to what we might predict, the series of earlier studies 21 undertaken by Kulik and colleagues indicate that although most of the participants stated that they like using computers, computers do not have much effect on students' motivation or on encouraging them to take responsibility for their own learning. (Kulik & Kulik, as cited in Dunkel, 1991; Piper, 1987 as cited in Dunkel, 1991). On the other hand, students might also develop negative attitudes while using this technology. Based on the result the researchers claims that

against the statement (teachers have positive attitude toward using CALL). These problems can arise from their lack of experience with computers, lack of direction in the efficient use of computers or teachers' negative attitudes towards CALL programs, since teachers represent a model for their students. These kinds of problems may affect learners in demonstrating negative attitudes towards computer use in instruction. Thus, teacher attitudes also have a significant role in the efficient implementation of CALL programs in language instruction. Teachers' Attitudes towards the Use of CALL Many teachers do not use computers not because they are technophobic, but because they are unaware of the usefulness of computers in instruction, and of how to integrate them in

Based on the data analysis the researcher found that ten participants agreed that teachers have a positive attitude toward using CALL where as 7 were neutral their curricula and classrooms (Dusick, 1998; Lam, 2000). In addition, being aware of the functions and uses of CALL in classrooms influences teachers' acceptance of the use of computers in educational settings, as well as their approaches to computers and integration of them into curricula and language teaching (Akbaba & Kurubacak, 1998; Clark, 2000; McWilliams & Taylor, 1998). Today, although the importance and benefits of integrating CALL programs into education systems are recognized by many educators, there are external and internal factors that play an important role in shaping the attitudes of teachers, such as lack of training and access to computers and software, inadequate curricula and 22 lack of technical support. The internal or social cognitive factors, which shape attitudes include: teachers' prejudiced beliefs about technology and computer competency, their unwillingness to change their methods since they are unfamiliar with computer technology resources, and their self-efficacy. In addition, external factors, like lack of training and support from the administration, resources and teachers' backgrounds

with computer use may make them feel less confident with this technology in education. (Bebell, O' Conner, O' Dwyer, & Russell, 2003; Dupagne & Krendl, 1992; Dusick, 1998; Ertmer, Addison, Lane, Ross, & Woods, 1999). A survey conducted by Guardart (as cited in Pilus, 1995) provides useful insights into the prejudicial beliefs of teachers concerning the use of computers in language instruction. This survey was conducted in Malaysia and the Malaysian teachers claimed “ computers are scientific devices that can be handled only by those specializing in areas such as science, computer science or mathematics” (p.27). Pilus explains that in Malaysia language teachers mostly graduate from Arts and they may have a tendency to be apprehensive and skeptical in using computers since they feel that computers are mathematical devices. However, Pilus argues that this prejudicial belief can be overcome if the teachers receive appropriate training and are made aware of what the computers can bring to their teaching. Teachers also have concerns about integrating computers into instruction because of their unwillingness to change their classical methods (Dupagne & Krendl, 1992). Dupagne and Krendl suggest that this may be based upon a lack of knowledge and understanding about computers. They suggest investing more time be focal on teacher training. 23 Marcinkiewicz (1994) states that just focusing on external factors may not be effective in promoting teachers' use of computers for instruction. The internal conflicts that arise from teachers' lack of computer competence should also be taken into consideration since internal and external conflicts are interconnected. A study done by Ertmer et. al. (1999) supports the idea that the external factors that affect teachers' use of computers might be the causes of internal factors. The results suggest that the internal beliefs of teachers interact with external factors to facilitate or limit their perception in using this technology. Marcinkiewicz (1994) argues that having the necessary

environment for adopting CALL may not be enough to persuade teachers to use it. Starting from this point, Marcinkiewicz conducted a study that explores the use of computers for instruction by a number of teachers and what causes others not to use them. The results of the study showed that the preferences in using this technology arise from teachers' self-confidence and their willingness to change. Baylor and Ritchie (2002) explored the aspect of willingness to change of teachers. They investigated the willingness to try new instructional technologies, the beliefs of teachers in taking risks while integrating computers into their instruction and their beliefs about the importance of CALL in instruction for learners' content acquisition. They concluded that the effective use of this technology depends on teachers' openness to change and willingness to take risks, and on their experience and practice in using it. On the other hand, the study of Bebell, O' Conner, O' Dwyer, & Russell (2003) indicates that although experienced teachers may not be familiar with computers, they are more willing to use them in their instruction, while newly qualified teachers prefer not to use them for instruction even though they are comfortable with use of computers in their homes.

2.1.14 teachers attitude toward using CALL

Computers are becoming important components of education and numbers of computer used at school is increasing . they are utilized through the field of education and in language learning and teaching .students generally like computer in classes as they find computer attractive . if teachers know how to utilize computers in classes by being trained about the use of computer and accept computer in their as facilitator instead of as substitutes for themselves

2.1.15 students' attitude toward using CALL

Several studies have reported that students' attitudes toward CALL . These studies regarding to the learners attitude toward learners lead to promising finding for the use of CALL in language classroom

2-1.15 Traditional and modern teaching methodology:-

Traditional instruction " it is the process in which the teacher present the material to the learners(Brown, 1994, p.45) the teacher describes Examples measures performance and present feed back to the learner

This approach was based on the belief that grammar could be learned through direct instruction and through methodology that made much use of repetitive practice and drilling "(Richard.) Broughton specifies the most typical feature of the grammar translation methods which involves the learning and application of rules and the translation of English Language into mother tongue and vice versa language to another this approach to teaching grammar was deductively .another important aspect of traditional methodology in Tharp's statement " rule to be memorized , grammatical text analysis ,and literal translation the students were expected to memorize the grammatical rules and practice them by using them while translating sentences and analyzing English text, traditional methodology , however , also appears to have some disadvantages there is not enough. Attention paid , the student tries to understand every single word and it's grammatical form .

Other authors agree on the lack of speaking and pronunciation practice in traditional methodology (white &broughton) the traditional methodology teaches the written language as the highest priority in learning foreign language this forms a significant contradiction in the students attitudes to the foreign language itself . traditional methodology focuses on grammatical structures and isolated items of vocabulary .The second half of the 20th century, education technologies were one of the most developed areas in the world. Computers, which have entered the

school life in the late 1950s in developed countries, are still developing day by day throughout the world. Today, they have become more powerful, faster, easier to use, more convenient and cheaper, and they can process and store much more data, as well. Equipment such as hard disks, CDROMs, laser disks and printers used with computers have also developed rapidly. Using these, a computer program can handle sound, pictures and video along with characters. At the end of the 20th century, the computer-mediated communication and the Internet have reshaped the use of computers for language learning. Computers are no longer a tool for only information processing and display but also a tool for information processing and communication. Learners of language, with the help of the Internet, can now simultaneously communicate with others or speakers of the target language all over the world. Nonetheless, As Dhaif (1989) claims computers can never replace the 'live' teacher, especially in language teaching, where the emphasis is on mutual communication between people. It can just play a role in teaching the second or foreign language as an aid to the teacher. Today, there is huge amount of foreign language materials next to the traditional grammar book and dictionary. These materials include-course books, workbooks, programmed courses, cue cards, charts, newspapers, posters, picture cards, and cut outs, and so on. These are supplemented by other media, such as radio, television, slides, OHP, video tapes, games, toys, realia, as well as computers, multi media and the Internet. The language laboratories which were found in the 1970s under the influence of the Audiolingual Method have given room to computer assisted language learning (CALL) work stations. "Micro computers used as word processors complement the audio facilities, enabling the interactive teaching of all four language skills reading, listening, speaking and writing". (Crystal, 1987: 377). Crystal further adds that today a great variety of FLT exercises, such as

sentence restructuring, checking of spelling, checking of translations, or dictation tasks, and cloze tests can be computationally controlled using texts displayed on the screen.

194 Recent years have shown a boom of interest in using computers for foreign language teaching and learning. A decade ago, the use of computers in the language classroom was of concern only to a small number of specialists in western countries. However, with the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world. To be realistic, although most teachers throughout the world still use chalk and blackboard, CALL is used routinely in language instruction in highly developed countries, such as the USA, Japan, and Western European countries including Turkey to provide supplementary practice in the four skills writing, reading, speaking and listening, as well as grammar and problem solving. Though, as Chappelle points, “instructors need to understand how CALL can best be used to offer effective instruction to language learners” (1990: 1999) The researcher views that will be helpful and useful in learning process .

2.1.17 The disadvantages of using CALL

According to Ansel et al(1992)the CALL program is different from traditional books that can be carried around and studied wherever and whenever , at home , in the middle of the night and so on school or language laboratory can only be accessed in restricted hours , so CALL program only benefits people who have Computer at home or personal note book, and Gips (2004) indicated that CALL will increase educational cost , since computer become a basic requirement for students to purchase and low income students cannot afford a computer.

1-Lack of trained teachers

it's necessary for teachers and students to have basic technology knowledge before applying in language teaching and learning . Therefore computer will only benefit those who are familiar computer technology

2-Imperfect current CALL Programe

At present, the software of CALL mainly deals with reading ,listening and writing skills . there are some speaking program has been developed recently but their functions are still limited. Warschauer stated that a program should ideally be able to understand a use's spoken input and evaluate it not just for correctness but also for ' appropriateness'. Speaking program should be able to diagnose a learners problem with pronunciation , syntax ,or usage and then intelligently decide among Arrange of option .

3-Inability to handle unexpected Situation

The learners that of EFL learners that faces are various and ever changing . Computers merely have artificial intelligence and it cannot deal with learner's un expected learning problem or to response to leaner's questions immediately as teachers do

1. 18 advantages of CALL

- CALL can adapt to the learners' abilities and preferences.
- CALL can adapt to the learners' cognitive and learning styles.
- CALL can adapt to the learner's self-paced learning. CALL can be used for remedial work for slow learners and to accelerate learning for fast learners.
- CALL offers individualized and private learning.
- CALL, with branching capability, provides choices and paths for learning, allowing learners to work independently.
- CALL allows learners to control their own learning process and progress.

Motivation and attitudes· CALL provides strong motivation for learning. Students will often do on a computer what they are reluctant to do in a textbook or paper-pencil.· Some CALL features such as graphics, sounds, animation, video, audio are interesting and motivating for many learners.

- CALL can improve learners' attitudes towards learning English.
- CALL (internet) provides authentic communication that motivates students to use language outside language classroom.

Feedback and progress record · CALL can provide immediate responsiveness and feedback· CALL provides accurate records of the learner's performance and progress Teacher's role and relationship with the learner· CALL can change the relationship between teacher and student · The teacher becomes a facilitator rather than a person who controls the learning environment.

- CALL is predictable and non-judgmental Mastery learning
- CALL provides opportunities for mastery-learning language skills.
- CALL can lower the amount of time required to master some materials.

2-1.19 computer Assisted instruction(CAI) in teaching Grammar

CAI refer to the use of computer to assist in instructional activities .its commonly used to application such as drill and practice CALL can aid students in learning grammar student of ESL spend year studying how to use grammar). In addition to the significance of providing a communicative learning atmosphere, grammar instruction is also considered to be imperative in the SLA field. The use of computers to teach grammar had not received the same amount of attention as communicative CALL did approximately fifteen years ago when Nutta (1996) examined the effectiveness of using computer to teach grammar to ESL students; however, it has been drawing much attention of SLA researchers nowadays. There are many benefits to CALL grammar

instruction, e.g., it could provide rich input and explicit grammar explanations through integrated multimedia by extending Nutta's (1996)

-2.1.20 teaching Grammar in Context

according to (Cagri Tugri Mart) Grammar instruction is one of the most difficult issues of language teaching. Context-based grammar holds an important place for effective learning. It will be more motivating for learners if grammar is taught in context as students will have an opportunity to perceive how the new grammar structures work. Grammar rules are made easier if they are given in a context and teaching grammar in context provides accuracy in the target language, accuracy, communication.

Grammar is rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints|| (Larsen-Freeman, 2001). In another definition —grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey|| (Thornbury, 1999, p.13). In foreign language acquisition accurate understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language instruction. There has always been a debate about the most effective way of teaching grammar. Grammar instruction through context positively affects learners' competence to use grammatical structures accurately in language skills. It is always useful for learners to see how language works in sentences or paragraphs; therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences. Teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language. The effort spent arguing against the teaching of grammar might be better spent on convincing true believers in grammar instruction that grammar has a newly defined but

useful role to play in language teaching and in showing them what it is|| (Terrell, 1991, p.54). For a better language improvement, grammar plays a crucial role. To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand ,To establish an effective communication, learners need grammar skills; therefore, without grammar, speech gets meaningless. Grammar is an essential aspect to communicate effectively.

Grammar will give learners the competence how to combine words With little understanding of how language functions,).Grammar instruction holds an important place in foreign language learning. It needs to be noted that grammar skills will make great contribution to language competence.

2.1.21.The Grammar translation method and the use of translation to facilitate learning in ESL classes

Translation is useful device in the learning process of ESL learners furthermore it,s an aid to enhance foreign language proficiency , it has facilitating function in the comprehension of the foreign language

The purpose of grammar translation methods was to help students read and understand foreign language literature

(Larsen-Freeman ,2000) it was an efficient ways of learning vocabulary and grammatical structure through focusing on the rule of grammar of the target language students would recognize the features of two language that would make learning language easier . in this methods learning mastery of grammatical rules and vocabulary knowledge are emphasized. In order to communicate accurately , meaningfully , an

appropriately skills and practice students needs are provided using the grammar translation methods (fish 2003) reading and writing are primary skills translation activities will supply students clarity and they will have the opportunity to improve accuracy in the target language translation in the foreign language promote learning process .difficulties in foreign language learning through translation will get clear and the students will have more chance of grasping target language works. the use of translation will contribute to the use of language correctly .the researcher considered using grammar translation approach as traditional method ,the researcher point out this approach teaches grammar deductively ,

2.1.22 .The role of teacher and students who use the grammar translation method

According to the teachers who use grammar translation method,, a fundamental of purpose of learning language is to be able to read literature written in target language .to do this student need to learn about grammar rules and vocabulary of the target language .In addition it's believed studying a foreign language provides students with good mental exercises which helps to develop mind .the roles are very traditional . The teachers is authority . The characteristics of leaning process, students are taught to translate from one language to another.

Students study grammar deductively ,that they are given the grammar rules and examples are told to memorize them ,and then asked to apply rule to other examples, they also learn grammatical paradigms such as verb conjugation. They memorize native language equivalents for target language vocabulary words there is little students interaction , Larsen (2000) the researcher compare makes contrast between grammar translation method and using CALL based on the result ,it found that student are highly motivated toward using CALL and there is little students interaction with teacher who use grammar translation method

2.1.23. Second language acquisition (SLA) theory related to Computer Assisted language learning (CALL) and Grammar instruction

For many decades, research and theories in second language acquisition (SLA) have focused on various aspects of interaction in the target language. The role of input, interaction, and output has always been central, while the pragmatics, discourse, and sociolinguistic components of communicative competence have received less attention (Kim & Rissel, 2008). Second Language Acquisition (SLA) Theory Relating to Computer-Assisted Language Learning (CALL) and Grammar Instruction for many decades, research and theories in Second Language Acquisition (SLA) have focused on various aspects of interaction in the target language. The role of input, interaction, and output has always been central, while the discourse, pragmatic, and sociolinguistic components of communicative competence have received less attention (Kim & Rissel, 2008). In Krashen's (1981) monitor model, comprehensible input is the unique element that promotes acquisition, which is the primary process responsible for the development of the interlanguage system. While many language educators agree that input processed by the learner is required to support language learning, most emphasize a major role for interaction and negotiation of meaning (Ellis, 1985; Gass, 1997; Hatch, 1978; Pica, 1994), for formal classroom study of language, including contextualized focus on form (Doughty & Williams, 1998; Long, 1991).

2.1.24 Communicative Language Teaching

Communicative Language Teaching is an approach to foreign or second language teaching which emphasizes that the goal of language learning is to develop students' communicative competence in the target language, or the ability not only to apply grammatical rules of a language in order to form grammatically accurate sentences but also to know when and where

to use these sentences (Richards, J. Platt, & H. Platt, 1992). Hymes (as cited in Savignon, 2002) first proposed the term “communicative competence” to represent the appropriate use of language in social contexts.

Is an approach to language teaching that emphasizes interaction. Language learner in environment utilizing CLT techniques ,learn and practice the target language through the interaction with one another and the instructor, the study of authentic text , and through the use of language both in the class and outside class .learner converse about personal experience with pattern and instructors teach the topic of the realm of traditional grammar in order to promote language skills in all type of situation . according to CLT,the goal of language education is ability to communicate in the target language, this in contrast to previews views in which grammatical competence was commonly given top priority ,CLT , also focuses on the teacher being facilitator rather than instructor ,

While there are multiple theories in the literature that attempt to

2-1 25 Modern Methodolgy

Scrivener . Btoughton add that " the language student is best motivated by practice in which . Jack C .Richard also highlights the communicative competence Is much more students –centered , according to Jim scrivener claims that now days a great emphasis is to put on communicative of meaning . as pointed out by Chack C . RICHAEED " attention shifted to the knowledge and skill needed to use grammar and other aspect of language appropriately for different communicative purposes such as making request , giving advice , making advice, describing wishes . teachers mothod ,and book had to be adjusted to meet the need of the learner to fulfill their expectation , instead of grammatical competence ,communicative competence become the

priority. Ronald V . White articulate three principles of the modern methodology

: firstly , " the primacy of speech " secondly an emphasis on the centrality of connected text as the heart of teaching learning process and thirdly an "absolute priority of an oral methodology in the class room instead of memorizing grammatical rule , and isolated vocabulary , modern methodology prefers to present contextualized language to develop skill . referring to the statement using CALL is useful in teaching grammar the majority of the respondents were strongly agree that using is useful in teaching grammar

2.1.26.The significance of using PowerPoint in teaching grammar

Microsoft power-point is a presentation program it is a part of Microsoft office system which is widely used by educators students and trainers it's a complete program that allows teachers to produce professional – looking presentation in EFL classroom (Segundo& Sakazar,2011) . Using power point in compared to traditional way of teaching , teachers have amazing tool to make their creativity. Using PowerPoint give students the class room can improve the efficiency of English language teaching and learning , using power-point contribute to better learning opportunities for expressing themselves to become enthusiastic about the subject according to (Dudeny,G& Hockly , N, 2007) using technology in teaching language is not new technology has been used in teaching many years ago . tape recorders , later CD Player , videos , head projector these programs usually required learner respond to stimuli on the computer screen and perform Task such as filling in gaps and In crucial 2part of the study . the researcher focused on interactive Educational material for teaching English grammar particularly the parts of speech such verb ,noun ,adjective ,to the student of the first year at university the searcher presents a text which include the eight parts of

speech and students were asked to identify the part of speech from the passage given.

2.1.27. Review of Previous Studies:-.

1- Bilal, Y,(2014), The effect of Using Computer Technology on Secondary school English language teachers ' Performance in Khartoum state . Sudan University of science and technology ,College of Graduate Studies PhD.

His study aimed to investigate the effects of using computer technology on the teaching performance of Sudanese English Language teachers in Using technology in class room Instruction based on the result that obtained by the study and the researchers that reveals that there is a close relation in obtained result .according to the teachers' positive attitudes toward using CALL

The study has a great value to researcher particularity in using technology and it's importance to the teacher so the researcher suggested that to investigate the using of CALL for improving students performance

- Sudanese Secondary school use computer technology as teaching tool
- lack of access to computer at school is an obstacle that hinders English language teachers from making use of computer technology in class room instruction

The researcher used questionnaire as a tool for collecting data

70 copies were distributed to the teachers of secondary school in Khartoum State, the researchers has adopted the same instrument so there are some similarities in gathering data

- English language teachers have positive attitude toward the use of computer technology in teaching

- Using computer is beneficial in preparing lesson

- Computer technology can be used as teaching tool in an EFL class room and also the researchers revealed that after analyzing data the teachers

have positive attitudes toward using CALL therefore the researcher considered that has a great value in supporting the study

The researcher recommend that;-the teachers should be encouraged to acquire computer knowledge and computer skills which enable them to use technology in an EFL Class room

2- Alfadhil , A (2014). Efficiency of Using Technological media in Developing the English Language Grammatical Competence at Shendi University (Ph.D)

Sudan University of Science and Technology College of Graduate studies

This study aims to identify the English grammar difficulties that face the Sudanese university :-

The result revealed that There were statistically differences between the students achievement mean score in grammar attributed to instructional method of teaching

The researcher used the descriptive and experimental method to conduct this research for data collection the researcher used achievement test pre-test and post test

Finding :- in the light of the findings of the study , it was recommended that English language teachers use computer Assisted instruction

The researcher views that there are some similarities in the result obtained and the tools that used in data collecting therefore this encourage the researcher to use same to release the expected hypotheses

3- Ghafar, A (2013) .Advanteges of Using Computer Assisted language CALL In Improving Students, reading skills -ALZaem AL-Azhari University- faculty of post graduate studies (Ph.D)

the study aimed to explore the role of Computer in students' achievement in English Reading comprehension -There is no statistically significant differences between the performance of control and experimental Groups in post test-There are significant differences

between the performance of control and experimental Groups in pre testing reading - there are two main tools in this study , they are Survey and experimental method: The researcher control designed a pre-test for All students to find the differences and equivalence between group and experimental Group designed post –test to see the effect of using CALL on Teaching reading skill the researcher designed questionnaire which has been distributed among English language teachers to investigate the advantages of using CALL in improving reading skill the result showed that teaching reading skill by using CALL is better than teaching by traditional methods

Regarding to the above results and finding the researcher recommends that students to fill the Gap in this field . the researcher claims that using CALL is not limited in teaching reading skill therefore it's also helpful in teaching four skills

4- Mudawe .O(2014) The Impact of Using Computer Assisted languages learning on EFL Students sudan University of science and technology faculty of Education , (MA ,Ed)

The main objective was primarily investigating the nature and the effectiveness of using Computer for improving teaching process and its impact on EFL Students in Sudan

The researcher has adopted the experimental methods .

two experiments were conducted among University students of second and third year who are majoring in English literature at faculty of Arts

based on the Results obtained the researcher suggested that people who are in charge of teacher training and curriculum development with reference to the above study The researcher is against the views that show people who are responsible for training in referring to recommendation the researcher suggested the training center and higher education is responsible to encourage teacher to use CALL with

more emphasis on instructional technology and training courses should be conducted and scheduled each three months

5- Ajabna .A(2011) The Use of Computer Games to Improve the Pronunciation of Sudanese pupils at Basic level school Sudan University of science and technology –college of Graduate Studies – College of languages(Ph.D Dissertation)

The study aimed at the exploring the effectiveness of using computer games as teaching aids in improving and enhancing EFL Learners ' pronunciation as compared with traditional imitation

The methodology adopted in this study is parallel test . the researcher selected two groups in sample of (30) pupils who were assigned to an experimental and control group the experimental group studied pronunciation by the computer program while the controlled group used the chorusing techniques then the pupils were given written and oral achievement test . :-

-The use of computer games as a teaching aid provides necessary support for pupils to acquire good pronunciation more easily than the traditional techniques .

It is found that there were statistically significant differences between both groups, favoring the experimental one and this due to strategy of the Computer game. This results showed that computer games strategies are applicable for the pronunciation and vocabulary improvement

- It is recommended that the computer games teaching techniques should be given much concern in the basic school as supplementary mean of vocabulary and pronunciation improvement

- The teachers should concentrate on games in various design to encourage pupils to learn with fun and enthusiasm based on the result the researcher views that lectures which are taught through visual aids

can be stored in long term and that depend on the style of learners particularly visual learners .

6-Abd El Baset ,S (2004) The Effectiveness of Using PowerPoint Presentation in Teaching English language for second year secondary school in Karrari locality .Nile valley University(Ph.D Dissertation)

The aims of this study to investigate the utilization of PowerPoint presentation in teaching English compared to the traditional methods of teaching at secondary level in Karrari Locality –Omdurman

Another purpose was to examine the effect of PowerPoint in immediate and delayed achievement for two groups of second year secondary school Ninety students were selected and divided into two groups

The experimental group was taught by the teacher aided by computer, whereas , the control was taught without help of computer .Each took 15 teaching hours to complete their task the result showed that :

There was statically significant difference between the mean of experimental and control group in favor to the experimental group

The researcher assume that the studies which have been mentioned above confirmed there are some similarities in the result .methodology this is considered as strong evident in strengthening the study

2.1.28 .Foreign Studies

Abdallah, A(2006)The Effect of Computer Assisted Language Learning in Teaching English Grammar on the Achievement of Secondary Students in Jordan.

Department of Educational Foundations and Administration,
: This study aimed at investigating the effect of using an instructional software program of English language on the achievement of secondary students in Jordan ,the effect of the instructional program on the students' achievement in the passive voice. The findings of the study revealed that :

1. there were statistically significant differences (between the students' achievement mean scores in grammar attributed to the instructional method of teaching. This difference is in favor of the students in the experimental group

2. there were statistically significant differences between the students' achievement mean scores in grammar attributed to gender. This difference is in favor of male students. 3. there were statistically significant differences between the students' achievement mean scores in grammar attributed to stream of study. This difference is in favor of the scientific stream students.

In light of the findings of the study, it was recommended that TEFL teachers use CAI lessons in their instruction.

. Computers are becoming more appealing to teachers because of their huge capabilities and extensive effectiveness .The idea of using computers for teaching purposes in subjects like modern languages arouses mixed feelings and meets with a variety of reactions. The fact that computers are used in the teaching of other subjects and are put to a great many applications. After analyzing the data The researcher assume this study has a great value because it's has come out the same findings this will reinforce the study .

2- Eyiuche O (2003) Effects of Computer Language Learning on students' achievement English language grammar Nmamdi Azikiwe University Nigeria (PhD Dissertation)

His study aimed to determine computer Assisted language learning (CALL) would improve students' achievement Grammar more than conventional English language instruction.

Research Question:

1-to what extent does computer –Assisted Language learning (CALL) enhance students, ability to produce grammatically correct sentences over

stipulated period of time more than Conventional English Language instruction(CALL)?

2- to what extent does (CALL) Enable students to respond freely to grammatical drills more than CELL?

The Result Of the research :

Analysis in the table 1 reveals that the CALL group obtained higher means score than the CELL group this indicates that CALL enhances students ability to produce more syntactically correct utterances with in the available time more than CELL.

The study Recommends :-

1- For improved English language instruction in UBE many teachers should be trained in Computer –Assisted language learning

2- Existing course in special methodology in language teaching should be updated to include topic in computer –Assisted language learning

3- AL Balushi ,M(2008) Computer- Assisted Language Learning (CALL) For Language Teachers , Training in Oman (Ph.D, Dessertation)

The study discuss the value of the language teacher training has emphasized the importance technology integration into language class room through the implementation of computer assisted language learning programs (CALL)

The MoE also aims at training thousands of students annually and tracking the students, learning progress . the MoE adopted the implementation of the ICDL courses to raise it literacy among the Omani teachers

Result of the study :

It's clear that from this literature review that EFL students can benefit in multiple ways from teacher with CALL training and to access to computer . it is probable that ICDL training is not adequate to meet

Omani students, need . therefore taking the initiative to design CALL teacher training courses to encourage technology integration is essential which encourage critical thinking , interaction and creativity in language teaching in Oman , the results showed that most teachers are motivated to use CALL in their English class room

4--Wen Chiue M(2003) Computer Assisted language learning

The University of West Florida (**PhD Dissertation**)

The aim of study was to investigate attitudes toward Computer Assisted language learning

The result of the study revealed that : Taiwanese college students hold positive attitudes toward learning English using computer .

favorable attitudes than females toward the use of computer when learning English the researcher noted that female and males are highly motivated toward using CALL.

5- Chien,Y(2011) Computer –Assisted language learning (CALL)

Grammar Instruction with traditional class room teacher-directed grammar instruction for post –secondary English as a second language (ESL)

University of central Florida (**PhD Dissertation**)

The study aims to compare Students enrolled in an intensive English program(IPE)

The result of the study :-

The result showed that there was no statistically significant differences in acquisition of the passive grammatical forms for ESL students taught in conventional classroom setting as compared to those taught solely by CALL however ,there was a statistically significant increase in score on the open – ended test for level 4, the most advanced students at the IPE from pretest to delayed test as well as from posttests to delayed test students. This study has offered a research- based indication that CALL

instruction was as effective as traditional classroom directed teacher for teaching grammar to students of different level of English proficiency. The researcher conducted pre test and post test after analysis of data revealed that the students who were received instruction via CALL gain better score.

Recommendation for future research

The researcher recommends for future research in this field to replicate this study with more participants taking all three test ,i.e pretest ,posttest and delayed test ,

Furthermore replication of the present research in an English as foreign language (EFL) context is recommend:

There some significant differences between the experimental group, who studied via computer, and the control group, who studied in the traditional method. The difference was in favor of the experimental group who studied via computer.

2.1 29 Summary of this Chapter

The result of this chapter mainly focused on application of computer in instruction the studies through the analysis of the data the result showed the studies came out of the same result so the researcher assume that this is considered as good evident in strengthen the study and the majority of scholar and researchers approved that computer Assisted language learning can help student to improve their grammar learning ,and EFL teacher can be encouraged to employ supporting tool to facilitate language teaching because the increasing interest and motivation of students toward using technology ,the researcher suggested ultimate use of CALL in learning process furthermore , focusing on teaching through power-point

Chapter Three
Research Methodology and Procedures

Chapter Three

Research Methodology and Procedure

3.0 Introduction

This chapter is designed to give a brief description about the research methodology for the study it an attempt to investigate

The importance of using CALL in improving students' performance . it deals with the instrument , the population of the study , this chapter mainly concerned about experimental group and control group and the pre test – post test which are used as a tool for data collection.

3-1 Research Methodology

The researcher used empirical approach to conduct the study on controlled group and experimental group to realize/formalize the hypotheses , parts of speech designed program was applied to Experimental group through power point while the controlled group was taught by chalk and using board .Granach's alpha method used for analyzing the data

3-2 Population of the Study

The population of the study consist of Student of the first year at the red sea university faculty of the arts and humanities

3-3 The Sample of the Study

The sample of the study consist of (180) student were divided into two groups each group includes (90) students , and (45) English languages teachers at different Sudanese universities and schools , they are different sex males and females their qualification from post graduate diploma to Ph.D and who have long experience in teaching

3-4 The Tool of the Study

The researcher used pre –test and post- test ,teachers' questionnaire as, a tool for collecting data

3.5 Validity and Reliability of the Questionnaire

To achieve the standard of objectivity and validity and the reliability the researcher has designed a questionnaire and has been submitted to scholar who are a university teachers to be judged ,they are

Dr. Abd allah yassin, Dr.Ahmed Al faki .Dr .Amin Mohamed , and Dr.Ali Abd Allah .They made some modification, observation ,suggestion, also some items were omitted and others were added .

The researcher distributed forty five copies of final draft of questionnaire to the lecturers and teachers and some statements were explained by researcher written and orally. And to achieve reliability the researcher made a random choice of (45) teachers males and females .The reliability was achieved when the researchers took the teachers responses toward the use of CALL in improving students performance SPSS was used to check the reliability.

3.6 Description of the Questionnaire

The questionnaire was divided into four sections each section includes seven statement .

The first section which includes seven statements concern with using CALL plays vital role in improving EFL learners performance

The second section is about the difficulties that encountered using CALL.

The third section is about students motivation toward using CALL

The last hypotheses is about the differences between experimental group and control group . the options were strongly agree -agree-neutral – strongly disagree -disagreed. Teachers were kindly requested to put tick which represent their point of view accurately and honesty .

3.7 The Description of Pre-Test and Post Test

The of pre test and post test were consist of four questions. Which includes filling gaps .choices The researchers distributed the papers of both tests to the experimental group and controlled group in two separated halls at same time so , to check experimental and control group achievement . the same instructor taught both groups .the experimental group was taught via CALL , the control group was taught by traditional approach the study lasted ten weeks ,

3.8 Validity of Instrument

Both pre-test and post test were submitted in print form to Five English language universities teachers. Some items were omitted , and some suggestions were added , the experts affirmed that the material was legible and appropriate for students

3.9 Reliability of instrument

Cranach's alpha method: -

Where reliability was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}}$$

Cranach alpha coefficient = (0.70) a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the islands so reliability coefficient is (0.84), and this shows that there is a high sincerity of the scale and that the benefit of the study.

3.10 Students' Scores in Pre-Test and Post Test

Experimental group			Control group		
Students	Pre-test marks	Post –test marks	Students	Pre-test marks	Post- test Marks
1	70	95	1	35	67
2	35	43	2	54	82
3	30	59	3	51	70
4	45	64	4	59	100
5	60	72	5	39	70
6	13	34	6	45	36
7	72	95	7	35	72
8	60	88	8	5	47
9	74	86	9	57	39
10	85	100	10	58	73
11	65	73	11	48	78
12	81	100	12	53	54
13	55	73	13	20	98
14	51	77	14	57	68
15	70	94	15	45	67
16	95	100	16	48	61
17	60	84	17	38	89
18	38	77	18	38	71
19	48	88	19	5	36
20	40	70	20	57	71
21	20	36	21	40	65
22	93	98	22	51	44
23	46	59	23	15	62
24	54	69	24	43	78

25	50	53	25	37	74
26	82	100	26	30	80
27	45	65	27	53	58
28	44	61	28	45	47
29	46	70	29	40	81
30	77	85	30	40	100
31	57	98	31	30	70
32	55	59	32	35	100
33	40	56	33	27	100
34	60	87	34	60	66
35	36	50	35	30	83
36	84	91	36	35	36
37	40	59	37	58	68
38	64	72	38	10	34
39	30	56	39	89	83
40	52	77	40	70	75
41	46	52	41	50	36
42	40	100	42	69	71
43	15	68	43	78	75
44	60	100	44	49	65
45	65	72	45	53	68
46	40	44	46	47	84
47	65	83	47	30	41
48	30	82	48	13	85
49	68	85	49	35	88
50	47	61	50	40	43
51	52	65	51	8	33
52	63	76	52	2	26

53	87	95	53	38	45
54	61	74	54	12	72
55	789	98	55	43	98
56	66	81	56	43	57
57	85	98	57	38	83
58	78	82	58	33	57
59	81	87	59	32	18
60	52	58	60	25	18
61	82	100	61	35	65
62	76	95	62	30	69
63	45	78	63	67	70
64	59	73	64	10	12
65	82	100	65	38	65
66	36	68	66	45	100
67	62	78	67	38	92
68	49	66	68	5	24
69	25	38	69	43	47
70	66	72	70	35	29
71	70	77	71	25	60
72	43	50	72	56	91
73	59	87	73	54	100
74	88	100	74	3	22
757	66	84	75	30	47
76	76	77	76	76	63
77	76	83	77	68	78
78	36	73	78	78	91
79	72	81	79	79	50
80	74	77	80	64	100

81	77	62	81	77	68
82	70	53	82	80	79
83	79	78	83	77	70
84	53	45	84	75	70
85	64	59	85	89	73
86	66	59	86	70	65
87	52	50	87	65	65
88	67	38	88	80	79
89	76	39	89	84	80
90	81	80	90	89	81

Referring to the above marks obtained by control group and experimental groups shows that 80 students in experimental got high marks in both pretest and post test where as only ten students involved in control group score higher marker compared to experimental group this result strength the study and proved that using CALL is better than traditional approach . chapter four shows the analysis of the data that concern with marks

Chapter Four
Data Analysis, Result and Discussion

Chapter four

Data Analysis, Result and Discussion

4.1 Introduction

This chapter present a description of the procedure used to analyze the and obtain result.

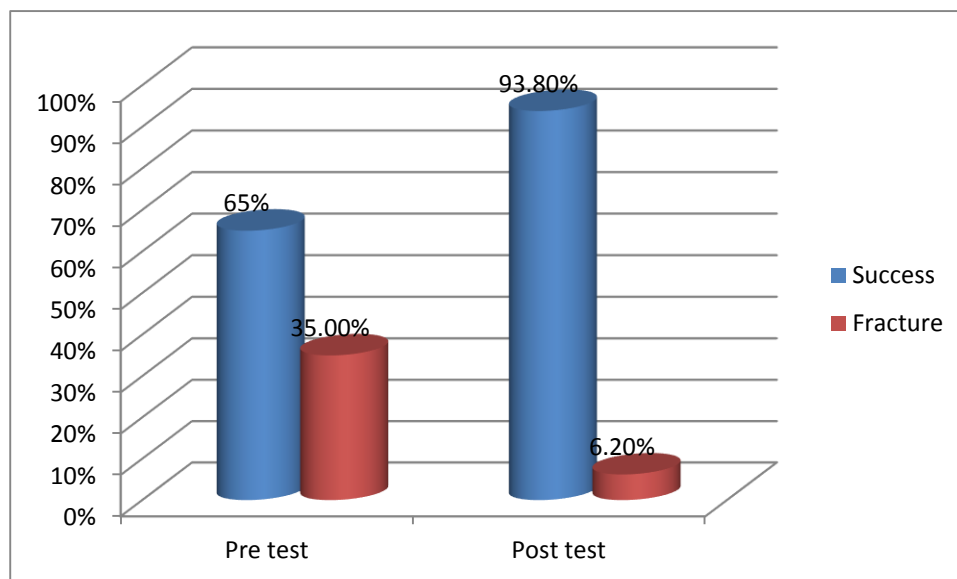
This study attempt to explore the significance of using CALL in improving students performance the researcher used pre test and post test to collect data , it also contain the analysis of the results for the two group which mainly focus on using CALL in teaching parts of speech and also the study discusses the comparison between two groups

With reference to the table below showed the percentage of experimental group in pre test and post test .it clear that students scored high mark in post test. the results are showed highly reliable according to the statistical procedures , the instruments used I regard

Table (4 .1) illustrates the frequency and percentage of experimental group

Valid	Pre test		Post test	
	Frequency	Percent	Frequency	Percent
Success	52	65%	75	93.8%
Fracture	28	35.0%	5	6.2%
Total	80	100.0%	80	100.0%

With reference to the a above table shows that there is statistically significant difference between the control group and experimental group the result indicates that experimental group perfumed accounted for 65 % in pre test and represented 75% in post test .



Figure(4 .1) illustrates the views of the distribution of the q1 sample Pre test by Success by (%65) and Fracture by (%35) and Post test by Success by (%93.8) and Fracture by (%6.2).

Table (4 .2) illustrates the frequency and percentage of the Control group

Valid	Pre test		Post test	
	Frequency	Percent	Frequency	Percent
Success	26	32.5%	58	72.5%
Fracture	54	67.5%	22	27.5%
Total	80	100.0%	80	100.0%

Regarding to the above table show that there is statistically significant differences between the control group and experimental group in regard to gain score in both pre test and post in favour to experimental group . control group is accounted for 35.5% in pre test and 72.5% whereas the experimental group accounted for 65 % in pre test and represented 75% in post test

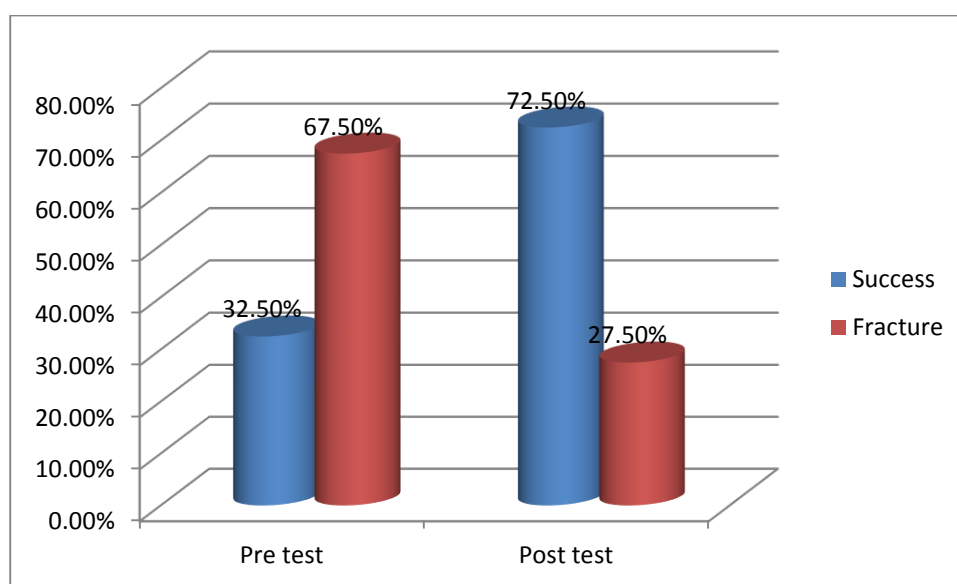


Figure (4.2) illustrates the views of the distribution of the q1 sample Pre test by Success by (%32.5) and Fracture by (%67.5) and Post test by Success by (%72.5) and Fracture by (%27.5).

Table (4.3) Value Experimental group

Value	Mean	Std. Deviation	T test	Df.	Sig.	Scale
Pre	66.93	83.858	-1.027	79	0.3	Insignificant
Post	76.14	17.186				

The above Table illustrates the views of the value of t-test (-1.027) significantly value (0.3) which is more than the probability value (0.05) this means that there is no statistical significant difference between pre test and post test.

Table (4.4) The of pre test and post tests in Control group

Value	Mean	Std. Deviation	T test	Df.	Sig.	Scale
Pre	40.95	19.180	-9.082	78	0.00	Significant
Post	64.82	22.926				

The above Table illustrates the views of the value of t-test (-9.082) significantly value (0.000) which is less than the probability value (0.05) this means that there is the statistical significant difference between pre test and post.

Table (4.5) the Mean and Standard deviation of Experimental and Control Group

Value	Mean	Std. Deviation	T test	Df.	Sig.	Scale
Experimental	66.93	83.858	2.652	79	0.01	Significant
Control	41.28	19.279				

The above Table illustrates the views of the value of t-test (2.652) significantly value (0.000) which is less than the probability value (0.05) this means that there is the statistical significant difference between pre test and post test for the experimental group.

Table (4.6) the Mean and Standard deviation of pre test and Post test

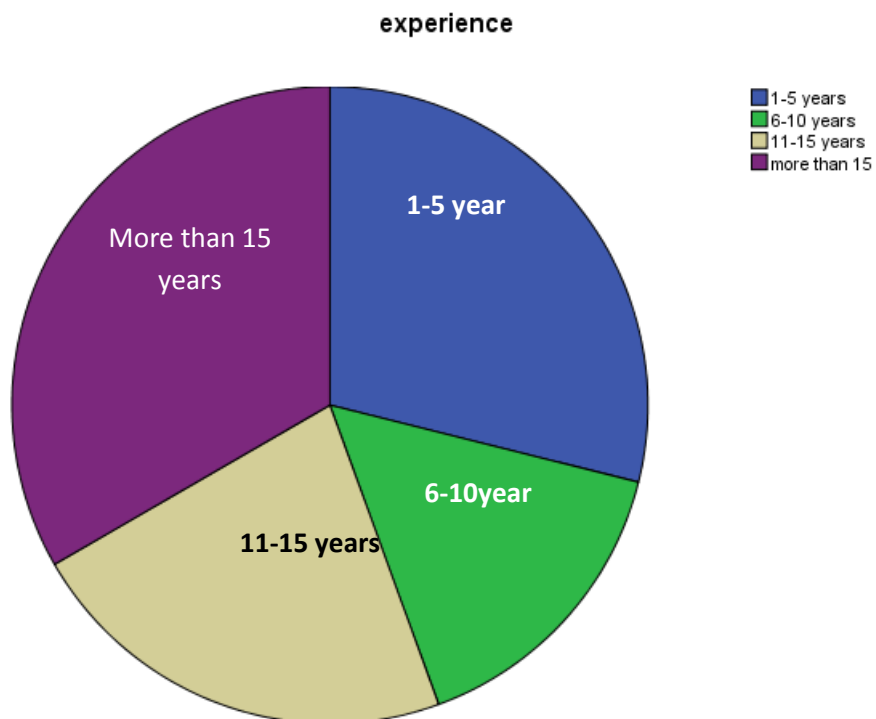
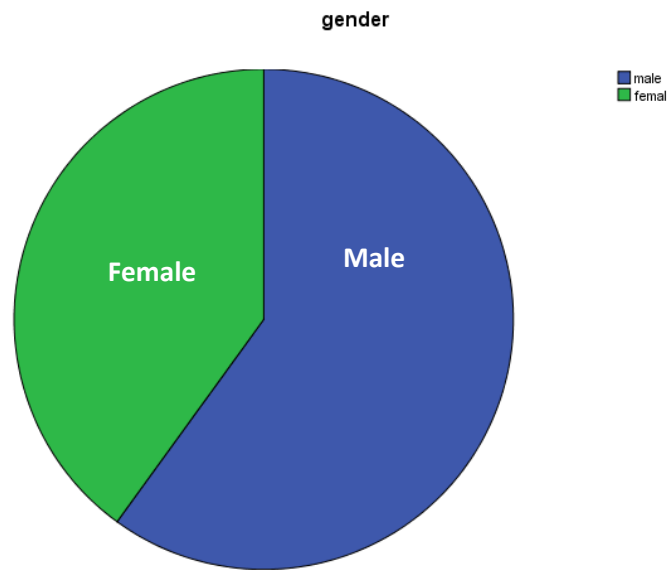
Value	Mean	Std. Deviation	T test	Df.	Sig.	Scale
Experimental	76.11	17.295	3.438	78	0.00	Significant
Control	64.82	22.926				

The above Table illustrates the views of the value of t-test (3.438) significantly value (0.000) which is less than the probability value (0.05) this means that there is the statistical significant difference between pre test and post test for the experimental

Gender	Frequency	Percentage
Male	27	60%
Female	18	40%
Total	45	100%

Table (4.1)

The above table show that the male were 27 and accounted for (60%) the female were 18 with 40% of the total sample size these table and graphic show the gender and frequency of the teachers who respond to questionnaire



Year of experience	Frequency	Percentage
From 1 to 5 years	13	28.9%
From 6 to 10 years	7	15.6%
From 11 to 15	10	22.2%
More than 15 years	15	33.3%
Total	45	0.0%

Table (4.2)

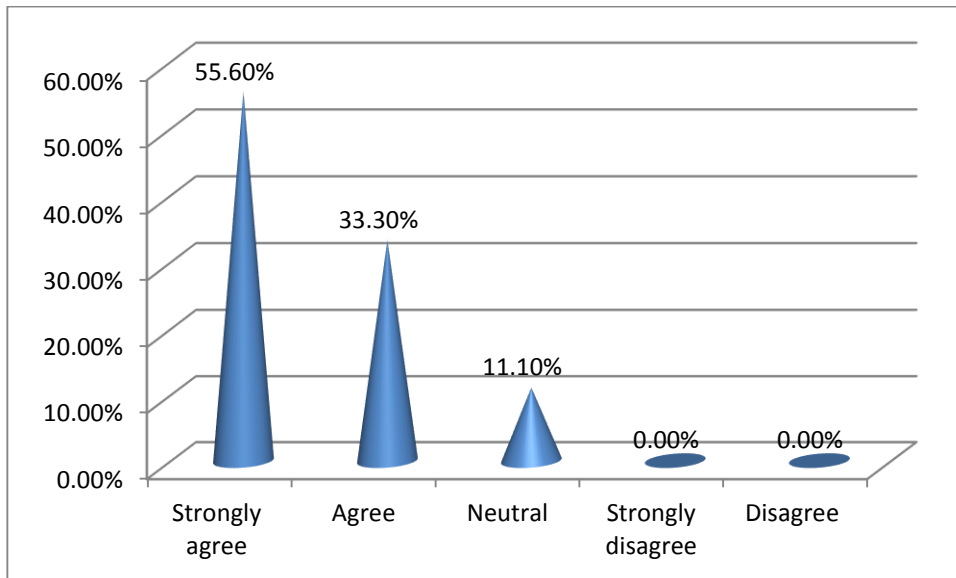
With reference to the above table show that the teachers whose experience {1-5}. years the frequency is 13 and accounted for(28 .9%).({ 6-10) years with frequency 7 represented 22.2%, the teachers whose experience {11 -15} with frequency 15 and represented for (33.3%) and more than 15 years who were 15 the proportion is 33.3% this result indicates the majority of the teachers whose experience 1-5 years are familiar with using CALL rather than who were teaching for long time

4 .3 The first Hypotheses A-Using CALL plays vital role in improving EFL learners

1-Using CALL facilitates learning English	Frequency	Percentage
Strongly agree	25	55.6%
Agree	15	33.3%
Neutral	5	11.1%
Strongly disagree	0	0.0%
Disagree	0	0.0%
Total	45	100.0%

Table (4.3)

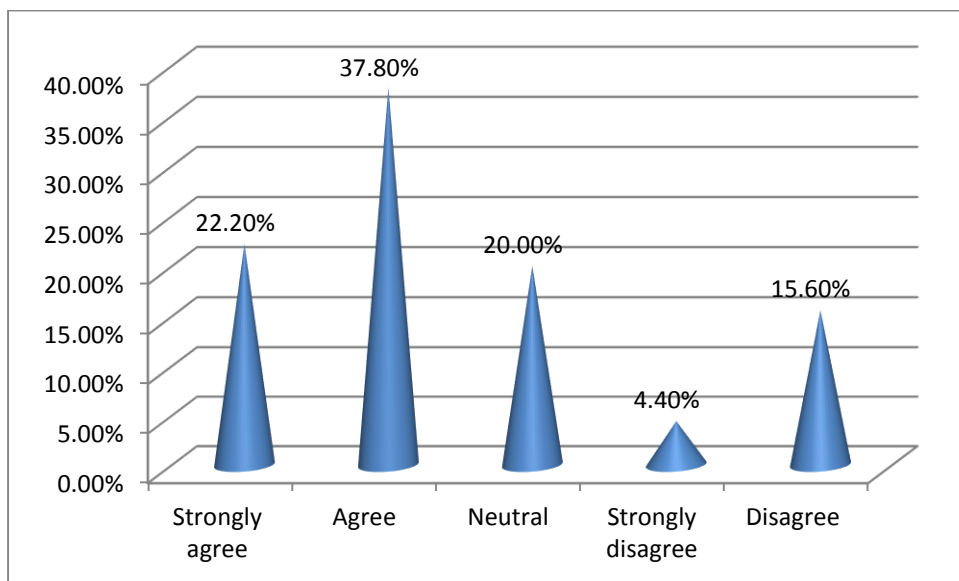
With reference to the above table shows 55.6% of the respondents strongly agree with the statement ,those who agree with statement represent (33.3 %.) and those who were neutral 5 represents 11.1% and those who strongly disagree represents (0) from this result .it's clear that majority of the respondents strongly agreed that using CALL facilitates learning English .



2-using CALL makes students ignore spelling	Frequency	Percentage
Strongly agree	10	22.2%
Agree	17	37.8%
Neutral	9	20.0%
Strongly disagree	2	4.4%
Disagree	7	15.6%
Total	45	100.0%

Table (4.4)

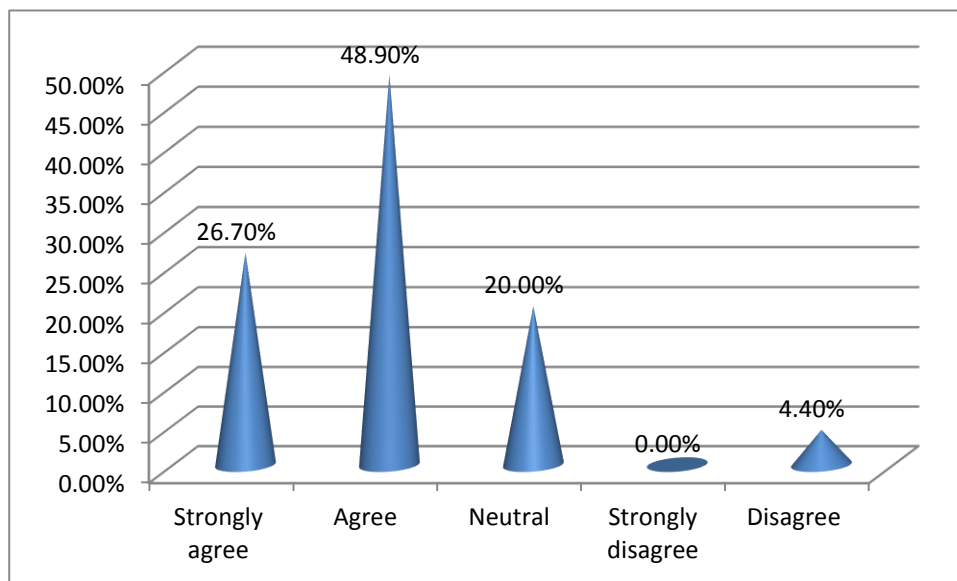
Regarding to the above to the above table shows 22.2%. of the respondents were strongly agree with the statement ,those who a agree with statement represent (37.8 %.) and those who were neutral represents 20.% and those who were strongly disagree represents 4.4% and disagree with percentage 15.6% from this result .it's clearly that the majority of the respondents strongly agreed that using CALL makes students ignore spelling



3-A designed tutorial educational programme is highly beneficial in teaching English	Frequency	percentage
Strongly agree	11	26.7%
Agree	24	42.6%
Neutral	8	8.9.0%
Strongly disagree	0	.6.7%
Disagree	2	6.7%
Total	45	100.0%

Table (4.5)

Regarding to the above to the above table show 26.7%.6 of the respondents strongly agree with the statement ,those who a agree with statement represent (42.6 %.) and those who were neutral represents 8.9% and those who were strongly disagree represents 6.7|% and also disagree re the same percentage. this result .show that the majority of the respondents were strongly agreed that a designed tutorial educational programme is highly beneficial in teaching English



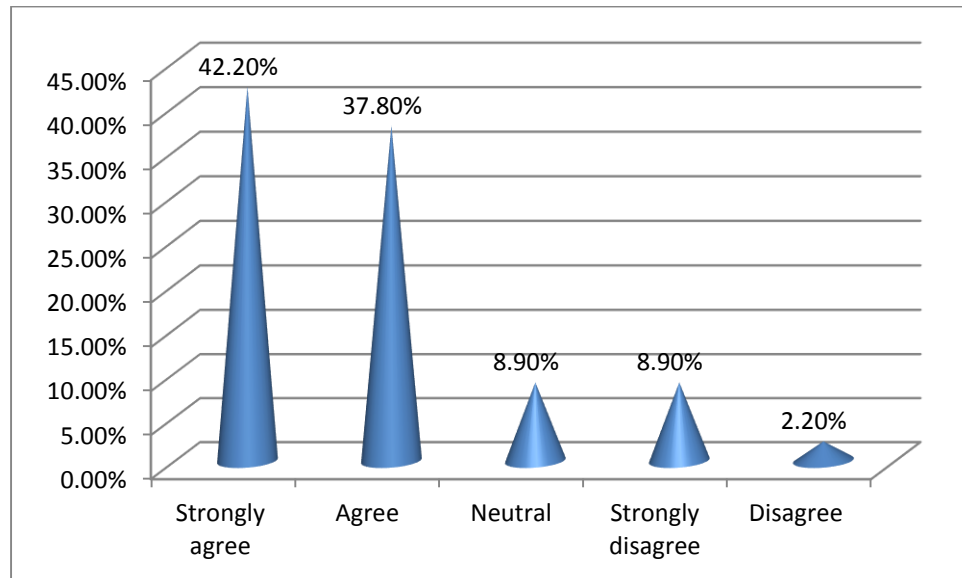
4- Using CALL can save time	Frequency	Percentage
Strongly agree	19	42.2%
Agree	17	37.8%
Neutral	4	8.9%
Strongly disagree	4	8.9%
Disagree	1	2.2%
Total	45	100.0%

Table (4.6)

Regarding to the above to the above table show 42.2%. of the respondents strongly agree with the statement ,those who a agree with

statement represent (37.8 %.) and those who were neutral represents 8.9% and those who were strongly disagree represents 8.9%. and disagree with percentage 2.2 this result .shows that the majority of the respondents agreed that use of CALL can save time.

The researchers t believe that the use of CALL adequately may save time and effort.

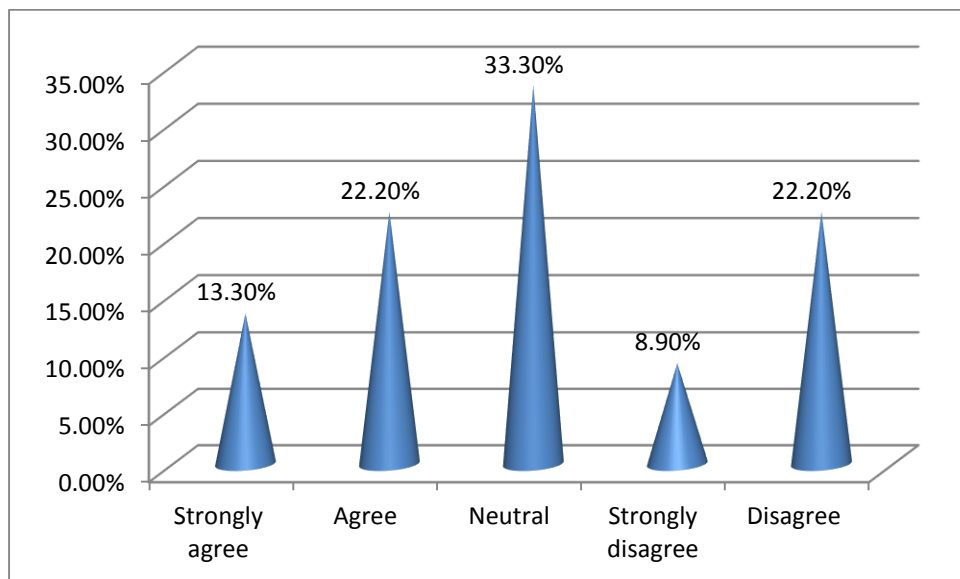


5-Computer can work as tutor	Frequency	Percentage
Strongly agree	6	13.3%
Agree	10	22.2%
Neutral	15	33.3%
Strongly disagree	4	8.9%
Disagree	10	22.2%
Total	45	100.0%

Table (4.7)

With reference to the to the above table shows 13.3% of the respondents strongly agree with the statement ,those who a agree with statement agree represent (22.2%. and those who were neutral

represents 33.3% and those who were strongly disagree represents 8.9 and those who were disagree 22.2. This result shows that the majority of the respondents were neutral that indicates computer can't work as tutor

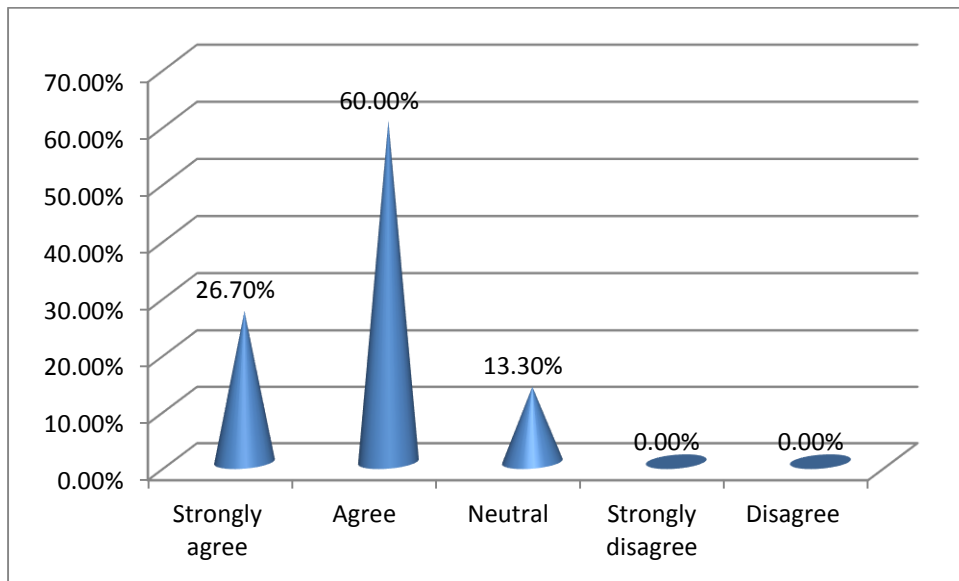


6- Using CALL allows students to perform activities	Frequency	percentage
Strongly agree	12	26.7%
Agree	27	60.0%
Neutral	6	13.3%
Strongly disagree	0	0.0%
Disagree	0	0.0%
Total	45	100.0%

Table (4.8)

According to the above table shows (26.7%) of the respondents strongly agree with the statement, those who agreed with statement represent (60%). and those who were neutral represents (13.3%)

this result shows that the majority of the respondents agreed that the use of CALL allows students to perform activities .



7. Using CALL is useful in teaching grammar	Frequency	percentage
Strongly agree	13	28.9%
Agree	17	37.8%
Neutral	7	15.6%
Strongly disagree	1	2.2%
Disagree	7	15.6%
Total	45	100.0%

Table (4.9)

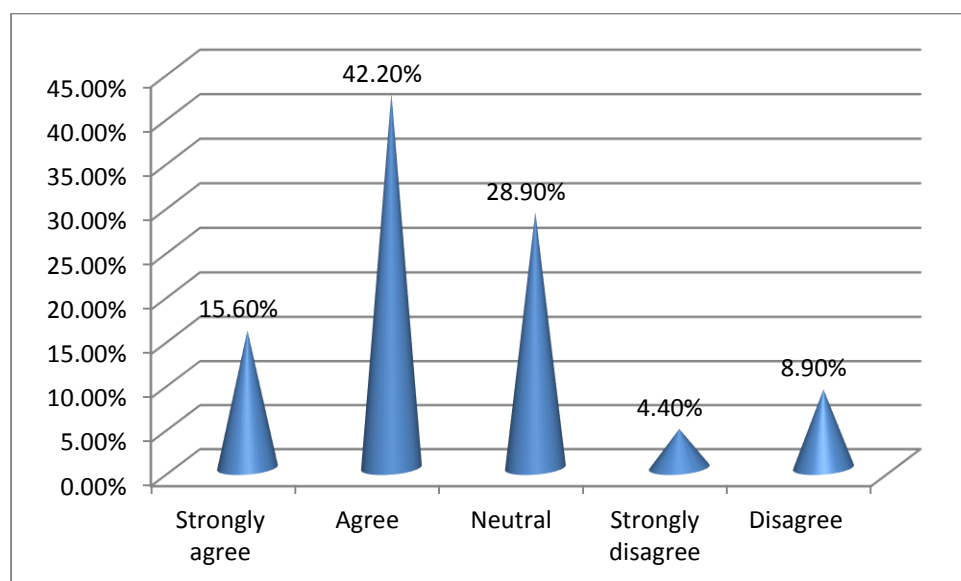
According to the above table show (28.9%) of the respondents strongly agree with the statement, those who agreed with statement represent (37.8%). and those who were neutral represents (15.6%) and those who were strongly disagree represents (2.2%) and disagree represents (15.6%) this result shows that the majority of the respondents agreed that the use of CALL in teaching grammar .

B- Using CALL IS encountered by some difficulties such as a technical fault

1-Teachers are not aware of using CALL	Frequency	Percentage
Strongly agree	7	15.6%
Agree	19	42.2%
Neutral	13	28.9%
Strongly disagree	2	4.4%
Disagree	4	8.9%
Total	45	100.0%

Table (4.10)

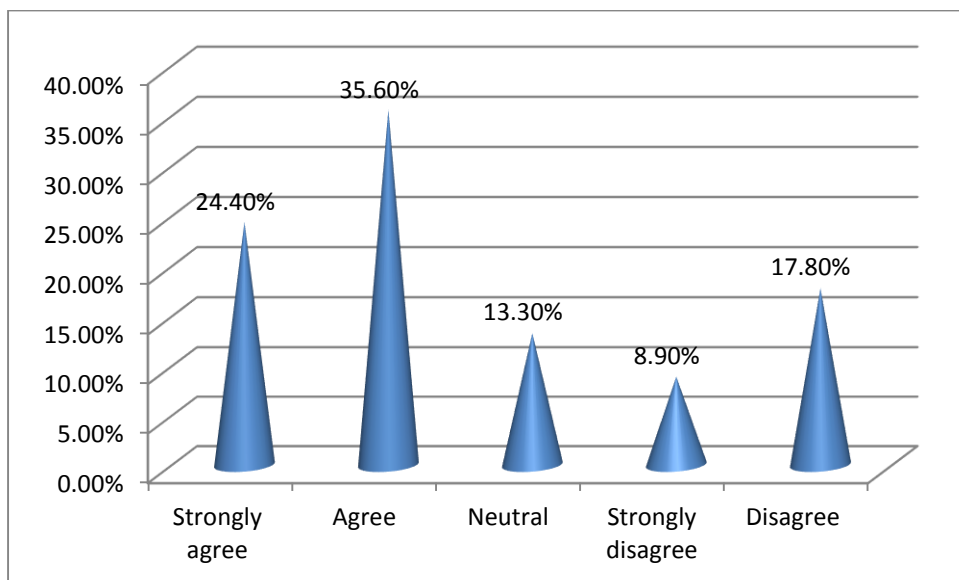
The above table show that the majority of the sample of the study who were strongly agreed represented (15.6%), who were agree represent (42.2%) who were neutral represent(28.9%), who were strongly disagree (4.4%) and who were disagree represent (8.9%)s this result shows that establishing training courses in using is highly beneficial and necessary needed



2-training courses in using CALL for teachers aren't available	Frequency	Percentage
Strongly agree	11	24.4%
Agree	16	35.6%
Neutral	6	13.3%
Strongly disagree	4	8.9%
Disagree	8	17.8%
Total	45	100.0%

Table (4.11)

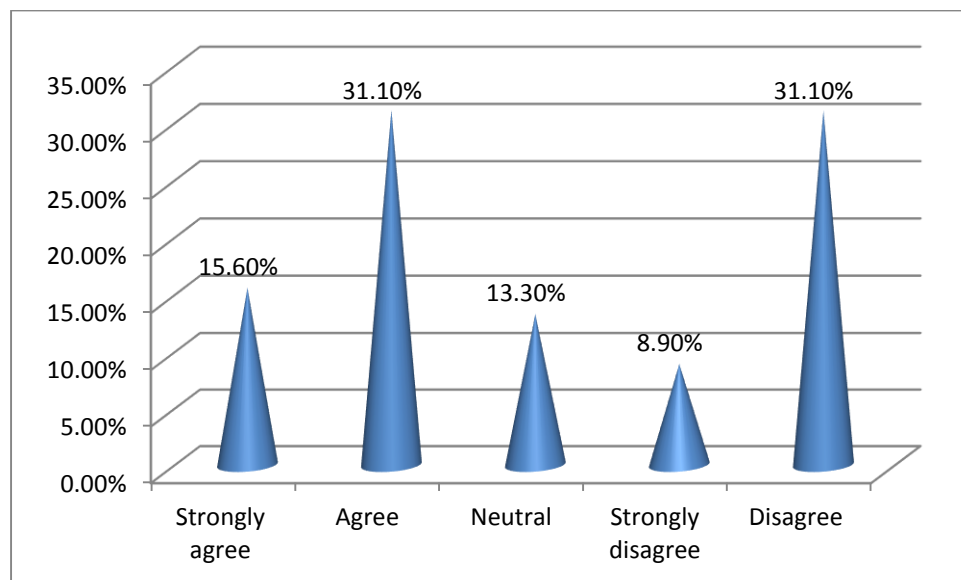
above show that the majority of the sample of the study who were agreed represented (35.6), who were strongly agreed represent (24,4%) who were neutral represent(13.3%), who were strongly disagree (8.9%) and who were disagree represent (17.8% this result show that establishing training courses in using is highly beneficial and necessary needed



3-Using CALL makes the teachers role passive	Frequency	Percentage
Strongly agree	7	15.6%
Agree	14	31.1%
Neutral	6	13.3%
Strongly disagree	4	8.9%
Disagree	14	31.1%
Total	45	100.0%

Table(4;12)

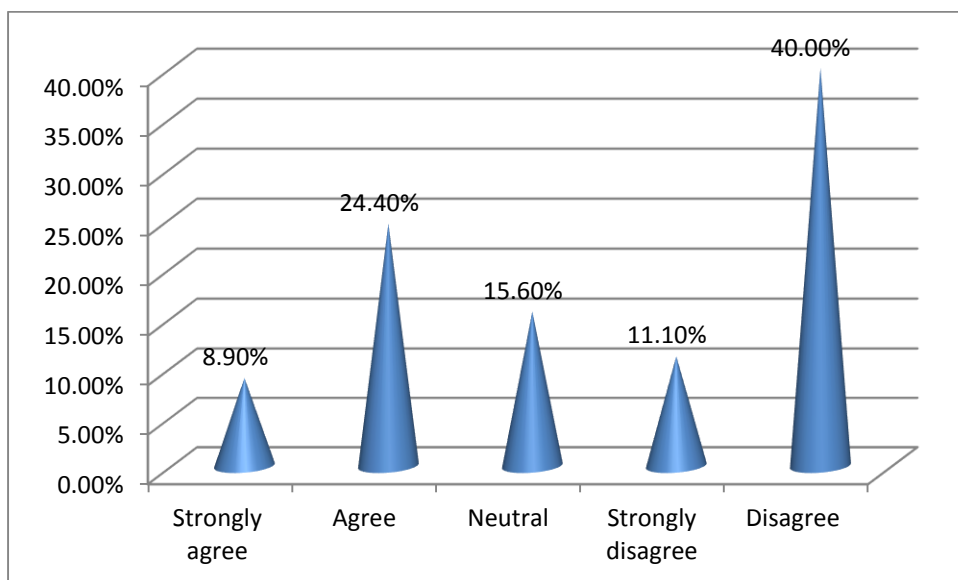
With reference to the above table show that the participants who were strongly agree were 7 accounted for (15.6%). Those who were agreed 14 and accounted for (31.1%). The proportion of those who were neutral were 6 and represented (13.3%). Those who strongly disagreed were 4 and represented 8.9% and those who disagreed were 14 and accounted for 31.1%. This result indicates using CALL makes the teachers' role is passive.



4- Teachers have a negative attitudes toward using CALL	Frequency	Percentage
Strongly agree	4	8.9%
Agree	11	24.4%
Neutral	7	15.6%
Strongly disagree	5	11.1%
Disagree	18	40.0%
Total	45	100.0%

Table (4.13)

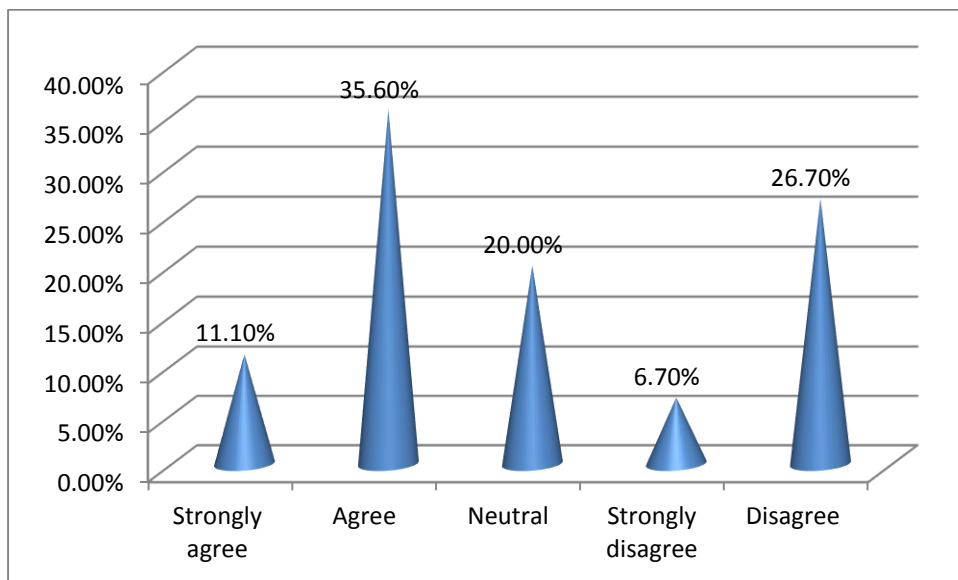
Regarding to the above table show that the participants who were strongly agree were 4 accounted for (8.9%). Those who were agreed 11 and accounted for (24.4%). The proportion of those who were neutral were 7 and represented (15.6%). Those who strongly disagreed were 5 and represented 11.1% and those who disagreed were 18 and accounted for 40.0%. From this result indicates the teachers don't have negative attitudes toward using CALL.



5- computers are not available in universities	Frequency	Percentage
Strongly agree	5	11.1%
Agree	19	42.2%
Neutral	7	15.6%
Strongly disagree	4	8.9%
Disagree	10	22.7%
Total	45	100.0%

Table (4.14)

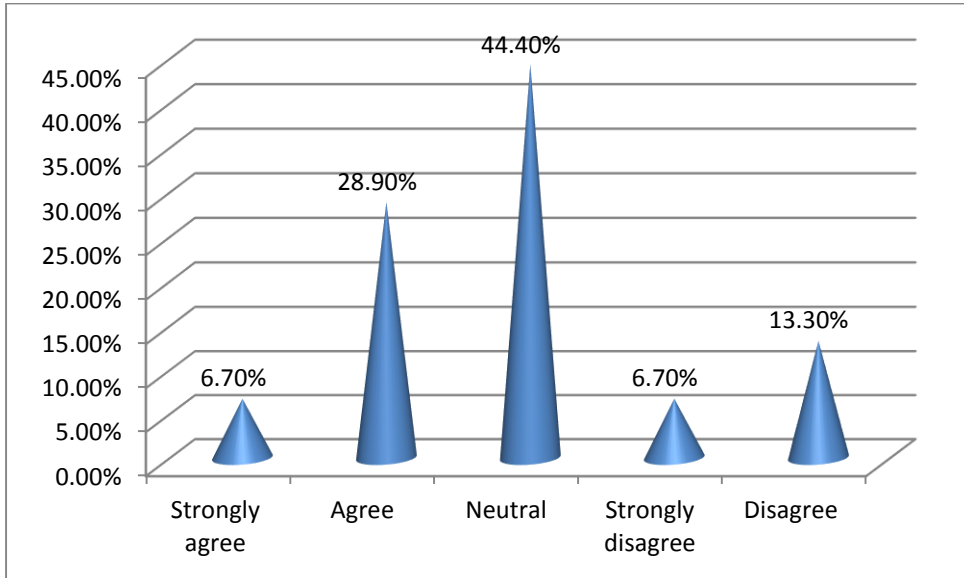
Regarding to the above table show that the participants who were strongly agree were 5 accounted for (11.1%). Those who were agreed 19 and accounted for (42.2%). The proportion of those who were neutral were 7 and represented (15.6%). Those who strongly disagreed were 4 and represented 8.9% and those who disagreed were 10 and accounted for 22.2%. This result indicates Computers aren't available in Universities



6-using CALL allow students to perform activities	Frequency	Percentage
Strongly agree	14	31.1%
Agree	24	53.3%
Neutral	6	13.3%
Strongly disagree	1	2,2%
Disagree	0	13.3%
Total	45	100.0%

Table (4.15)

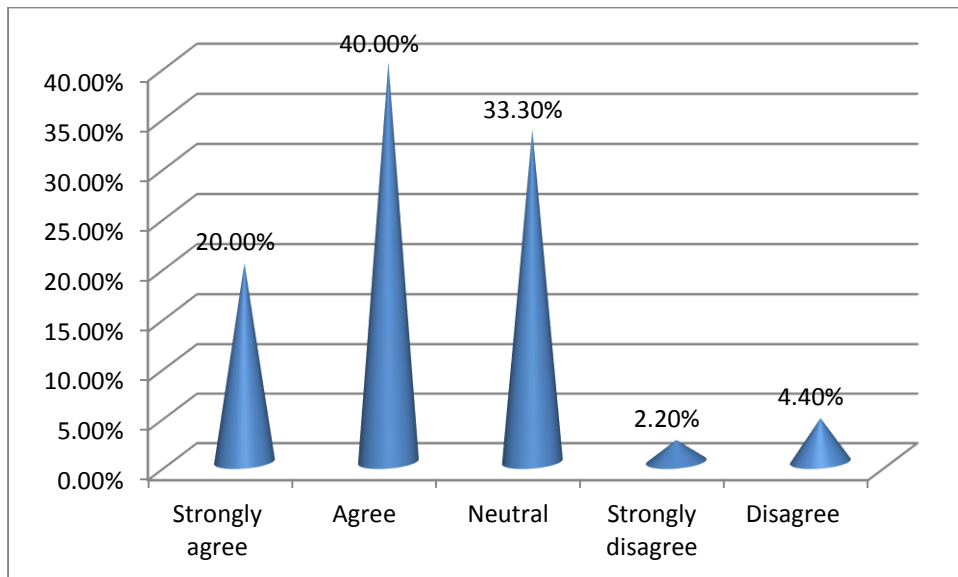
According to the above table show (31.1%) of the respondents strongly agree with the statement, those who agreed with statement represent (53.3%). and those who were neutral represents (13.3%) and those who were strongly disagree 1 represents (2.2%) and disagree represents (13.3%). this result show that the majority of the respondents agreed that the use of CALL allows students to perform activities.



7- many teachers don't use CALL	Frequency	Percentage
Strongly agree	9	20.0%
Agree	21	46.7.0%
Neutral	11	24.4%
Strongly disagree	1	2.2%
Disagree	4	8.9%
Total	45	100.0%

Table (4.16)

Regarding to the above table show that the respondents who were strongly agree were 9 accounted for (20%). Those who were agreed 21 and accounted for (46.7%). The proportion of those who were neutral were 11 and represented (24.4 %). who were strongly disagree 1 accounted for 2.2% Those who disagreed were 4 and represented 8.9% . This result indicates the majority of teachers agreed that many teachers don't use CALL

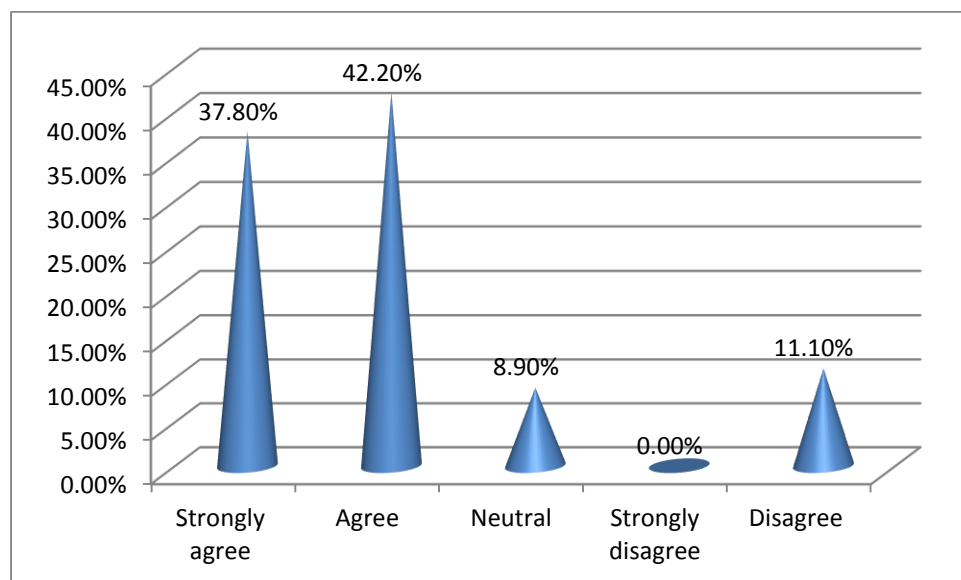


C – students are highly motivated toward using CALL

1-Learners' motivation increase through CALL	Frequency	Percentage
Strongly agree	17	37.8%
Agree	19	42.2%
Neutral	4	8.9%
Strongly disagree	0	0.0%
Disagree	5	11.1%
Total	45	100.0%

Table (4.17)

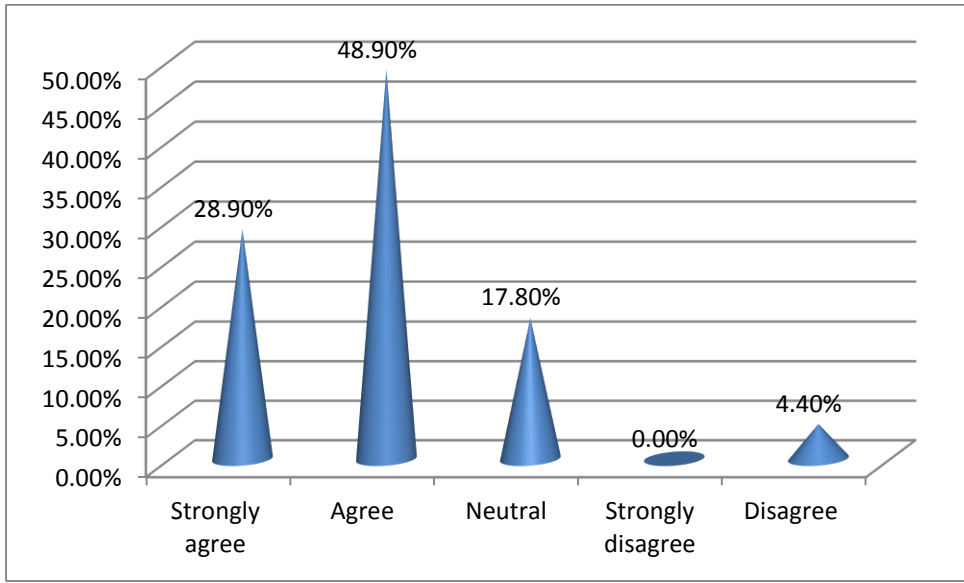
According to the above table show that the respondents who were strongly agree were 17 accounted for (37.8%). Those who were agreed 19 with rate of (42.2%). The percentage of those who were neutral were 4 and represented (8.9 %). Those who strongly disagreed were 0 and represented 0.0% and those who were disagreed were 5 and accounted for 11.1% . and This result indicates the majority of teachers agreed that Students are highly motivated toward using CALL



2- using CALL allows the learners to get feedback	Frequency	Percentage
Strongly agree	11	24%
Agree	19	42.2%
Neutral	8	17.8%
Strongly disagree	0	0.0%
Disagree	7	15.6%
Total	45	100.0%

Table (4.18)

According to the above table shows that the respondents who were strongly agree were 11, accounted for (24%). Those who were agreed 19 with rate of (42.2%). The percentage of those who were neutral were 8 and represented (17.8%). Those who strongly disagreed were 0 and represented 0% and those who were strongly disagreed were 7 and accounted for 15.6%. and This result indicates the majority of teachers agreed that Using CALL allows the learners to get feed back



3-Using CALL grasp students attention	Frequency	Percentage
Strongly agree	14	31.1.%
Agree	23	51.14%
Neutral	4	8.9%
Strongly disagree	0	0.0%
Disagree	4	8.9%
Total	45	100.0%

Table (4.19)

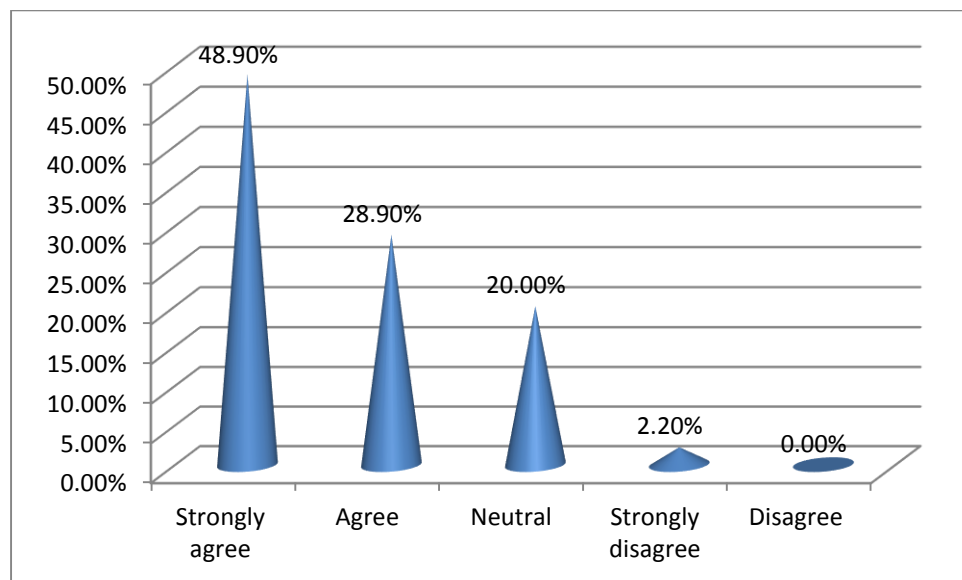
According to the above table show that the respondents who were strongly agree were 14 accounted for (31.1%). Those who were agreed 23 with rate of (51.1%). the percentage of those were neutral were 4 and represented (8.9%). and those who were disagreed were 4 and accounted for 8.9 % . and This result indicate the majority of teachers agreed that Using CALL grasp students' attention

4- The lectures which are taught through Using CALL can be stored in long term memory	Frequency	Percentage
Strongly agree	19	42.2%
Agree	18	40%
Neutral	7	15.6.0%
Strongly disagree	2	2.2%

Disagree	0	0.0%
Total	45	100.0%

Table(4.20)

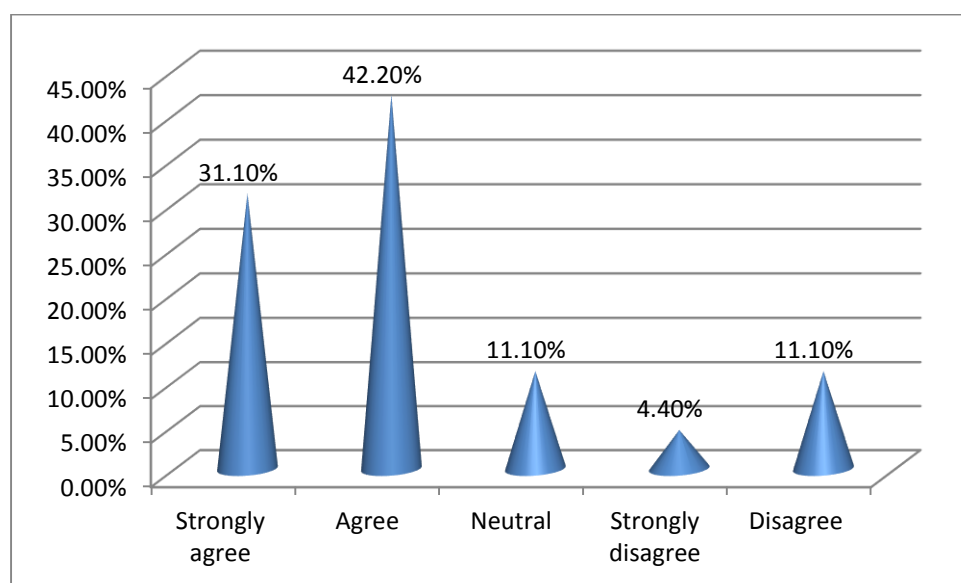
According to the above table show that the respondents who were strongly agree were 18 accounted for (40%). Those who were agreed 18 with rate of (40%). the percentage of those were neutral were 7 and represented (15.6%). and those who were disagreed were 2 and accounted for 4.4%. and This result indicate the majority of teachers were strongly agreed and agreed that The lectures which are taught through Using CALL can be stored in long term memory



5-students are enthusiastic toward using CALL in instruction	Frequency	Percentage
Strongly agree	14	31.1%
Agree	25	55%
Neutral	8	17.1%
Strongly disagree	3	4.4%
Disagree	5	11.1%
Total	45	100.0%

Table (4.21)

Regarding to the above table show that the respondents who were strongly agree were 14 accounted for (31.1%). Those who were agreed 25 with rate of (55%) .the percentage of those were neutral were 8 and represented (17.1%). and those who were disagreed were 5 and accounted for 11.1 % . and This result indicate the majority of teachers agreed that students are enthusiastic toward the use of CALL in instruction

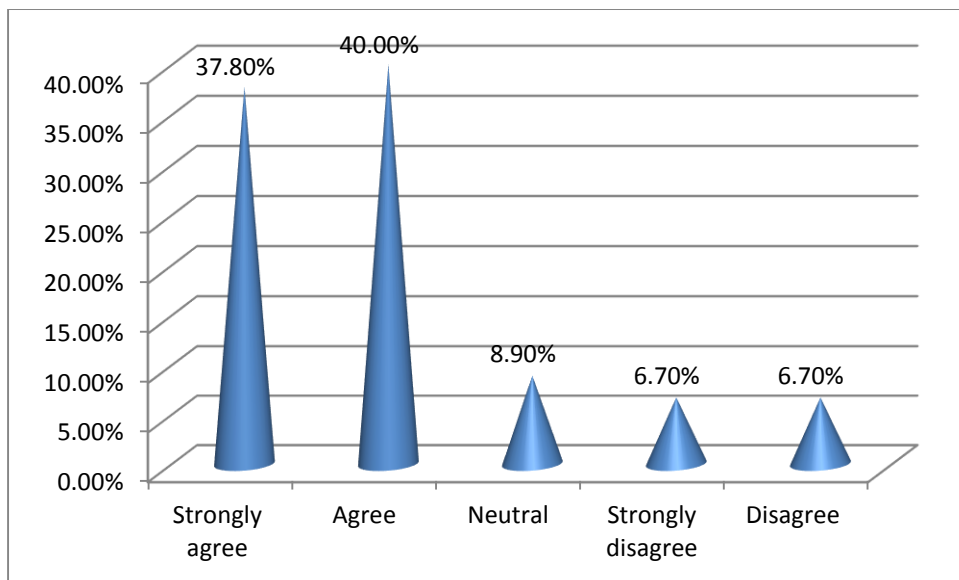


6-A application of CALL in class room increase learners' autonomy in language education	Frequency	Percentage
Strongly agree	17	37.8%
Agree	18	40.0%
Neutral	4	8.9%
Strongly disagree	3	6.7%
Disagree	3	6.7%

Total	45	100.0%
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Table (4.22)

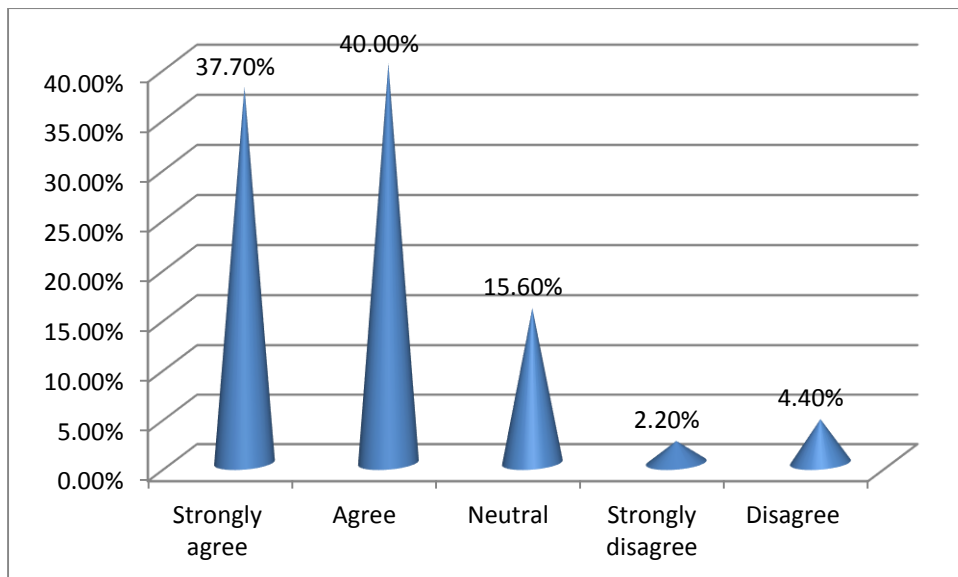
Regarding to the above table show that the respondents who were strongly agree were 17 accounted for (37.8%). Those who were agreed 18 with rate of (40%). the percentage of those were neutral were 4 and represented (8.9%). and those who were strongly disagreed were 3 and accounted for 6.7% . and those who were disagreed were 3 accounted for 6.7% This result indicates the majority of teachers were strongly agreed and agreed that the application of CALL in the class increase learners' autonomy in language education



7-Using CALL is positively effect Students 'performance	Frequency	Percentage
Strongly agree	14	33.3%
Agree	23	51.1%
Neutral	5	11.1%
Strongly disagree	1	2.2%
Disagree	2	4.4%
Total	45	100.0%

Table (4.23)

Regarding to the above table show that the respondents who were strongly agree were 14 accounted for (33.3%). Those who were agreed 23 with rate of (51.1%). the percentage of those were neutral were 5 and represented (11.1%). and those who were disagreed were 2 and accounted for 4.4s % . and This result indicates that-Using CALL is positively effect Students 'performance

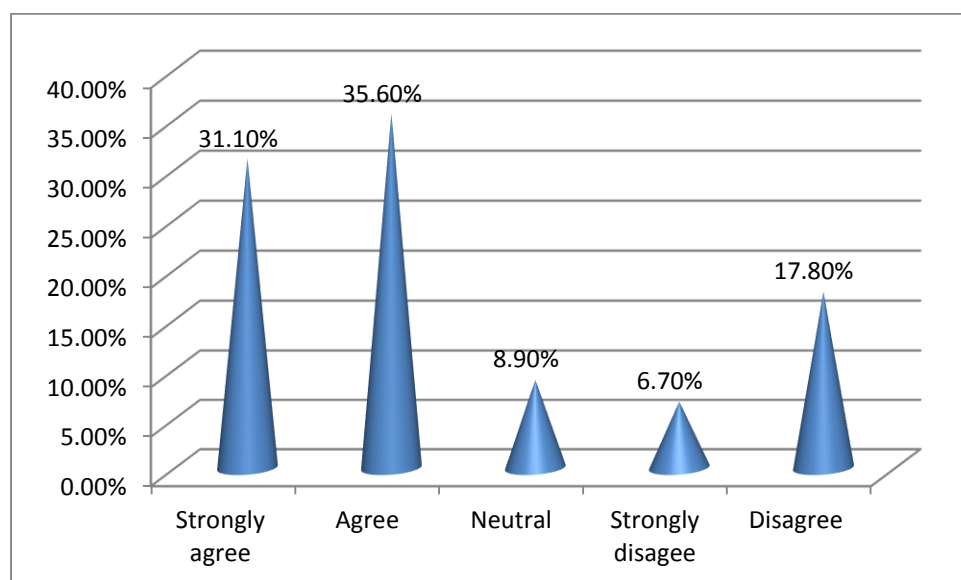


D- there is a significant difference between the group of learners who receive CALL instruction and through traditional approach

1-Using CALL is appropriate for each level	Frequency	Percentage
Strongly agree	16	35.6%
Agree	15	33.3%
Neutral	4	8.9%
Strongly disagree	3	6.7%
Disagree	8	17.8%
Total	45	100.0%

Table (4.24)

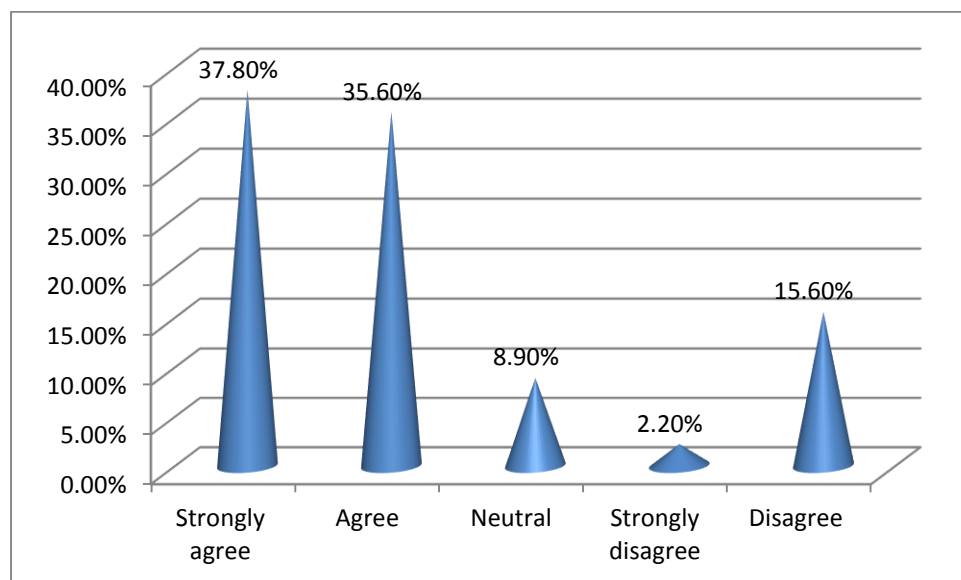
The above table shows the participants who were strongly agree were 16 accounted for (35.6%). Those who were agree 15 the proportion is (33.3%). Those who were neutral were 4 with percentage (8.9%) those who were strongly disagreed were 3 with percentage (4.4%) and those who were disagreed 8 with percentage (17.8%) this result indicates clearly that using CALL is appropriate for each level



2-using traditional approach makes student feel bored	Frequency	Percentage
Strongly agree	20	44.4%
Agree	10	22.2%
Neutral	5	8.9%
Strongly disagree	2	4.4%
Disagree	8	17.8%
Total	45	100.0%

Table (4.25)

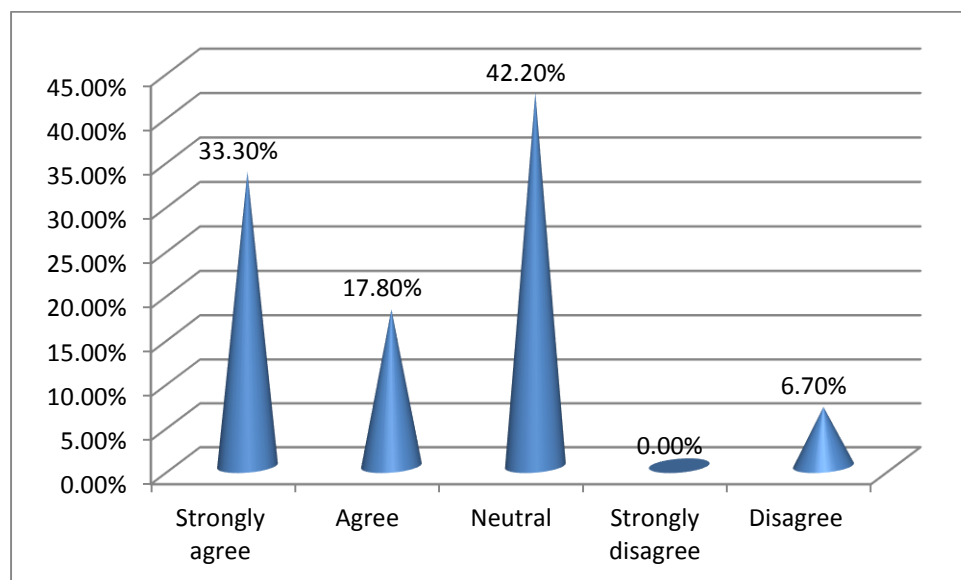
The above table show the participants who were strongly agree were 20 accounted for(44.4 %).Those who were agree 10 the proportion is 22.2%) .Those who were neutral were 5 with percentage (8.9%), those who were strongly disagreed were 2 with percentage (4.4%) and those who were disagreed 8 with percentage (17.8%) this result indicates clearly that the majority of respondents were strongly agreed that using traditional approach makes students feel bored



3- Students who are taught by using CALL are better than students who were taught by traditional approach	Frequency	Percentage
Strongly agree	18	44.4%
Agree	5	11.1%
Neutral	18	42.2%
Strongly disagree	0	0.0%
Disagree	3	8.9%
Total	45	100.0%

Table (4.26)

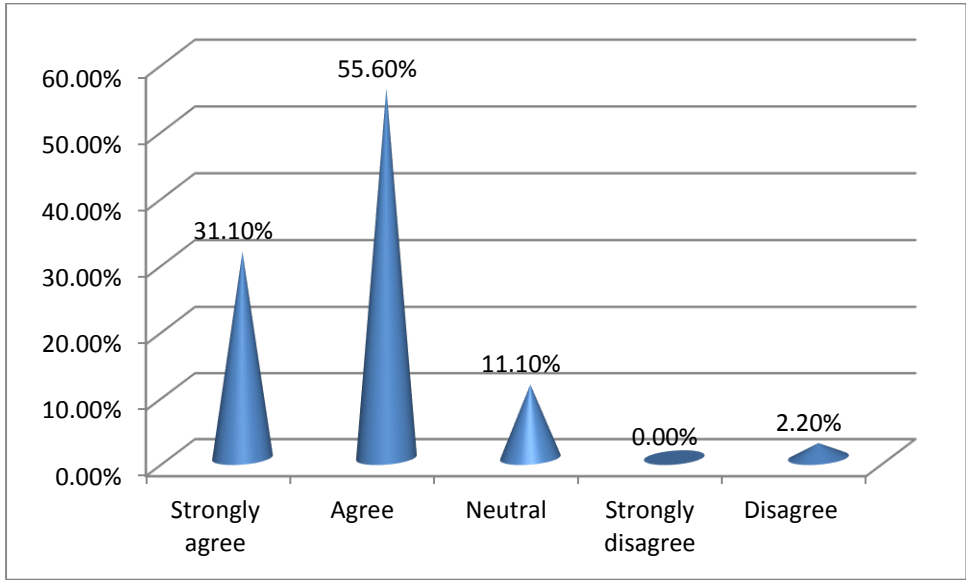
With reference to The above table show the participants who were strongly agree were 18 and represented (44.4 %).Those who were agree 5 the proportion is 11.1%) .Those who were neutral were 18 with percentage (42.2%), those who were disagreed were 3 with percentage (8.9%)This result indicates clearly that the majority of respondents were strongly agreed that- students who are taught by using CALL are better than students who were taught by traditional approach



4- Using CALL differs from traditional approach	Frequency	Percentage
Strongly agree	14	31.1%
Agree	25	55.6%
Neutral	5	11.1%
Strongly disagree	0	0.0%
Disagree	1	2.2%
Total	45	100.0%

Table (4.27)

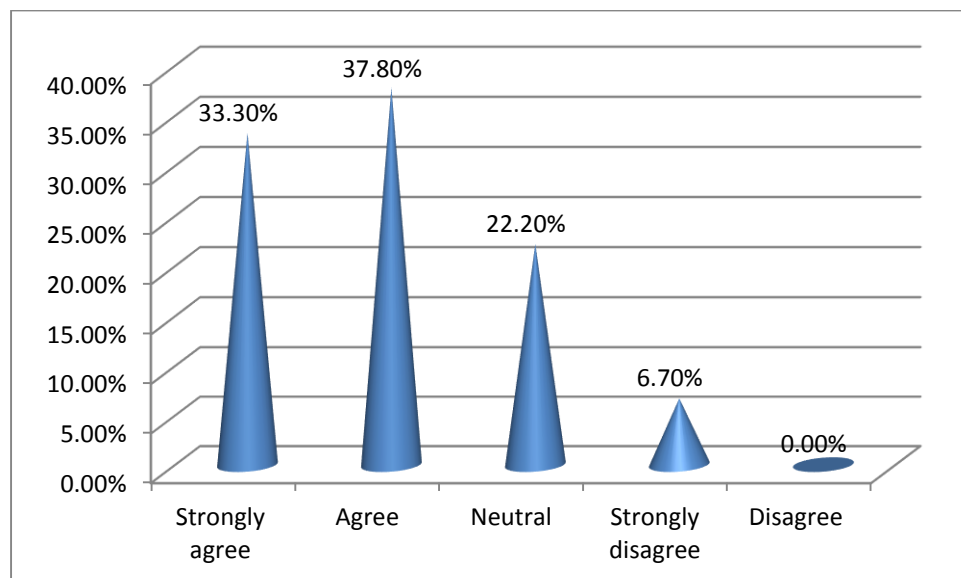
According to The above table show the respondents who were strongly agree were 14 and represented (31.1 %).Those who were agree 25 and represented (55.6) Those who were neutral5 the proportion is 11.1%) and disagree were 1 . with percentage (2.2%). This result indicates clearly that the majority of respondents agreed that using CALL differs from traditional approach.



5-expermental group is better than control group	Frequency	Percentage
Strongly agree	13	28.8%
Agree	19	42.2%
Neutral	12	26.7%
Strongly disagree	1	2.2%
Disagree	0	0.0%
Total	45	100.0%

Table (4.28)

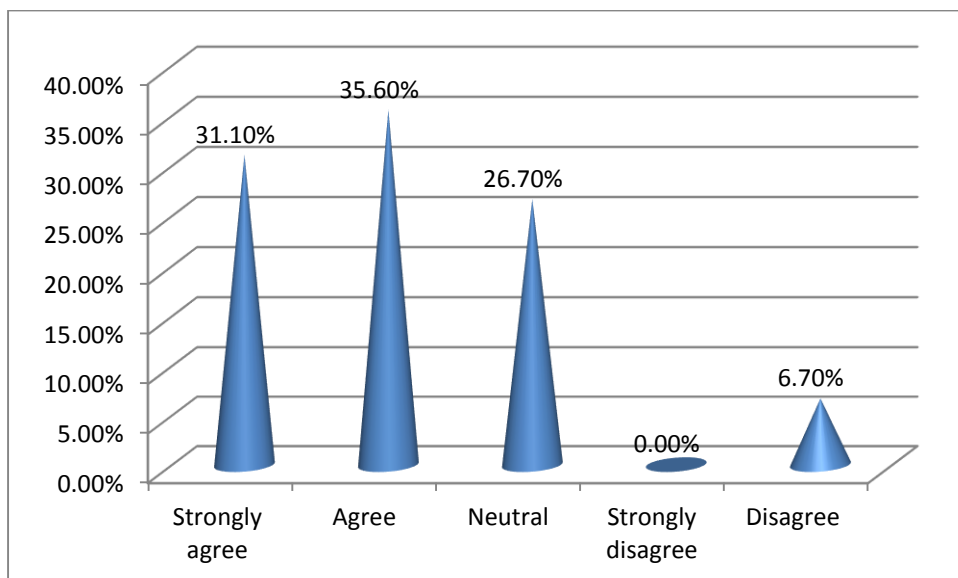
The above table show the participants who were strongly agree were 13 accounted for(28.8%).Those who were agree 19 the proportion is 42.2%) .Those who were neutral were 12 with percentage (26.7%), those who were strongly disagreed were 1 with percentage (2.2%). this result indicates clearly that the majority of respondents were agreed that experimental group is better than control group



6-Using CALL is beneficial in preparing the lesson	Frequency	Percentage
Strongly agree	14	31.1%
Agree	19	42.2%
Neutral	12	26.7%
Strongly disagree	3	6.7%
Disagree	8	17.8%
Total	45	100.0%

Table (4.29)

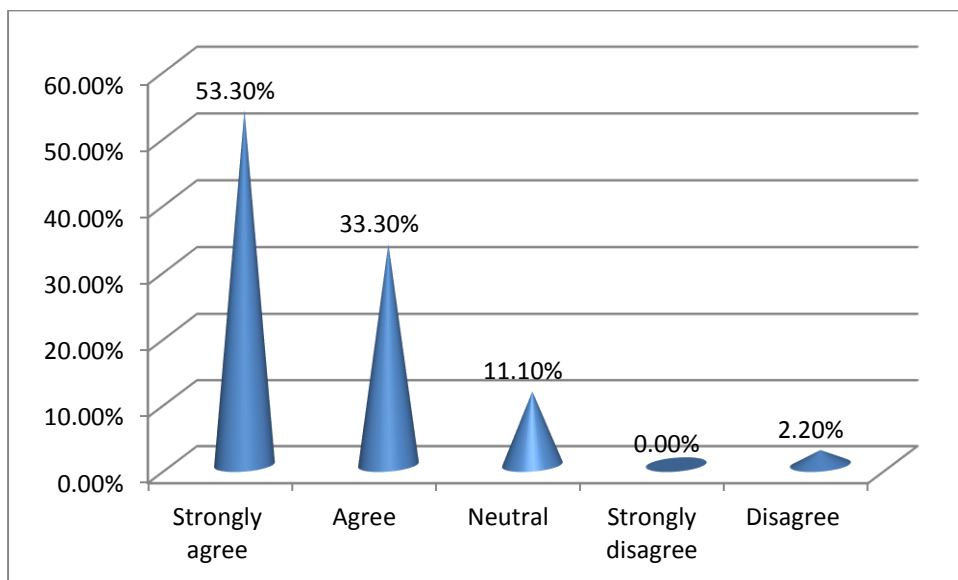
The above table show the participants who were strongly agree were 14 accounted for(31.1%).Those who were agree 19 the proportion is 42.2%) .Those who were neutral were 12 with percentage (26.7%), those who were strongly disagreed were 3 with percentage (6.7%) and those who were disagreed 8 with percentage (17.8%) this result indicates clearly that the majority of respondents were agreed that experimental group is better than control group



7-Using CALL needs a well prepared learning environment	Frequency	Percentage
Strongly agree	24	53.3%
Agree	14	31.1%
Neutral	5	15.6%
Strongly disagree	0	0.0%
Disagree	1	2.2%
Total	45	100.0%

Table (4.30)

The above table show the participants who were strongly agree were 24 accounted for(53.3%).Those who were agree 14 the proportion is 31.1%) .Those who were neutral were 5 with percentage (15.6 %) and those who were disagree 1 with percentage (2.2)This result indicates clearly that the majority of respondents were strongly agreed that using CALL needs a well –prepared learning environment .



4.7 Verification of Hypotheses

The first Hypotheses

A-Using CALL plays a vital role in improving EFL learners performance B- Using CALL is encountered by some difficulties such as a technical fault

Through the analysis of data shows that 55.6% of the respondents agreed that Using CALL plays a vital role in improving EFL learners performance this result is considered as strong evident in confirming the hypotheses

The second hypotheses

B- Using CALL is encountered by some difficulties such as a technical fault

The result shows that 45% of the respondents agreed that using CALL is encountered by some difficulties such as teachers aren't aware of using CALL that due to teachers training are not available. And also referring to the percentage it confirmed that the majority of the respondents agreed that teachers don't use CALL regarding to result obtained confirmed 46.7% of them don't use CALL

The third Hypotheses

C-Students are highly motivated toward using CALL

After analyzing the data the researcher found that 42.2 of the respondents agreed with the above hypotheses and 37,8 % those were strongly agree from this result it's clear that students are highly motivated toward using CALL the result proved that application of CALL increase learners autonomy in language education

The fourth hypotheses

D- there is a significant difference between the group of learners who receive CALL instruction and traditional approach

through the result and analyzing the pretest and posttest it's found that there is statistically significant differences between the control group and experimental group in regard to gain score in both pre test and post in favour to experimental group . control group is accounted for 35.5% in pre test and 72.5% whereas the experimental group accounted for 65 % in pre test and represented 75% in post test this result confirmed that using CALL is better than traditional approach .

4.8 Summary of This chapter

With advances in technology and the researcher hope that application of CALL to promote language proficiency . therefore the purpose of this study to investigate the difference between experimental group and control group are the most important factor that attribute in the research success and proved that using CALL is better than traditional approach and also the analysis of data reveals that teachers and students are highly motivated toward using CALL

The study focused on computer Assisted language learning and traditional instruction

The lectures lasted for 10 week during the first week a pretest was given to both group and post test was given at end of the study and also the result of the study showed that the use of computer helps students to develop own language learning '

Using CALL can gain students ' attention and motivation.

The strength of this study is that it covered students' individual learning teachers support and collaboration between students in using CALL resources for language teaching and learning.

Thus, it provides a holistic picture of the use of computers to develop learning autonomy .

Chapter Five

Findings, Recommendation and Further studies

Chapter Five

Findings , Recommendation and further studies

5.1 Summary of This Study

The study mainly focused on the impotence of using CALL in improving students' performance , and tend to examine the differences a between traditional approaches and modern ones.

Also using computer has positive effect on language instruction .It's now widely known that there is increasing interest in the use of computer assisted language instruction (CALL)

The study aims to develop students ability to learn through computers and internet so there will be a great effect on EFL students achievement. Using technology can save time and helpful for developing communicative competence .therefore it's worth investigating the effectiveness , there is increasing interest in the use of computers , That will be helpful for students to receive immediate feedback about their performance . Interaction via using CALL facilitates language acquisition

Using CALL plays an important role in learning proficiency learners are able to pick language or skill faster with less effort and they requires less teacher time .

The study will focus on application of computer in language teaching and learning., also it will shed light on distinction between computer as –tutor and computer as tool was the most common one.

The most important finding that instruction with using CALL has statistically positive result in favor of experimental group compared to control group who received instruction through traditional approach

5.2 Findings

The study has come out of the following results Findings

there was statistically difference between the control And experimental groups in the score Obtained by the learners who taught via CALL .

Using Computer Assisted language learning (CALL) plays vital role in facilitating learning, it increases student engagement and motivation, and it improves their performance.

the using CALL helped students to improve their language learning strategy and also English language have positive attitude toward using CALL .

Using CALL can save time and helpful for developing communicative competence ,providing students with immediate feed back. The computer offers students to review and practice English language effectively ,and facilitate learning and helpful in saving time . using CALL is considered as essential parts in improving students' performance -Also using computer has positive effect on language instruction .

Using CALL can save time and helpful for developing communicative competence ,providing students with immediate feedback. The computer offers students to review and practice English language effectively ,and facilitate learning and helpful in saving time.

Using CALL has significant effects on students achievement.

The analysis of data revealed the following teachers have positive opinion toward using CALL, many teacher don't use CALL.

Training courses for teachers are not available , as well as the universities are not equipped with computers in addition to that using CALL is encountered by some difficulties such as technical fault . The subject matter doesn't provide intensive drill focusing on using CALL

5.3 Recommendation

The researcher recommended the following:

The higher Education and scientific research Administration should encourage training center to establish continuous specialized training course for teachers in using CALL to improve the students' performance, so as to raise the teachers' awareness about using CALL and to persuade the students to find their own learning method,

Universities should be equipped with computers, all necessary tool and modern techniques for teaching English And also to provide university language

teachers in Sudan those with little background knowledge and limited skill in using computers and the Internet, with crucial information as well as to encourage and enable them to start instructional contact with their students via computers, so to develop autonomy.

The researcher recommended that further study to be conducted in using CALL in teaching and computer must be integrate into curriculum both students' teaching and learning.

5.4 Suggestion for further research

The researcher suggests further studies to be conducted on application of using CALL at both secondary school and basic level school as well teachers training is necessary needed .and Existing course to include topic in computer Assisted language learning

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Appendices

Students 'Pre –Test

Q1

1 Fill in the blanks with adverbs formed from the adjectives given in the brackets

- 1- Our team played
and won the game.....(well, easy)
- 2- Sue works and did the exercise
.....(hard –careful)
- 3- The birds sang(sweet)
- 4- She behaved(foolish)
- 5- The king shouted(angry)
- 6- The children played(happy)
- 7- John drives(slow)
- 8- She spoketo the manager(polite)

Q2

Write the correct form of the adjectives

- 1- Lion is than dog(dangerous)
- 2- You are the student in the class (good)
- 3- The weather in Port Sudan isthan it is in
Khartoum (hot)
- 4- Last year the Exam was (easy) than it is now
- 5- She is girl(a pretty)

Q3

Read the following sentences to Identify the kind of adverbs in the right spaces

Adverb of manner –adverb of time –adverb of place –adverb of frequency –adverb of purpose

- 1 –A hmed went to university **yesterday**

2- we met them at the **Supermarket**

3- she writes **neatly**

4- she **sometimes** washes the dishes

5-Nasir traveled abroad **in order to** improve his standard of living.....

Q4

Complete the table

Positive	Comparative	Superlative
Small
Big
Fine
Dirty
Famous

Students 'Post –Test

Q1

Read the text carefully and then look at the underlined words to identify the type of speech in the column below

Osman read the passage carefully but alas ! he didn't answer in the spaces given , so he was sad

Pronoun	Noun	Adjective	Adverb	Conjunction	Interj	Prepo	Verb
.....

Q2

Fill in the blanks use the following conjunction

But –because –or - although –in spite of –bothand -so

- 1- He was seriously sickhe went to hospital
- 2-TarigJabir are students
- 3- He traveled to London he want to speak English fluently
- 4- Yesterday the room was tidynow it's untidy
- 5-it was raining we went out
- 6- -What do you prefer pepsi7up
- 7-of her cleverness she didn't pass the Exam

Q 3 write the following suffixes to form adjective

Ful	-	some	-	ish	-	able	-	ious	-	ly
-y	-	en	-ed	less-						

Example - care ful

- 1-pardon..... 2- king.....3- hope.....
- 4- boy..... 5-gift.....6 - venture.....
- 7-torm..... 8-Envy..... 9-shame.....
- 10 –gold.....

Teachers' questionnaire

Please tick { } in the box which represent your point of view accurately and honesty

Gender : male female

Experience :

(a) from 1 to 5 years

(b) from 6 to 10 years

(c) from 11 to 15 years

(d) more than 15 years

Qualification :- Post graduate diploma BA MA

PhD

Statement of questionnaire	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
A-Using CALL plays avital role in improving EFL learners performance					
1- Using CALL facilitates learning English					
2-Using CALL makes students ignore spelling					

3-A designed tutorial Educational programme is highly beneficial in teaching English					
4-using CALL can save time .					
5-Computer can work as a tutor					
6- Using CALL allows students to perform activities					
7-Using CALL is useful in teaching grammar					

<p>B- Using CALL is encountered by some difficulties such as a technical fault</p>					
<p>1-teachers are not a ware of Using CALL</p>					
<p>2- training courses in using CALL for teachers aren't available</p>					
<p>3- Using CALL makes the teachers ' role passive</p>					
<p>4-Teachers have negative attitudes toward using CALL</p>					
<p>5- Computers aren't available in Universities</p>					

6-Teachers don't know how to deal with CALL					
7-many teachers don't use CALL					

C-Students are highly motivated toward using CALL					
1-Learners' motivation increase through CALL					
2-Using CALL allows the learners to get feed back					
3- Using CALL grasp students' attention					
4-The lectures which are taught through Using CALL can be stored in long term memory					
5-Students are enthusiastic toward the use of CALL in					

instruction					
6-Application of CALL in the class increase learners' autonomy in language education					
7- Using CALL is Positively effect students' performance					

<p>D- there is a significant difference between the group of learners who receive CALL instruction and traditional approach</p>					
<p>1- using CALL is appropriate for each level</p>					
<p>2- Using traditional approach makes students feel bored</p>					
<p>3- students who are taught by using CALL are better than students who were taught by traditional approach</p>					

4-Using CALL differs from traditional approach					
5-Experimental group is better than control group					
6- Using CALL allows students to perform activities					
7-Using CALL needs a well - prepared learning environment					