



Sudan University of Science and Technology
College of Graduate Studies



**Role of Using Computer assisted language learning
(CALL) in EFL Classroom.**

دور استخدام الكمبيوتر في قاعة الدرس في تعليم اللغة الإنجليزية لغةً أجنبية

A thesis submitted in partial fulfillments of the requirements for
M.A degree in English Language

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إِسْتَهْلَال

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3)
الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5). صدق الله العظيم - سورة العلق

Dedication

I dedicate this study to:

My Parents and all in family, to friends and colleagues.

Acknowledgements

Firstly, I thank Allah for giving me the courage and strength and determination, as well as guidance in conducting this research, despite all difficulties. I also thank my supervisor Dr.YusufAltIraifiAhmed. Finally, I thank all those who assisted, encouraged and supported me during this study, be ensured that Allah will bless you all for the contributions you made.

Abstract

This study aims to detect the effect of using Computer Assisted Language Learning (CALL) among the students of Islamic Institute of Translation. The researcher uses a questionnaire as a tool to collect the data and it has been analyzed via (SPSS) software and presented in a form of frequencies and percentages. The main findings of the study illustrated that most of students have positive attitudes towards using Computer Assisted Language Learning (CALL), using Computer Assisted Language Learning (CALL) enriches students' knowledge and information, (CALL), provides students with fresh and up-dated information, (CALL), plays an important role in developing students' academic skills. The recommendations of the study: students should use computers in learning English language, and the necessity of using all means of technology in learning English language process, universities should provide computers to their students to increase the level of learning.

المستخلص

تهدف هذه الدراسة الى أثر إستخدام الكمبيوتر في تعليم اللغة الانجليزية كلغة أجنبية بين طلاب المعهد الاسلامي للترجمة (دراسة حالة). وقد إستخدم الباحث طريقة الاستبانة في الحصول على المعلومات وقد تم تحليلها بواسطة برنامج التحليل الاحصائي SPSS. بعد التحليل الاحصائي توصل الباحث الى أن إستخدام الكمبيوتر يساعد الطلاب وله أثر كبير وإيجابي في العملية التعليمية ، إستخدام الكمبيوتر يعزز قدرات الطلاب ، ويزود الطلاب بالمعلومات الجديدة والمتجددة ، يعلب الكمبيوتر دور كبير ومهم لتنمية المهارات الاكاديمية للطلاب. وبناءً على هذه النتائج توصل الباحث الى التوصيات : يجب على الطلاب إستخدام الكمبيوتر في تعليم اللغة الانجليزية ، اهمية إستخدام كل وسائل التكنولوجيا في عملية تعليم اللغة، يجب على الجامعات توفير الكمبيوتر للطلاب لرفع مستوى التعليم.

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Chapter One

Introduction

1-0 Background

With the spread and development of English language around the world, English language is used as a second language in some countries. Technology is one of the most significant drivers of both social and linguistic change. Graddol, (1997:16) states that "technology lies at the heart of the globalization process; affecting education work and culture.

The use of English language has increased rapidly after 1960. At present the role and status of English is the language of social context, political, sociocultural, business, education, industries, media, and communication across borders, and key subject in curriculum and language of imparting education".

In the last thirty years, several research studies have been done in order to establish the advantages of the use of computers for reading, listening, writing and lately speaking for students learning a second language. Schools generally assume that second language teachers and students already know how to use computer technology and programs that are needed to be efficient teachers (web browser, Microsoft Office, etc.) but the reality is that schools usually do not provide the necessary training and suitable programs to complement the curriculum of each level for optimal implementation of the educational technology.

Frequently, students and teachers have positive thoughts about the use of technology in the classroom and how it presents more open format, flexibility and creativity on language learning. Undoubtedly, its accessibility in and out of the classroom is viewed as beneficial by teachers and students. Second language teachers are confronted with the challenge of how to reach the computer generation.

Today's American children and immigrants from other countries in one way or another are being exposed to some form of technology. Desk computers, laptops, smart phones and tablets are technologies that are

evolving rapidly into the classrooms. These technologies are becoming second nature to today's second language learners but leaving educators behind on technology's updates and specialized program training which are tailored to teach a second language. Encouraged "by rapid developments in information and communication technologies, diverse to the Islamic Institute of Translation students are now being used in a rich variety of ways to support teaching and learning" especially second language learning, therefore, teachers have to move forward with the implementation of the use of technologies in second language teaching and learning.

1-1 Statement of the problem

Students have lack of how to use to computer in learning English language process, The Islamic institute intends to integrate computer in the teaching/learning process. The new building of it is equipped with computers for this purpose. As a result, the need arises to study the effect of using computer on students' achievement in English language.

1-2 Objective of study

This research has main purpose: to understand the benefits that CALL brings to second language instruction in the classroom and create a list of trustworthy resources to be used by second language learners and intended to explore the role of computers and internet in learning process

1-3 Questions of the study

This study tries to answer the following questions:

- 1- Does using computer in language learning improve student's language skills and enhance their understanding?
- 2- Does using computer in language learning make language learning easy and understandable to the students?
- 3- What are the types of media that computer presents it to help students in communication process?
- 4- Does using computer have a positive effect on the students of English language?

1-4 Hypotheses of the Study

- 1- Using computer in language learning improves student's language skills and enhances their understanding.
- 2- Using computer in language learning makes language learning easier and understandable.
- 3- The types of media that computer presents it to help students in communication process.
- 4- Using computer has a positive effect on the students of English language.

1-5 Significance of the study

Computer assisted language learning (CALL) becomes an important tool to allow students to work for themselves.

This study will help learners to better understand how computer programs are being used as engaging tools to learn a second language to the social and media generation.

1-6 The Methodology of the study

This study will follow a descriptive analytical way. The data will be collected by using a questionnaire; it will be distributed to the students of English language at Islamic Institute of translation. (30 students)

1-7 The Limits of the study

In this study the focus will be on student's using CALL at university level. The population of the study will include the students of Islamic Institute of translation 4th year students 2015.

Definition of terms and abbreviations:

- **CALL**, Computer Assisted Language Learning. Computers or electronic devices used to teach/learn a language.
- **Desk computer**, a computer with a keyboard, screen and main processing unit, that fits on desk.
- **Laptop**, a small computer that can work with a battery and be easily carried.
- **Smart phone**, a mobile phone/ a cell phone that also has some of the functions of a computer.

- **Tablet**, a small computer that is easy to carry, with a large touch screen and sometimes without keyboard.

Chapter Two

Literature review

2-0 Introduction:

Recent years have shown an explosion of interest in using computers for 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. 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.

Computers are highly in demand since their functions are not only to calculate numerals but also to assist human activities. In the case of language learning, computers have significant contributions and lead to better learning (Hagen, 1993:21). Furthermore, since 1950s they tend to be more popular for language learning because there is a need to figure out the efficient and scientific methods in language learning (Beatty: 2003). Computers are prominent devices among other technologies which should attach to collaborate with the curriculum requirement and reach certain learning goals.

Over the past decade, computer-assisted language learning (CALL) has increasingly become an important part of the language learning process. In the early seventies, computers came to the forefront of language learning and teaching. After being linked to a local network or the worldwide web in the nineties, computers became the vehicle for a growing number of multimedia tools specifically designed for use in the foreign language learning process. Later on, in the nineties, the efficacy of computer use for enhancing language learning constituted an issue of major importance (Garrett, 2009). Today, computers and the internet allow the combination of different online resources through multiple hyperlinks, a feature common to most online searches and many other online utility. CALL and web-based environments are appropriate to the alternative methodologies of modern foreign language instruction. Also, CALL helps students improve their language skills rapidly, makes them study at their own pace, and gets immediate feedback, corrections and even error analysis (Hanson- Smith, 1997). As suggested by Oxford (1993) and Oxford, Rivera-Castillo, Feyten and Nutta (1998), technology will only be effective if some conditions are met:

(a) If it deals with students' needs and interests and finds ways to increase learners' motivation.

- (b) If the appropriate technology is used for each aspect of foreign / second language learning and acquisition, and the educational goals and the kind of learners are considered.
- (c) If it provides a meaning-focused learning environment and abundant authentic language input, and uses relevant themes and meaningful tasks.
- (d) If the technology is effectively exploited in the particular instructional situation.
- (e) If it deals effectively with the difficulties that students may encounter.

2-1 Definition of CALL

CALL stands for the acronym of Computer Assisted Language Learning. Levy (1997) defines CALL as “the search for and study of applications of the computer in language teaching and learning”. With the dramatic development of information technology, computers are widely used in various areas including language teaching and learning area.

CALL refers to the Computer-Assisted Language Learning. It is a general term which covers computer applications used in second language acquisition (Chapelle, 1998). CALL provides numerous benefits for language acquisition process. Using CALL, students can individualize their studies and study at the pace they desire (Raschio, 1990). Also, advanced tracing and recording capability of CALL permits instructors to monitor their students’ progress (Bland et al. 1990). However availability of such features shows differences among CALLs.

There have been a lot of improvements in CALL environments ever since they were first introduced. Besides, they are being used more widely than ever before as factors that inhibit their widespread use disappear. Dunkel (1987) points out that the start-up cost of the hardware, the skepticism concerning the effectiveness of computer assisted instruction and educational systems could prevent CALL software from being widely used. However, decreasing costs of software and hardware, new attitudes towards computer-assisted instruction and educational systems have recently boosted the use of such software. Yi-dong (2007) supports the same opinion and points out that CALL has become an effective tool to aid teaching and learning by constant advancements in hardware and software and an increase among both teachers and learners. Besides, with the improvement of technology, the number of CALL environments available is increasing rapidly. Especially during recent years, there have been considerable improvements in the design and structure of CALL software. Coughlin (1990) states that the use of hypermedia systems which allow access to audio and video media

controlled by a computer program has allowed CALL to become highly interactive.

The increase in the number of software available can bring about problems, too. Recently, it has become more difficult to decide on which CALL environment to use for specific groups of learners than it was a decade ago.

Identifying the effects of CALL activities on specific learners requires precise description of the interaction (or discourse) that occurs between learner and computer (Chapelle, 1990). Not many comparative studies have focused on this interaction to compare the CALL software. Besides, little about learner engagement in Web Based Language Learning has been known and documented yet (Son, 2007).

2-2 Explorative CALL

According to Elmontasir R. (2014), "more recent approached to CALL have favored a learned – centered, explorative approach rather than a teacher centered, drill-based approach to CALL.

The explorative approach is characterized by the use of concordance programs in the languages classroom – an approach described as Data-Driven learning by Tim Johns (Johns & King 1991). The explorative approach is widely used today, including the use of Web concordances and other Web-based CALL activates".

2-3 Multimedia CALL

Following the arrival of multimedia CALL, multimedia language centers began to appear in educational institutions. While multimedia facilities offer many opportunities for language learning with the integration of text, images, sound and video, these opportunities have often not been fully utilized. One of the main promises of CALL is the ability to individualize learning but, as with the language labs that were introduced into educational institutions in the 1960s and 1970s, the use of the facilities of multimedia centers has often devolved into rows of students all doing the same drills (Davies 2010: Section 3.1). [40] There is therefore a danger that multimedia centers may go the same way as the language labs. Following a boom period in the 1970s, language labs went rapidly into decline. Davies (1997: p. 28) lays the blame mainly on the failure to train teachers to use language labs, both in terms of operation

and in terms of developing new methodologies, but there were other factors such as poor reliability, lack of materials and a lack of good ideas

2-4 Frank and Golonka concluded that “technology use has the potential to enhance five primary functionalities of foreign language learning and teaching” (Frank et al., 2008). They are:

2-4-1 Organization

Technology enables learners and teachers to organize learning and instruction outside of the classroom, and it enables learners to reflect on and take control of their own learning.

2-4-2 Input

Technology expands access to a broader range of rich target language input than is available in the classroom and/or provided by the curriculum, and it creates opportunities to individualize input.

2-4-3 Output and interaction

Technology expands opportunities for learners to create their own output and to interact synchronously or asynchronously with native speakers and more proficient peers outside of the classroom.

2-4-4 Feedback

Technology creates opportunities to give and receive individualized, maximally effective feedback.

2-4-5 Collaboration

Technology enables collaborative, social learning synchronously or asynchronously outside of the classroom

2-5 CALL AND DISTANCE LEARNING

CALL could be incorporated into blended learning approach, and thus offered as part of distance education programs. Having in mind that the interconnection between CALL and distance learning is still in development phase, at least in Croatia, it refers mainly to three types of computer applications in the home-study environment:

2-5-1 Computer-Managed Instruction

Focuses on the computer as a management tool which facilitates administration of the learning process. It enables communication with students, on-line registration, tracking of student's work within particular course, exam generation, testing in groups with random option, test correction, etc. Computer-Managed Instruction could be used to evaluate skills in listening, reading, writing and even speaking. Testing could happen as the pre-test for particular course, i.e. as diagnostic test in order to determine level of knowledge and to determine the prerequisite skills on which the course may be based. This way computer-assisted testing could serve as primary, but it doesn't have to be the sole way of evaluation. In determining the student's level of practical prerequisite skills on which a course may be built, additional multimedia components could be used, such as animations, audio and video recorded materials, which could be used for listening, reading, writing, speaking, understanding, etc.

2-5-2 Computer-Aided Learning (CAL) / Computer-Assisted Language Learning (CALL)

Consists of software applications and materials realized through different media (that usually serve as supplement material), which fall under various categorization principles:– CALL software could be divided into two main categories:

tutorials and simulations. – The others tend to classify them as text tools and presentation software and software applications, or as content-free and content specific software application.

2-5-3. Computer Conferencing

Meaning electronic network which enables individuals to communicate via computers in delayed or synchronic time as a group, between individuals, or with database. In its simplest form it is e mail, enabling communication between students assigned to the course and between students and tutor, or between tutor and system manager.

Computer conferencing is often referred as integral teaching component, i.e. communication tool for a distance education course. As the basic goal

of language acquisition is communication in target language, video conferencing could be also well-used for the purpose of language learning in CALL and in distance education environment. According to BBC report, distance learners make use of additional material, links, exercises, etc. Although oral communication is preferred, the network communication (e-mail, computer conferencing, remote tutorials, tests, etc.) represent kind of improvement relating to pure classic written communication.

Warshauer (1996) categorized the development of CALL into three main phases—behavioristic CALL, communicative CALL, and integrative CALL—which were the result of advancements in computer technology and changes in outlook toward language learning.

2-6 CALL in the past

“Behavioristic CALL” was implemented in the 1960s and ’70s and was based on the behaviorist theories of learning, which included drill and practice. At this juncture, the use of computers and software in language teaching was, as Taylor (1980) describes, the “computer as a tutor.” One of the best known systems of its type was the PLATO system that included central computers and terminals and performed tasks such as vocabulary drills, grammar explanations and drills, and translation tests (Ahmad, Corbett, Rogers, & Sussex, 1985).

The next phase, i.e., the “communicative CALL,” introduced in the 1970s and ’80s was the result of a communicative approach, which was one of the mainstream methods in second/foreign language teaching at that time. Since this approach emphasized the process of communication and highlighted the use of the target language in real settings, the programs that appeared in this period featured practice in a non-drill format. Software that had not been specifically designed for CALL was also employed for writing practice. This type of application in CALL is the so-called “computer as a tool” (Brieley& Kemble, 1991).

2-7 CALL at present

Currently, we are at the “integrative CALL” stage, which is a result of the expansion of technological advancements such as multimedia technology and the Internet. These two innovations allow the learners to

access a more authentic learning environment. As we know, multimedia enables one to integrate four skills, and the Internet provides opportunities to interact in an English language environment 24 hours a day. Although the scope of CALL has widened in the last 40 years, it is not yet a perfect solution for teaching/learning all aspects of a language. The quality of programs has not yet reached the level of assessing the users' natural spoken language or the appropriateness of use in the context of the situation.

2-8 CALL in the future

The role of computers in language learning has significantly changed in the past 40 years from merely “drill and exercises” to a somewhat “authentic communication” tool. This leads to the question of what the next generation of CALL will be? Underwood (1989) termed it as “intelligent CALL,” which involves the use of computers and programs with a certain level of intelligence. However, it might take a long time for “intelligent CALL” to be put into practice.

As pointed out by Warschauer (1996), “The effectiveness of CALL cannot reside in the medium itself but only in how it is put to use” (p. 6). Thus, my fellow teachers, ask not what computers can do for language teaching; instead, ask what you can do for language teaching using computers.

2-9 Importance of CALL

Without doubt digital media is impacting how second languages are taught/learned today. “It can now be argued that computer-assisted language learning has come of age, and that we are now entering a fully integrated and naturalized phase of CALL). A number of research studies found that students using CALL performed better than students not using CALL (Grgurovic, Chapelle, & Shelley, 2013). The use of technology has the possibility to enrich the L2 teaching/learning by keeping the quality of instruction with a minimum amount of teacher-student contact and not affecting negatively the learning objectives (Hoopingarner, 2009). Bush's (2008) research concluded that computers facilitate L2 learning for the students because computers can be used by the students when they need them and when the time is right. New technologies in

education are prompting deep changes in learning, which are surpassing the traditional lecture and group work and changing them into learning environments with games and activities; these new learning environments prompt the students to use L2 in situations that re-create life circumstances as close as possible to the real ones and such environments allow L2 learners to assume control of their own learning without depending on the teacher (West, 2013). According to Warschauer (2010), one important benefit of using technology in L2 is the fostering of self-technology-based learning due to its daily accessibility, which gives participants the opportunity to use L2 more often.

2-10 CALL and Traditional Language Learning

Language learning and teaching is a two-way communication. Traditionally, it needs fixed places and large amounts of papers and chalks. Traditional language teaching and learning is teacher centered, it is not flexible and students don't have their own autonomy. Large numbers of students are crowded in a classroom and black or white board make teachers busy although overhead projector makes things a little better. For teaching and learning speaking and listening, Audiolingual method is the best choice, but for reading and writing, cognitive code and communicative are the priorities. But when developing a CALL system, things should be more flexible. I think CALL is not simply an open approach, neither a simple traditional closed approach. CALL should be more flexible to its learners, and it should be a mixture of closed and open approaches since it is a no-boundary classroom and the learners are different. CALL now includes highly interactive and communicative support for listening, speaking, reading and writing, including extensive use of multimedia CD-ROMs and the Internet.

2-11 Using technology to develop language skills

Computers can be used to aide English language learners in core academic subjects, such as reading and writing. Computers can aide in vocabulary development as well as verbal language development.

2-12 CALL and grammar

According to Lewis (1997), grammar skills can also be demonstrated and reinforced using computer. The teacher can direct students to somehow highlight a specific part of speech (e.g. noun) throughout their writing. To highlight, student have a lot choice, such as underlining, italicizing or changing the font size, color or type. Using a computer as a

medium for studying grammar is much more motivating for students as opposed to writing with pencil.

2-13 CALL and Speaking

Among the language skills, speaking is the one that has been having the most CALL technology usage with several voice applications, which include not only audio but also video, recorded or live. Users have the opportunity to interact with other participants and the pedagogy that goes together with the process makes it a good tool in L2 learning (Levy, 2009). Kirkgoz (2011) used a Task-Based Speaking Course to enhance the speaking skill of L2 learners by using technology to record themselves speaking L2, which provided a meaningful way of technology use allowing students to listen and make correction to improve pronunciation where it was needed.

The Task-Based language learning focuses more on the meaning than the structure of L2. When L2 students produce L2 to accomplish the task assigned by the teacher (Littlewood, 2004). Students' pronunciation can be improved due to the interaction with new computer programs with voice recognition (Hoopingarner, 2009). Movies software gives the students the chance to video record themselves role-playing so they can practice L2 pronunciation (McNulty, & Lazarevic, 2012). Kim's (2012) research concluded that CALL helped to improve L2 learners' pronunciation. Participants in Kim's study improved their L2 pronunciation by using the Technology Enhanced Accent Modification software, which gave them visual feedback to improve second language pronunciation.

Lord's (2008) study confirms that L2 students have the potential to improve their L2 speaking pronunciation using podcasting technology. Also important is that students acquired awareness of the phonetic aspects of the second language. According to Bahrani's study (2012) exposing L2 students to audiovisual technology in casual settings can improve their L2 speaking skill. CALL usage together with peer interaction helped to improve the L2 students' speaking skills (AbuSeileek, 2007).

2-14 CALL and Reading

According to Levy's research (2009), technology provides the reader with assistance to better understand L2 texts when reading, by providing more material on the activity or exemplifying information to ensure the reader's learning. Plenty of reading material in the target language can be found on the Internet and those readings can be enhanced by the computer technology due to the vocabulary building, text reading and comprehension. While reading, students can use the computer to look up

concepts and other information which could help to strengthen the learning activity (Hoopingarner, 2009). Chun (2001) concluded that helping tools available to L2 learners such as Internet glosses, on-line bilingual dictionary, hyperlinked words and audio narration were very helpful to the reading and understanding, some were used more than others, but it was very important to have several alternatives in order to reach more than one learning style. Vocabulary acquisition and reading comprehension are intertwined; good vocabulary knowledge translates into better L2 reading and comprehension. Integrating technology to vocabulary learning and reading comprehension makes it a powerful tool with lots of possibilities (Constantinescu, 2007).

2-15 CALL and Listening

The latest technology has given CALL a broader access to a wide range of not only audio, but video as well. Audio files can be accessed at anytime and anywhere by the teacher and the student. The accessibility to these computer programs provides so much flexibility for the student as s/he can replay, stop, and slow down the audio/video as the student learns intonation and sounds of L2 (Levy, 2009). L2 learners expand their exposure to native speakers of L2 by using CALL, particularly the Internet (Hoopingarner, 2009). O'Brien (2013) pointed out that CALL programs like podcasts allow the repetition of listening activities that students can access outside the school and work with activities individually to improve listening and understanding. Second language listening can be enhanced by new CALL technology as the framework used can get intermediate L2 learners to the advanced level (Mayor, 2009). Research conducted by Sato found that listening to CALL audio software enabled faster vocabulary recall by the second language students (Sato, Matsunuma, & Suzuki, 2013). On the other hand Verdugo's and Belmonte's study reported that by using target language digital stories, students were able to improve their L2 listening comprehension skills at the level studied (Verdugo & Belmonte, 2007). New technologies allow teachers to add captions to real live videos. When L2 students listened to a video twice, the first time using L2 captions and the second time without captions, the students' anxiety was minimized. The use of captions helped the students to have a better understanding, reinforced previous knowledge, and improved the listener's attention (Winke, Gass & Sydorenko, 2010).

Videos with captions have shown to be a helping tool for L2 listening and understanding. Video captioning is also an important strategy to reach L2 students with different learning styles (Grgurovic & Hegelheimer, 2007).

2-16 CALL and Writing

Technology provides the students with automatic detection of grammatical errors, such as spell check among other auto corrections when writing in L2. Word processing software prompts students to make corrections when they are writing. The use of this technology promotes collaborative writing when writing is done through e-mails, logs or other formats where other students can review each other's writing and give feedback to each other (Levy, 2009). Writing technology supplies L2 teachers with engaging opportunities to allow students to collaborate on L2 writing at a level never used before (Hoopingarner, 2009). Zha's study (2006) concluded that peer interaction promoted L2 language production and stimulated correction making by the L2 learners in order to use L2 properly when the second language learners used computer-mediated-communication to post writing using the target language. Using L2 to write blogs presents the learners with an interactive format that promotes the L2 learner's motivation and the blogging is complemented with peers' feedback (Vurdién, 2013). New technologies such as Wikis or Blogs offer new tools that can support second language teaching, specially L2 writing (Warschauer, 2010).

2-17 Implementation of CALL in literacy development

Since computers and software have not yet met the requirements in our educational context, it may appear plausible to await the advancement of technology. The use of computers in the context of foreign language teaching continues to offer a great deal of potential to support students' literacy needs inside and outside the classroom. If we use computers in more interactive ways, they could be of great assistance in developing the learners' language acquisition. Brieley, B., & Kemble, I. (1991).

The potential use of computers might be in teaching students of different proficiency levels in the same classroom. Software such as that used for the test of English as a foreign language (TOEFL) computer-based test modifies questions according to the test-taker's responses. By implementing this type of software, students of a more advanced level could study further, while learners who require more support could stay and practice at the same level or study easier materials.

Computers can also be used as an exercise tool in the classroom or as a self-study tool before and after the class or at home. Each student can use a computer for drilling activities anytime and anywhere, at his/her own pace, without the teacher's supervision. Students who have difficulty attending school due to geographical reasons or adult learners who do not have sufficient time to attend lessons might benefit from the use of computers and software. With regard to further literacy development, students could use computers for studying unfamiliar words, highlighting important words in a passage, and drawing arrows to show lexical chains in the text to recognize how the latter achieves its coherence. Still and moving pictures might also be used to assist the learners' reading comprehension. Further, Japanese students living in non-English speaking environments would benefit greatly from the Internet, which provides opportunities to access materials written in English, since these students might have difficulty accessing authentic English texts.

Although computers have considerable potential in language teaching, the teacher's role in the classroom continues to be very important since technology has not yet reached a level where it can be relied upon solely. Therefore, it would be better to implement software as a supplementary teaching tool along with the teacher's input.

2-18 Advantages of Computer Technology and CALL

Educators (Jonassen, 1996; Salaberry, 1999; Rost, 2002) indicate that the current computer technology has many advantages for second language learning. Computer and its attached language learning programs could provide second language learners more independence from classrooms and allowing learners the option to work on their learning material at any time of the day. Once implemented, it can be expected that the cost for computer technology is considerably lower than for face-to-face classroom teaching, and when used in conjunction with traditional second language classroom study, students can study more independently, leaving the teacher more time to concentrate effort on those parts of second language teaching that are still hard or impossible by the computer, such as pronunciation, work on spoken dialogue, training for essay writing and presentation.

Lee (2000) further stated that the reasons why we should apply computer technology in second language instruction include computer and its attached language learning programs can:

- (a) prove practices for students through the experiential learning.
- (b) offer students more the learning motivation.
- (c) enhance student achievement.
- (d) increase authentic materials for study.
- (e) encourage greater interaction between teachers and students.
- (f) emphasize the individual needs.
- (g) regard independence from a single source of information.
- (h) enlarge global understanding.

Taylor (1980) also expressed that computer assisted language learning programs can be wonderful stimulus for second language learning. Currently, computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and anxieties, and provide repeated lessons as often as necessary. Those abilities will promote second language learners' learning motivation. Through various communicative and interactive activities, computer technology can help second language learners strengthen their linguistic skills, affect their learning attitude, and build their self-instruction strategies and self-confidence. According to Robertson et al. observation (1987), the participants who joined computer assisted language learning programs also had significantly higher self-esteem ratings than regular students

2-19 Using computers in language learning

Hanson – Smith, E(1999)Computers have made a triumphal entry into education in the past decade; it is helpful to think of computer as having the following main roles in the classroom language:

- 1- Teacher: the computer teaches students new language.
- 2- Tester: the computer tests students on language already learned.
- 3- Tool: the computer assists students to do certain tasks.

- 4- Data source: the computer provides students with information they need to perform particular task.
- 5- Communication facilitator: the computer allows students to communicate with other in different locations.

2-20 Benefits of CALL

2-20-1 Learner Autonomy

With a CALL program, learners can work at their own pace. The learner can spend more time on those topics that are causing difficulty. Information can be reviewed and tasks can be repeated until the learner is happy to move on to a new topic. The learner feels in control, which usually enhances satisfaction levels with the learning process. Successful language learners assume responsibility for their own learning (Naiman et al., 1977).

2-20-2 Motivation

Motivation is an important factor in language learning (Gardner, 1983; Scarcella and Oxford, 1992; Okada et al., 1996). Motivation encourages greater learner effort and thus greater language performance. When looking at motivation in the field of language learning, consideration is given to the difference between foreign and second language learning. CALL generally increases students' levels of motivation. Anything that increases motivation will be helpful to the learning process.

2-20-3 Access to Information

Another benefit of CALL is the control over access to information. A CALL program has the potential to provide more information to the learner (via links to electronic dictionaries, more detailed screens and links to other sites) (Egbert and Hanson-Smith, 1999), while conversely, learners can avoid information overload if they feel they are being overwhelmed. They can leave a program to give themselves time to absorb the new knowledge. In a traditional classroom setting, students cannot usually leave if they feel overloaded. They must wait until the class has ended, possibly not paying attention to what the teacher is saying and missing out on the topic being taught. With a CALL program, the user can leave when s/he wishes and come back to where s/he left off and start again. Thus, users have more control over the cognitive load they bear during a lesson.

2-20-4 Interactivity

Computers promote interactivity. Learners have to interact with the computer and cannot hide behind their classmates. If the learner does nothing, nothing happens. At the very least, learners have to start the CALL program. The program can only pass from one section to another with the “consent” of the learner. Thus learners have to drive the program. Usually they have to use the target language in exercises within the program. They have plenty of opportunities to practice the language in a one-on-one situation. They can practice the exercises as many times as they like, until they are satisfied with their results.

2-20-5 Repetition

Another benefit of CALL is the ability to repeatedly review information (Brett, 1996). This repetition can aid reinforcement, which is an important element in learning (Hebb, 1949). This can either be text, audio or video. Learners can listen to audio portions of a CALL program until they are satisfied that they have understood what is being said. Video segments can be watched in various modes (with/without sound, with/without subtitles) as many times as the learner wishes. This is obviously beneficial to the learner and is a definite advantage over the traditional classroom situation in which it is not that easy to ask the teacher to repeat something a number of times until it is understood.

Part Two

Previous studies

Frist previous study

Title: The Impact of Using Computer on Enhancing EFL writing skill:
A case study of MuhedeenWahbe Secondary school for Girls –
Khartoum North

Researcher:AlaaEldin Ali Elmahdi (2011)

Aim of the study: this aims to investigate the impact of using computer on enhancing EFL writing skills in terms of many aspects e.g. content, grammar, punctuation ... etc. that can enhance the writing classroom. That is to say, improve pupils' accuracy and fluency in writing.

Tool of the research: a questionnaire was chosen for this study which consisted of two parts: the first part was of 'Attitudes towards the use of computer' which consisted of twelve items. The second one was 'Attitudes towards writing process' which consisted of nine items.

Results and finding of the study

- The finding of this study illustrated that most of the pupils benefited more from using computer as a tool for enhancing writing in an EFL classroom.
- It generally showed a development in some aspects of pupils' computer-based writing and also the attitudes of pupils towards using computer in writing were positive.
- It presented a clear enhancement in the field of spelling, grammar, punctuation and paragraphing of pupils' computer-based writing.

Recommendations: based on the finding of the study, the researcher recommends the following:

- 1- It is important that schools throughout the country should be provided with computers for EFL learners.
- 2- There should be co-ordination between computers' teacher and his partner of English language, that is, in using labs.
- 3- Pupils should be trained and have practice in keyboard skills before starting using computer.

Second previous study

Title of the study: Evaluation of use in Teaching English language vocabulary: A case study in Idriss Private Secondary School 3th year. Omdurman – Locality 2004

The researcher: Hashim Ali Abuzeid

The tool of the study: questionnaire for teachers and test for students.

The main finding of this study reveals that there is a shortage of trained teachers in the area of teaching English language. Lack in using computers in teaching English language vocabulary in secondary school. Students can practice self-learning inside classroom.

Recommendations:

- 1- The Ministry of Education should established regional centers for training teachers.
- 2- Computers should be integrated to English curriculum to enhance teaching and learning.
- 3- Teachers should be thoroughly qualified in presenting English language through computers.

Third previous study

Title of the study: EFL Teachers attitudes towards using computer-assisted language learning (CALL) in classroom. A case study of different Sudanese universities.

Researcher: Elmontasir Billah 2014

Aims of the study:

- 1- To indicate how the teachers have positive and favorable attitudes towards the use of the computer.
- 2- To consider computer technology as a useful teaching tool that can enhance way of teaching.
- 3- To find out EFL teachers' attitudes of computer- assisted language learning (CALL).

Tools: the data of this study collected by using a questionnaire and analyzed through SPSS.

The main findings:

- 1- Teachers have positive attitudes towards using computer in teaching English language.
- 2- Having technological knowledge is very important for language teachers.
- 3- EFL classes should be equipped with computers.

Recommendations: the researcher recommends the following:

- 1- Teachers should use computer in teaching English language.

- 2- The government has to provide computer training for English language teachers.

Forth Previous Study

Title of the research: Implementing Computer-Assisted Language Learning (CALL) in the English as foreign language (EFL) Classroom: Teachers' Perceptions and Perspectives. ChanNim Park (channy67@naver.com), Gaewon Middle School, Korea Jeong-Bae Son (sonjb@usq.edu.au), University of Southern Queensland, Australia, November 2009.

The aims: of the study reported in this article are to investigate factors affecting English as a foreign language (EFL) teachers' use of computers in their classrooms and to find out EFL teachers' perceptions of computer-assisted language learning (CALL) and ways to improve CALL practice in school settings

A questionnaire and follow-up in-depth interviews were employed to collect data.

The results of the study indicate that the teachers have positive and favorable attitudes toward the use of the computers. They consider computer technology as a useful teaching tool that can enhance ways of teaching by offering students a variety of language inputs and expanding students' learning experiences in real and authentic contexts.

Chapter Three

Methodology

3-0 Introduction

This chapter describes research methodology. It gives full description of the research tools which was used to collect the data from the population and the procedures that are followed. A questionnaire is the tool that chosen to collect the data.

3-1 The questionnaire

3-2 The subject

The population of this study consists of 30 EFL students of English language at Islamic Institute of Translation.

3-3 The instrument

The instrument of the research consists of twelve items focuses on the role of computer assisted language learning (CALL) in learning English language. Their description as follows:

The first one is students preference in using computer assisted language learning (CALL) in listening skill, and the second is (CALL) plays an essential role for developing academic skills, the third item is learning through computer in more beneficial to students, the fourth is students using (CALL) perform better than students not using (CALL), the fifth one is computer assisted language learning increases students' knowledge and understanding, the sixth is most of the learners hope to learn English language via computer, and the seventh one is (CALL) provides students with authentic language, the eighth is computer gives learners greater independence and flexibility in language learning process, the ninth is the internet provides the opportunities to students to interact with native speakers, the tenth is that technology

facilitate the process of learning, and the eleventh is that students have positive attitudes towards using computer in learning, and the last one is that using (CALL) is very effective to improve students competence.

The procedure

The researcher distributes the questionnaire to the students to look over the items and make up their minds, then gave them enough time to do it after that the researcher collected the questionnaire for analysis.

Summary

This chapter has provided description of the research tools and their procedure; the data will be statically analyzed and discussed in chapter four.

Chapter Four

Data analysis, Results and Discussions

4.0 Introduction

In this chapter, the questionnaire was conducted for the students of Islamic Institute of Translation. The data collected and will be introduced and analyzed statistically.

4.1 Analysis of the students' questionnaire

As mentioned in chapter three, the questionnaire was conducted on the students at Islamic Institute of Translation, Khartoum Locality. It consisted of twelfth statements.

Table No. (4.1) I prefer using computer assisted language learning (CALL) in listening skill.

Answer	Frequency	percent
Strongly agree	19	63.3%
Agree	10	33.4%
Neutral	1	3.3%
Disagree		0%
Strongly disagree		0%
Total	30	100%

The majority of students prefer using (CALL) in listening skill about (63.3%) strongly agree, meanwhile 33.4% of them were agree, and the rest of them were neutral, as it shown in table no. (4.1).

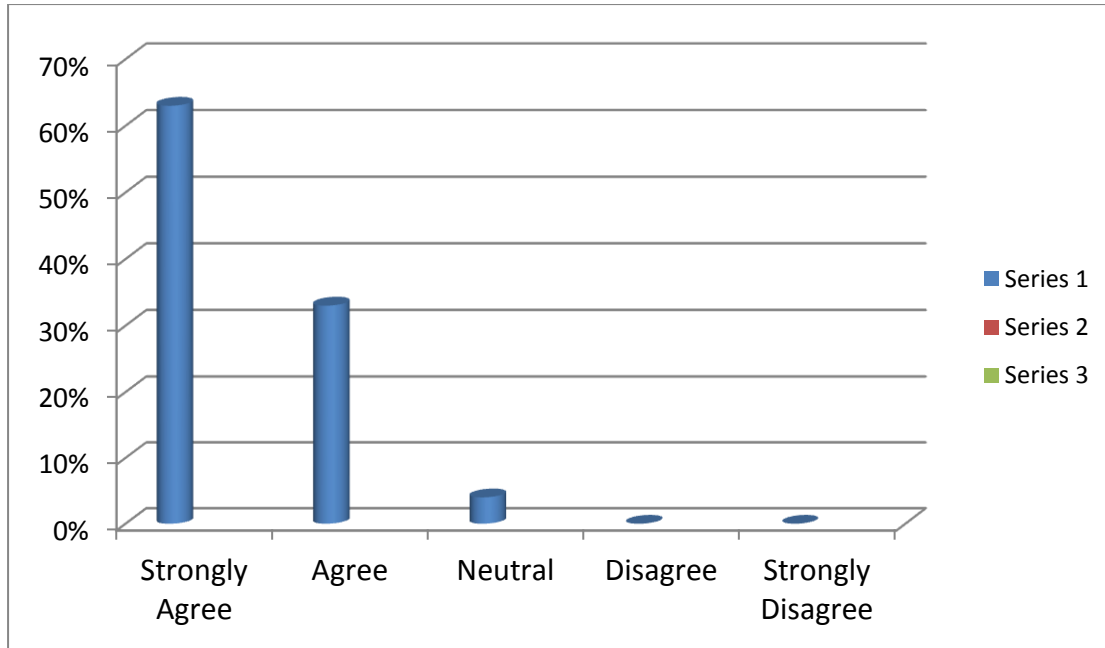


Figure No. (4.1)

Table No. (4.2) Computer assisted language learning plays an essential role for developing academic skills.

Answer	Frequency	percent
Strongly agree	11	36.7%
Agree	14	46.7%
Neutral	4	13.3%
Disagree		0%
Strongly disagree	1	3.3%
Total	30	100%

In the table (4.2) above 46.7% of the respondents were agree that computer assisted language learning plays an essential role for developing academic skills, and 36.6% of them were strongly agree ,meanwhile 13.3% neutral, and the rest of the respondents were disagree about 3.3%.as it shown in the graph no. (4.2)

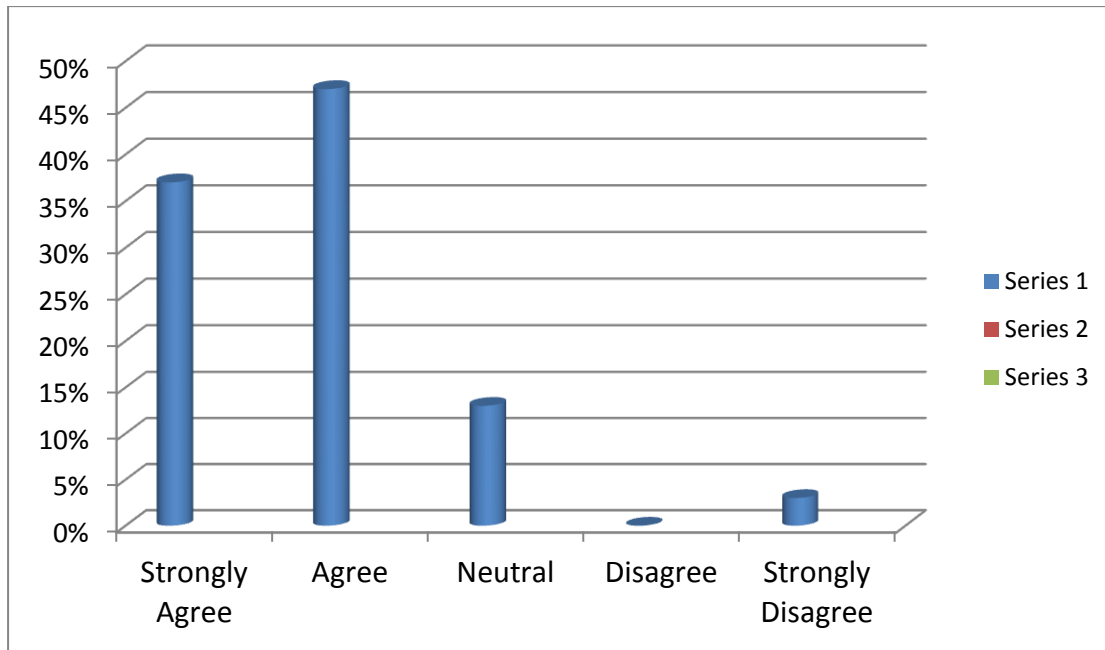


Figure No. (4.2)

Table No. (4.3) Learning through computer is more beneficial to students.

Answer	Frequency	percent
Strongly agree	10	33.3%
Agree	11	36.7%
Neutral	6	20%
Disagree	3	10%
Strongly disagree		
Total	30	100%

In the above table 33.3% of the participants were strongly agree that learning through computer is more beneficial to students, and 36.7% of them were agree, meanwhile 20% of respondents neutral, and 10% of them were disagree, as it shown in the graph no. (4.3)

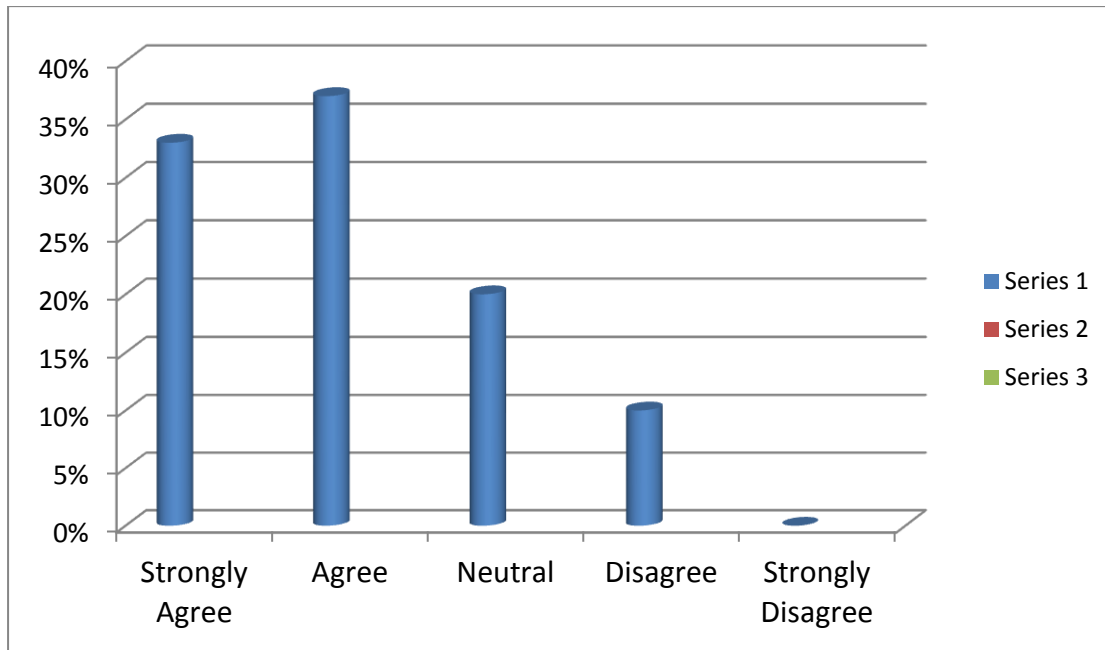


Figure No. (4.3)

Table No. (4.4) students using computer assisted language learning perform better than students not using (CALL).

Answer	Frequency	percent
Strongly agree	11	36.7%
Agree	11	36.7%
Neutral	5	16.6%
Disagree	3	10%
Strongly disagree		
Total	30	100%

36.7% of the students answer this statement strongly agree, and 36.7% of them were agree that students using (CALL) perform better than students not using it, whereas 16.6% were neutral, and only 10% answer disagree.

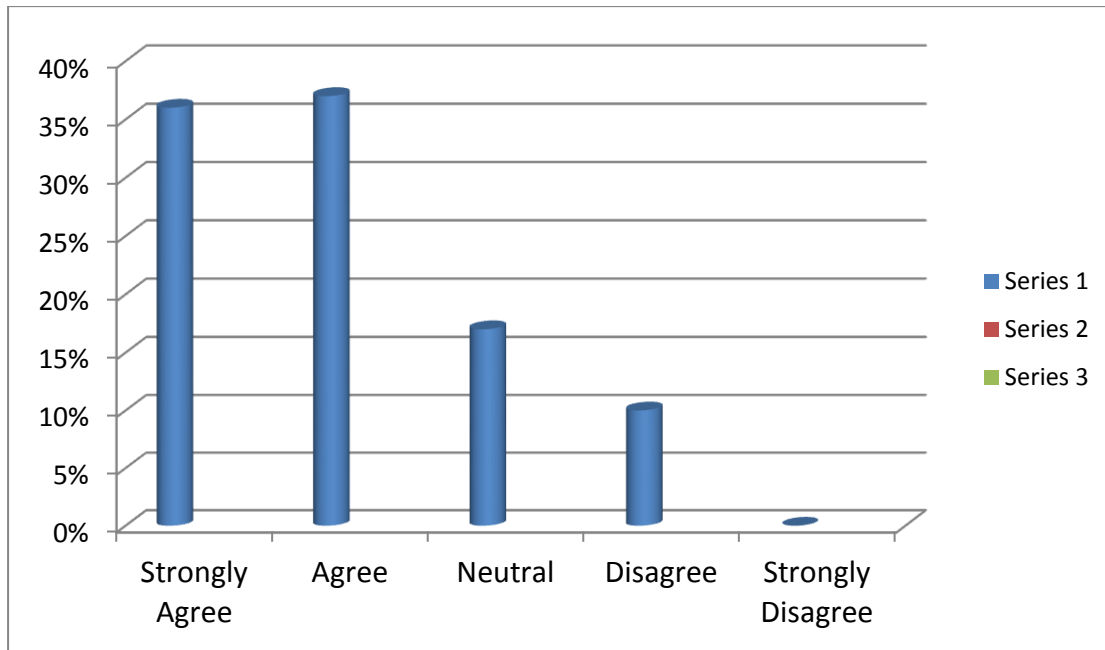


Figure No. (4.4)

Table No. (4.5) computer assisted language learning increases students' knowledge and understanding.

Answer	Frequency	percent
Strongly agree	11	36.7%
Agree	13	43.4%
Neutral	4	13.3%
Disagree	1	3.3%
Strongly disagree	1	3.3%
Total	30	100%

In the table No. (4.5) above about 36.7% of the respondents strongly agree that computer assisted language learning (CALL) increases students' knowledge and understanding, meanwhile 43.4% of them were agree, and 13.3% of the respondents neutral, and 3.3% disagree , the rest of them were strongly disagree.

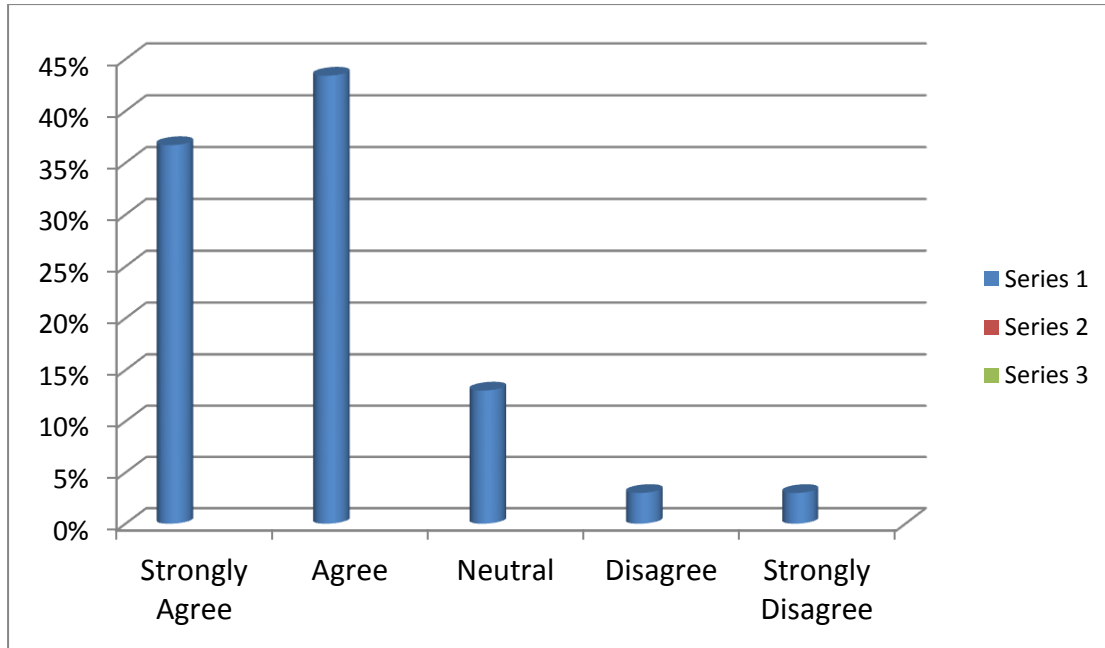


Figure No. (4.5)

Table No. (4.6) Most of learners hope to learn English language via computer.

Answer	Frequency	percent
Strongly agree	11	36.7%
Agree	9	30%
Neutral	6	20%
Disagree	4	13.3%
Strongly disagree		
Total	30	100%

The answer shown above indicates that most of the students hope to learn English language via computer, and about 30% of them agree; whereas 20% of the respondents were neutral and only 13.3 of them were disagree. As it shown in the graph below.

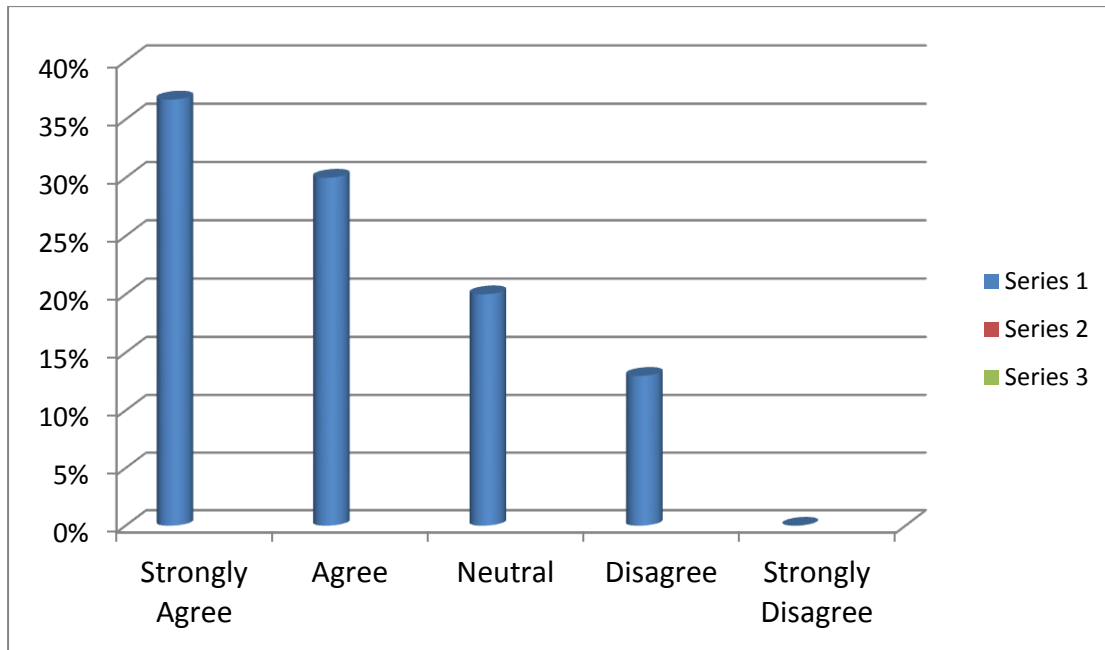


Figure No. (4.6)

Table No. (4.7) Computer assisted language learning (CALL) provides students with authentic language.

Answer	Frequency	percent
Strongly agree	10	33.4%
Agree	18	60%
Neutral	2	6.65
Disagree		
Strongly disagree		
Total	30	100%

In the table no. (4.7) above shows that about 33.4% of the students strongly agree that computer assisted language learning (CALL) provides students with authentic language, meanwhile 60% of them were agree, and only 6.6% of the respondents answer neutral.

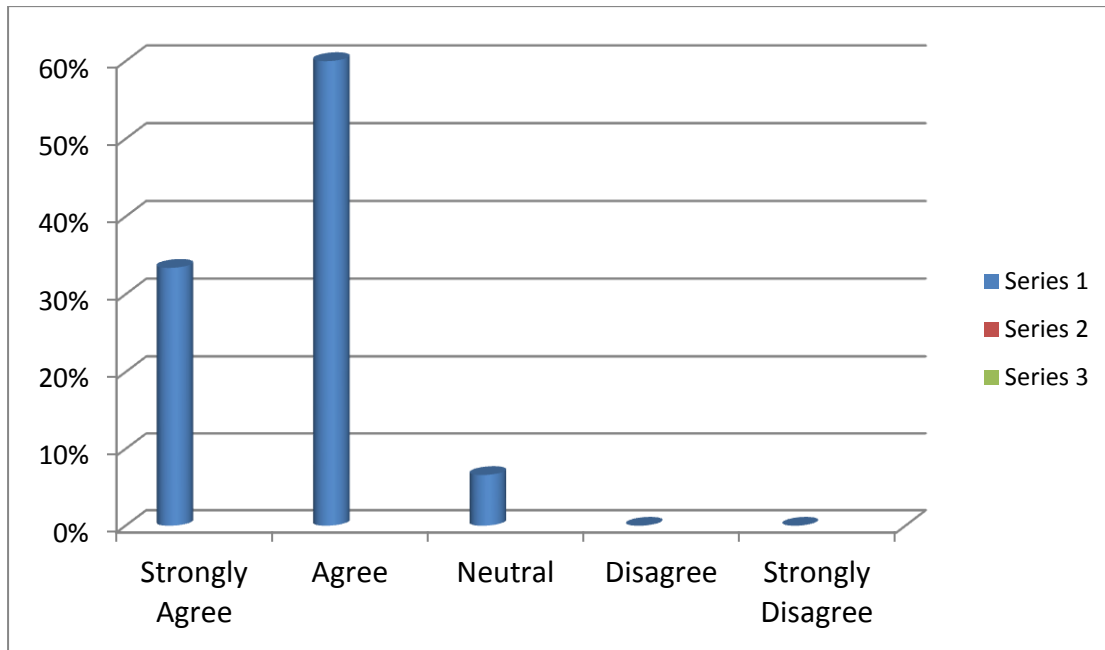


Figure No. (4.7)

Table No. (4.8) Computer gives learners greater independence and flexibility in language learning process.

Answer	Frequency	percent
Strongly agree	16	53.3%
Agree	10	33.4%
Neutral	3	10%
Disagree	1	3.3%
Strongly disagree		
Total	30	100%

53.3% respond strongly agree that computer gives learners greater independence and flexibility in language learning process, and 33.4% of them were agree, whereas 10% of them responded neutral, and only 3.3 were disagree.

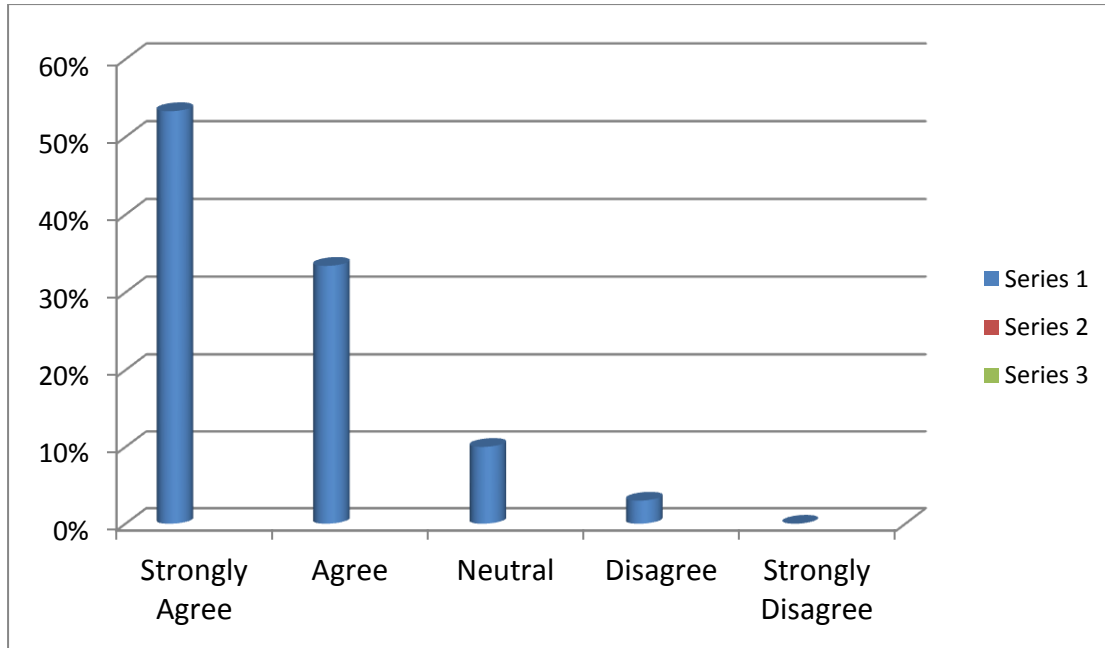


Figure No. (4.8)

Table No. (4.9) the internet provides the opportunities for students to interact with native speakers.

Answer	Frequency	percent
Strongly agree	21	70%
Agree	7	23.4%
Neutral	2	6.6
Disagree		
Strongly disagree		
Total	30	100%

In this table no. (4.9) above 70% of the respondents strongly agree that the internet provides the opportunities to students to interact with native speakers, meanwhile 23.4% of them agree, and only 6.6% of the participants were neutral.

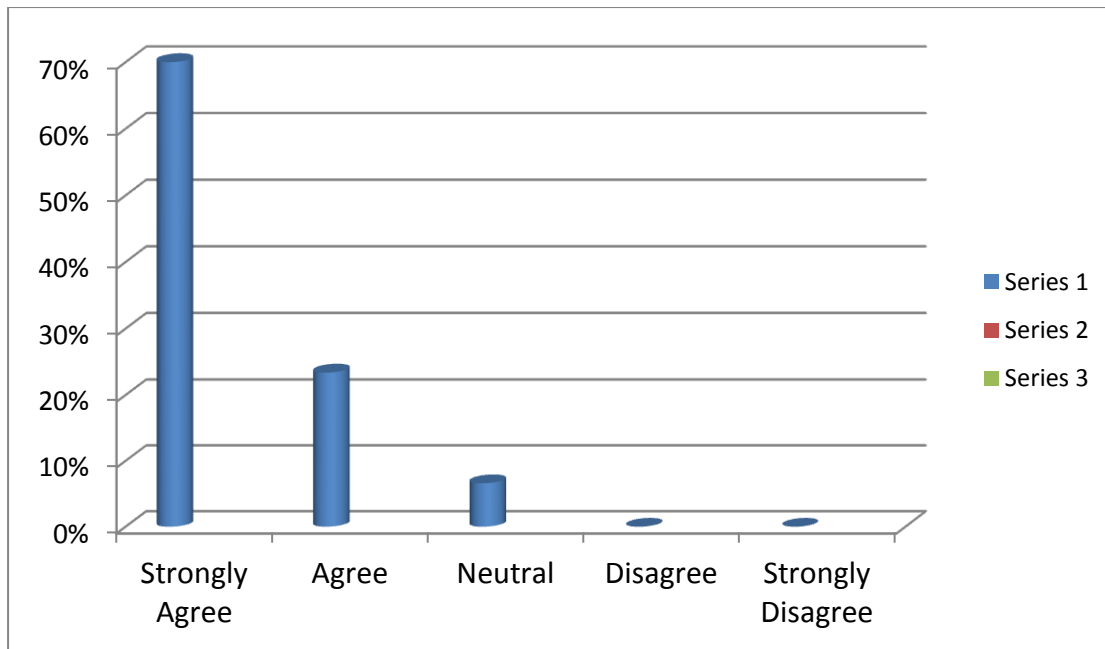


Figure No. (4.9)

Table No. (4.10) technology facilitates the process of learning.

Answer	Frequency	percent
Strongly agree	16	53.3%
Agree	13	43.4%
Neutral	1	3.3
Disagree		
Strongly disagree		
Total	30	100%

In the table No. (4.10) above 53.3% of the respondents strongly agree that technology facilitate the process of learning, and 43.4% of them were agree, whereas 3.3% neutral.

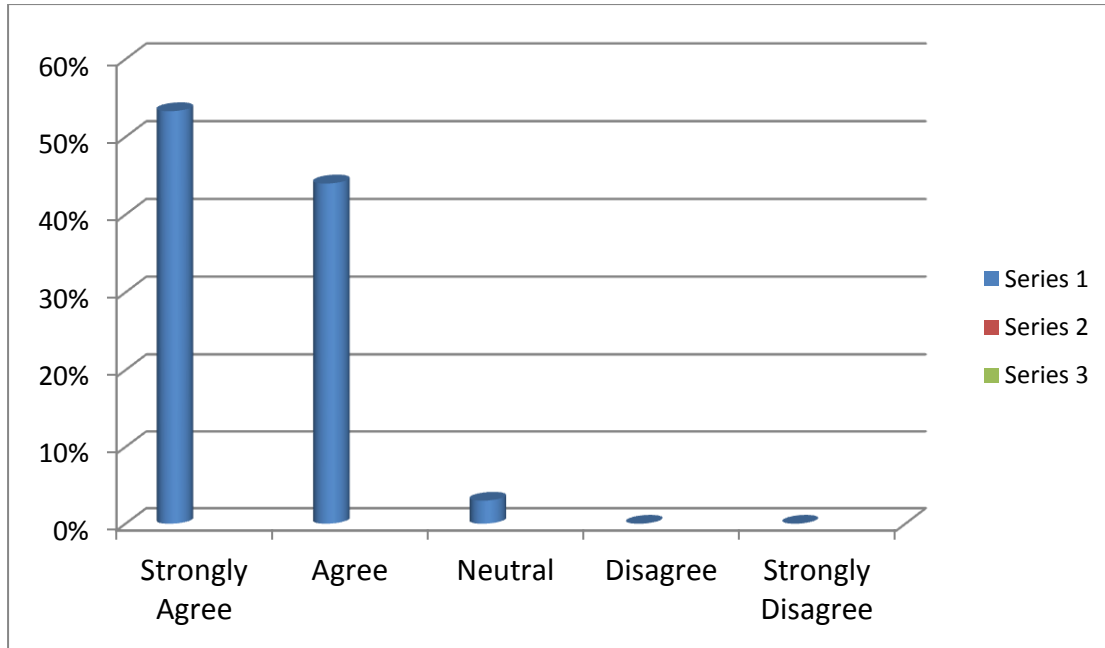


Figure No. (4.10)

Table No. (4.11) students have positive attitudes towards using computer learning.

Answer	Frequency	percent
Strongly agree	7	23.4%
Agree	14	46.6%
Neutral	7	23.4%
Disagree	1	3.3%
Strongly disagree	1	3.3%
Total	30	100%

Table no. (4.11) has shown that about 23.4% of the respondents strongly agree that students have positive attitudes towards using computer in learning, and about 46.6% of them agree, meanwhile 23.4% were neutral, and 3.3% of the respondents disagree, and about 3.3% only were strongly disagree. As it shown in the figure (4.11) below.

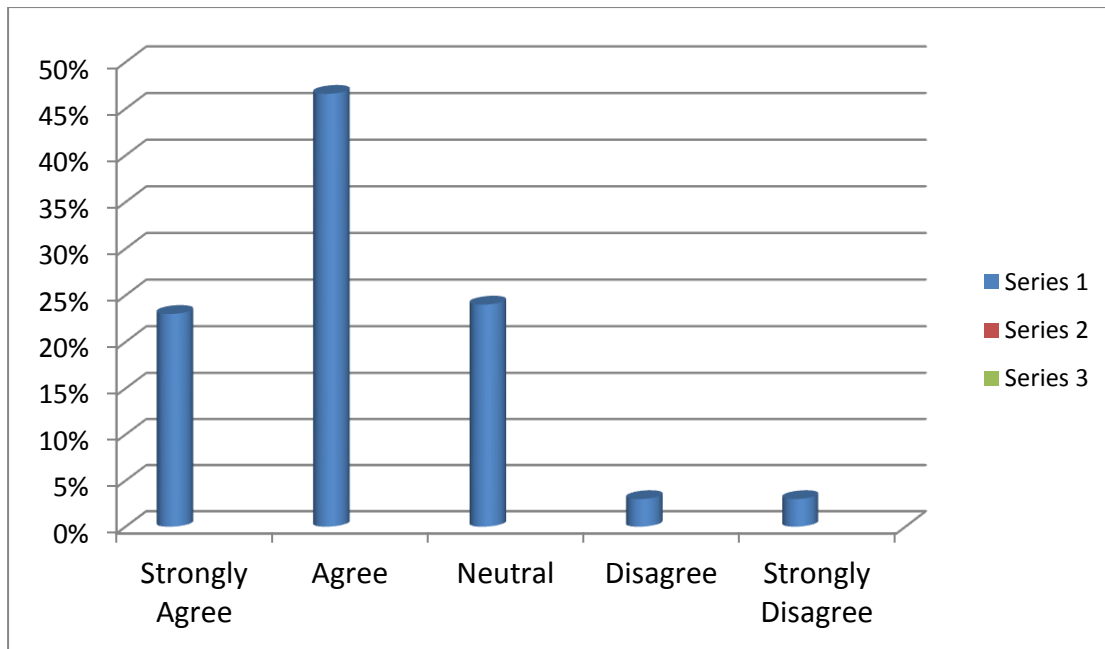


Figure No. (4.11)

Table No. (4.12) Using computer assisted language learning (CALL) is very effective to improve students competence.

Answer	Frequency	percent
Strongly agree	22	73.3%
Agree	7	23.4%
Neutral	1	3.3%
Disagree		
Strongly disagree		
Total	30	100%

The majority of the responds of the above frequency shows that 73.3% of the respondents strongly agree that using computer assisted language learning (CALL) is very effective to improve students competence, meanwhile about 23.4% of them were agree, and only 3.3% of the respondents were neutral.

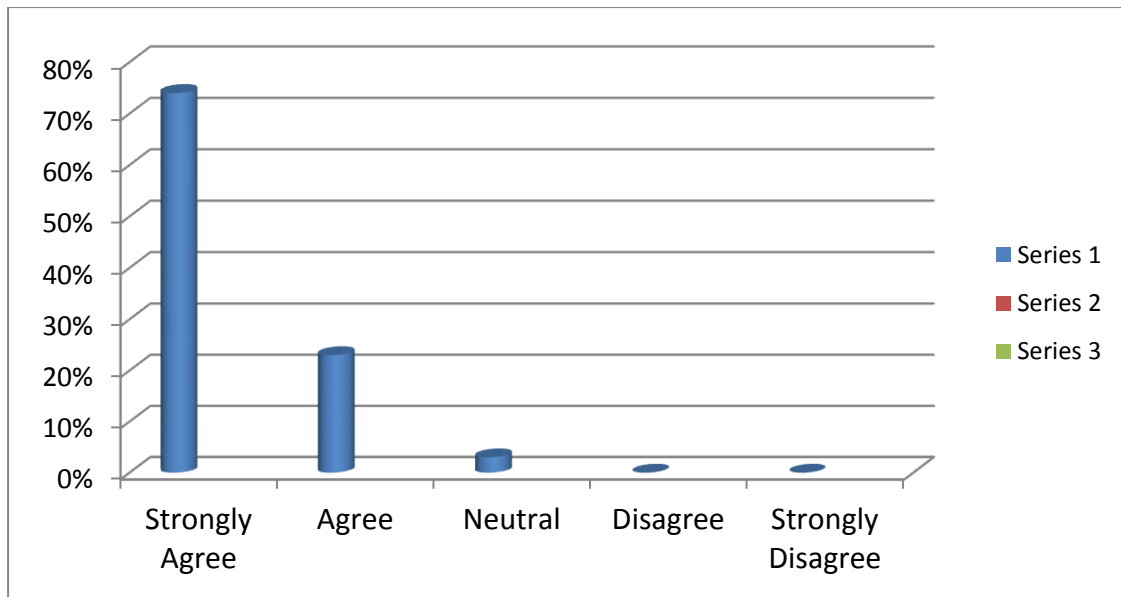


Figure No. (4.12)

Chapter Five

Conclusions, Recommendations and Suggestion for Further Studies

5.0 Introduction

This chapter provides a summary of the study, conclusions, recommendations and suggestions for further studies.

5.1 Conclusions

The researcher achieved the data analysis and came out with the following findings:

- 1- The first positive affect of using computer – assisted language leaning (CALL) on students is that it helps them develop amazing attitudes towards learning English language.
- 2- Using computer assisted language learning (CALL) enriches students' knowledge and information.
- 3- Computer assisted language learning provides students with fresh and up-dated information.
- 4- Computer has an important role in develop the students' academic skills.

5.2 Recommendations

Based on the findings, of the research the following recommendations:

- 1- Students should use the computer in learning English language.
- 2- Necessity of using all means of technology in learning process.
- 3- Universities should be equipped with computers learning programs.

5.3 Suggestions for Further Studies

- 1- The impact of technology in learning English language at Sudanese universities.
- 2- Teachers' attitudes and motivations towards using computers in language learning.

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Students' questionnaire

Dear Students

This questionnaire is a part of my M.A study on the role using of computer-assisted language learning in EFL classroom.

I would be grateful if you spend your valuable time to fill out this questionnaire. Please be assured that all information will be used for academic purposes only.

Thank you for your help and cooperation

Name: Mohammed AbdallaAbdalbagiAlniema

M.A candidate

College of Languages

College of graduate studies

Sudan University of Science and Technology

Please put a tick in the box which represent your opinion

SN.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	I prefer using computer assisted language learning (CALL) in listening skill					
2	CALL plays an essential role for developing academic skills					
3	Learning through CALL is more beneficial to students					
4	Students using CALL performed better than student not using CALL					
5	CALL increases student knowledge and understanding					
6	Most of learners hope to learn English language by computer					
7	CALL provides students with authentic language					
8	Computer gives learners greater independence and flexibility in language learning process					
9	The internet provides the opportunities for students to interact with native speaker					
10	Technology facilitates the process of learning					
11	Students have positive thoughts about using computer					
12	Using CALL is very effective to improve students competence					