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Mishal H. Al Shammari
West Virginia University

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Saudi English as a Foreign Language Learners' Attitudes Toward Computer-Assisted Language Learning

Mishal H. Al Shammari

Dissertation Submitted to the
College of Human Resources and Education
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Patricia Obenauf, Ed.D., Chairperson
Perry Philipps, Ed.D
David Callejo, Ed.D.
Ahmed Fakhri, Ph.D.
Ernest Goeres, Ph.D.

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ABSTRACT

Saudi English as a Foreign Language Learners' Attitudes Toward Computer-Assisted Language Learning

Mishal H. Al Shammari

This study investigated Saudi English as a Foreign Language (EFL) Learners' attitudes toward Computer-Assisted Language Learning (CALL) at the Institute of Public Administration (IPA) in Saudi Arabia. Five research questions were developed: (1) What are the Saudi EFL learners' general attitudes toward CALL at the IPA? (2) What are Saudi EFL learners' attitudes toward the CALL software used at the IPA? (3) What are the differences between IPA Saudi EFL learners' attitudes toward CALL based on their years of English learning? (4) What are the differences between IPA Saudi EFL learners' attitudes toward CALL based on their current computer knowledge? (5) What are the differences between IPA Saudi EFL learners' attitudes toward CALL based on their gender?

The research questionnaire was administered to a total of 578 participants, including students from several levels of English language proficiency, major areas of study, and three distinct locations. Statistical methods including standard deviation, mean, regression analysis, and t-test were used to analyze data.

The findings indicated that the Saudi EFL learners' attitudes toward CALL and the software were positive. The results of the regression analysis showed that computer knowledge and gender served as the best predictors of learners' attitudes toward CALL. The t-test findings showed that Saudi female EFL learners had more positive attitudes toward CALL than their male counterparts.

The findings of this study will help to improve the use of CALL at the IPA and other college-level institutions in Saudi Arabia.

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DEDICATION

To mom and to the soul of my dad

CHAPTER ONE: INTRODUCTION

In the past several years, a great deal of research has
been conducted in the effectiveness and use of Computer-Assisted
Language Learning (CALL), an offshoot of Computer-Assisted
Instruction (CAI). During this time, the focus of the research
has changed from what computers could offer language learners to
how computers can best be used to facilitate language teaching.
Chapelle (2001) stated:

> Various forms of this question-whether or not computers
> should be used for language teaching-were echoed throughout
> the following decade, but during the 1990s the question
> gradually change from 'Should the computer be used   for
> second language teaching?' to 'How can the computer best be
> used in language teaching. (p. 1)

Many studies, especially those conducted in Saudi Arabia,
focus on the effectiveness of CALL and on teachers' perceptions
toward the use of computers in language classrooms. Few
studies, if any, focus specifically on student attitudes toward
CALL. That is to say, how students perceive the use of
computers in language learning.

Because of the globalization of markets and technological advancements, English has increasingly become the lingua franca of the world. Saudi Arabia is no exception. Besides being the only required language for the foreign language requirement in higher education institutions, English is also a medium of instruction in many Saudi Arabian institutions of higher education, especially in institutions that concentrate on scientific and business related majors (medicine, nursing, pharmacy, computer science, engineering, economics, business administration, etc). The Institute of Public Administration (IPA), a Saudi government affiliated training school, uses English as a medium of instruction in one of its main two programs.

Like many higher education schools in Saudi Arabia, the IPA decided, in 2002, to integrate CALL into its one year intensive English program. As a pioneering institution in the use of CALL, the IPA chose to incorporate computers to help learners achieve a higher level of English language proficiency. Four years following the introduction of CALL into the IPA intensive English program, no studies have been conducted to determine the learner attitudes toward the use of CALL, teacher perceptions toward CALL, or the effectiveness of CALL.

The purpose of this study was to investigate the IPA learners' attitudes toward the use of CALL at the IPA.

Understanding learner attitudes will help the IPA better understand learner needs and make decisions about the use of computers in their intensive English language program.

Background

Opened in 1961, the Institute of Public Administration (IPA) is a Saudi government affiliated institute that offers training sessions to government employees and associate degrees in different programs, including computer programming, computer networking, banking, hospital management, information system, statistics, sales, accounting, and hotel management to Saudi high school graduates. Most of these associate degree programs are dedicated for both the public and the growing private sector. The IPA also offers a graduate certificate to university graduates in marketing, hotel management, and law studies.

The IPA has four campuses in Saudi Arabia: the main men's campus (called the Main Center in Riyadh) and women's campus (called Woman Branch) are in Riyadh, the capital of Saudi Arabia. One men's campus is located in Dammam on the east coast (called the Eastern Province Branch), and the other men's campus is located in Jeddah on the west coast of Saudi Arabia (called Makkah Province Branch).

As stated above, there is only one IPA woman campus in
Saudi Arabia, undoubtedly raising the question of why there is
only one IPA women's campus compared to three IPA men's
campuses? There are several reasons behind this situation. One
of these reasons is that Saudi society is grounded on Islam.
Therefore, the majority of the Saudi women go to universities or
teacher colleges to be teachers teaching women in the segregated
education system. The majority of Saudis believe that teaching
in the segregated education in Saudi Arabia is the most proper
job for women that fits the religious and cultural customs.
Religious and cultural customs in Saudi Arabia refuse the gender
mixed work environments. This notion of belief has changed
dramatically, but just in last few years due to many factors.
One factor is that the population of Saudi Arabia has increased
rapidly in the last decades leading to an increase in the number
of graduate women teachers. This makes getting a teaching
position for women in schools very competitive, particularly, in
religious and social subjects. The other factor is that there
are many other jobs today that do not require working with men
or having direct connection with males, for example, women bank
branches, female sections in hospitals, etc. Again, these
changes have taken place in less than a decade. The IPA
administration is considering opening new women branches and
expand the capacity of the only women's campus in Riyadh.

IPA has two training programs. The first one for the government employees is called Training Programs (TPs). The training programs consist of short training sessions, seminars, applied seminars, discussions, computer literacy, and skill practice. The aim of TPs is to increase the government staff efficiency and provide them with needed experiences and skills. Thousands of government employees from different ranks and agencies join these different training sessions every year. After completing the training, those employees earn certificates that help them get promoting or get better job either inside or outside their government affiliations. Arabic is the dominant medium of instruction in TPs. However, English is used frequently in some TPs.

The second type of training that IPA offers is Preparing Programs (PPs). The PPs are mostly for the high school graduates to prepare Saudi skilled labor "blue-collar labor" for both the public and the growing private sectors. The main goal behind the PPs is to reduce the country's dependence on expatriate labor. The number of foreigners in Saudi Arabia is around 6 million which represents a quarter of the population of the country. The PPs offer associate diplomas for high school graduates in computer programming, computer networking, banking, hospital management, information system, statistics, sales, accounting, and hotel management. They also offer graduate

certificates for university graduates in marketing, hotel management, and law studies.

High school graduates from all over the Kingdom of Saudi Arabia join the PPs at IPA campuses every year. The choice of IPA campus by learners depends mainly on the type of program learners desire and how far it is from learner's hometown. Most of those learners end up in both public and private sector, and a small proportion of students pursue their higher education.

The IPA offers PP learners stipends and free dormitory housing. English is the only medium of instruction in all the PPs.

Students who want to join these programs need to pass a computerized admission test. This test consists of general information questions and qualifying exam in English. The general information questions test the learner general knowledge in Arabic, mathematics, logic, and other related information. The qualifying English exam tests the learners' English skills in grammar, vocabulary, and writing. After passing the admission exam, the students also complete one year in the English language program. This program is divided into four levels (see Table 1.1): preparatory, elementary, intermediate, and advanced. Each level lasts 8 weeks. Some of these levels could be waived for those who achieve high scores in an optional English placement test that IPA offers for accepted learners.

Table 1.1 English Language Levels at IPA

One Year English Language Program				
Level	Preparatory	Elementary	Intermediate	Advanced
Duration	8 weeks	8 weeks	8 weeks	8 weeks
Focus	General English		English for Specific Purposes	
Skill	Reading	Writing	Oral	Listening	Grammar

Learners divide these 24 hours of weekly study between five language skills: reading, writing, oral, listening, and grammar (see Table 1.2). The IPA students study general English skills during the first two levels (preparatory and elementary). In the intermediate and advanced levels, students learn English for specific purposes based on their majors. For example, the focus in the last two levels will be on medical terms and language used in the hospital context for hospital management majors, whereas the concentration in intermediate and advanced levels for computer majored students is on technical terms and computer register language.

Table 1.2 IPA Intensive English Program Descriptions

Skill	Hours per Week
Reading	5
Writing	5
Oral	5
Listening	3
Grammar	6
Total	24

While the communicative approach to language teaching is the primary teaching method, the IPA uses other methods of teaching. The eclectic approach ensures that learners achieve a high proficiency of English, enabling them to enter the growing private sector.

In 2002, the IPA decided to integrate the use of computers in teaching English in all four campuses to enhance learners' proficiency by employing technology in language teaching and optimize the benefits of technology for language teaching and learning. Today, each IPA campus has CALL labs (see Table 1.3). A second less publicized reason was to meet the shortage of English language instructors, particularly the native ones.

Table 1.3 CALL labs at IPA campuses

IPA campus	Main campus Riyadh	Woman Branch	Dammam Branch	Jeddah Branch
Number of CALL lab	8	2	2	2
Number of Computers	25	25	25	25

EFL learners spend 6 hours weekly (see Table 1.4) between the five skills they study: reading, writing, oral, listening, and grammar. However, the majority of these 6 hours are dominated by grammar teaching.

Table 1.4 CALL labs hours at IPA

Skill	CALL lab hours
Reading	1
Writing	1
Oral	1
Listening	1
Grammar	2

The software used in the CALL labs at the IPA is New Dynamic English (known as DynEd). DynEd consists of four language levels and each level has two modules and two disks (see Table 1.5). Each disk has different activities that require learners to practice different skills. The 1st level is for beginner, the 2nd level for low intermediate level learners, the 3rd is for intermediate, and finally the 4th is for upper-intermediate and advanced level students (Fitzgeral, Bower, & Morrall, 1999)

Table 1.5 New Dynamic English Models

Modules 1 & 2 Activities	Modules 3 & 4 Activities	Modules 5 & 6 Activities	Modules 7 & 8 Activities
Names & Places Jobs & Family Numbers & Time Review Exercises Video Interactions	Daily Activities Our World Locations Review Exercises Video Interactions	On a Trip Energy Sources Directions Review Exercises Video Interactions	Life Choices Epidemic Space & Time Sequences Review Exercises Video Interactions
Family Schedule Matrix Vocabulary Likes & Dislikes Review Exercises Video Interactions	Planning Ahead Matrix Vocabulary Biography Review Exercises Video Interactions	Life Experiences Matrix Vocabulary Comparisons Review Exercises Video Interactions	The Secret Code Mystery Matrix Vocabulary UFOs: For & Against Review Exercises Video Interactions

Table Adapted from New Dynamic English Website

Purpose of the Study

The purpose of the study was to identify the IPA Saudi EFL learners' attitudes toward the use of computers in their English language program. Specifically, the areas to be addressed are their attitudes toward CALL, their attitudes toward the CALL software, and the effect of years of English study, computer knowledge, and gender differences on these attitudes (see Figure 1.1). Descriptive information gathered from students including gender, academic field, English language background, age, and the current level of English language study.

Figure 1.1 Demographic Variables Affect the Learners' Attitudes toward CALL
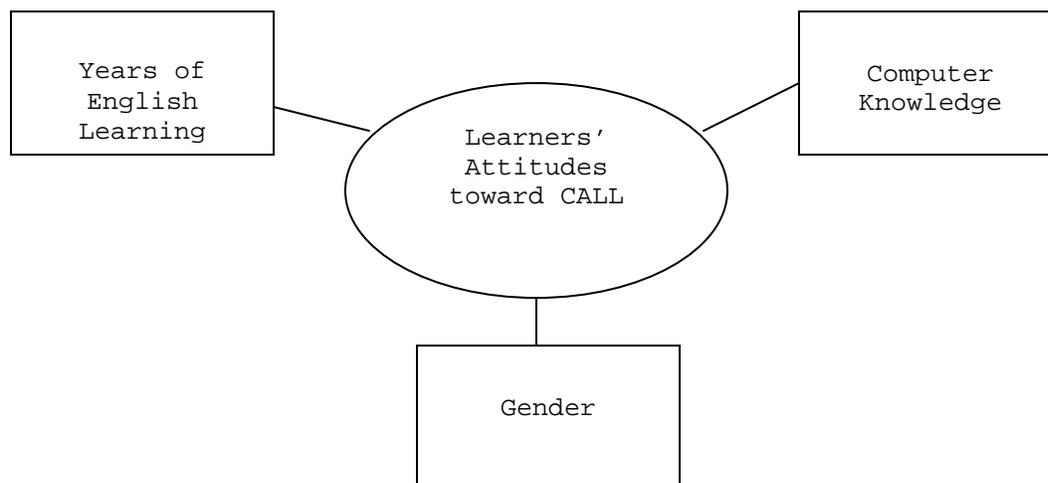
Research Questions

The primary research agenda for this study is to examine, describe, and explore IPA learners' attitudes toward the use of CALL in the IPA intensive English program. Specifically, the study addressed the following research questions:

Research question 1: What are the Saudi EFL learners' attitudes toward CALL in general at the IPA?

Research question 2: What are Saudi EFL learners' attitudes toward the CALL software used at the IPA?

Research question 3: What are the differences between Saudi EFL learners' attitudes toward CALL at the IPA based on their years of English learning?

Research question 4: What are the differences between Saudi EFL learners' attitudes toward CALL at the IPA based on their computer knowledge?

Research question 5: What are the differences between Saudi EFL learners' attitudes toward CALL at the IPA based on their gender?

Significance of the Study

The importance of understanding learner attitudes toward language learning, of which CALL is an important subfield, has been noted by several researchers (Gardner & Lambert 1972; Savignon, 1976; Krashen, 1985). Yet very little, if any,

research has been conducted on student attitudes toward CALL in Saudi Arabia. Some previous studies (Al-Juhani, 1991; Walker, 1994; Al Kahtani, 2001; Abalhassan, 2002; Alrumaih, 2004) in Saudi Arabia treated the effectiveness of the use of computers in language learning and teachers' perceptions of and attitudes toward CALL. Therefore, this study is important for properly identifying Saudi English as a Foreign Language (EFL) learners' attitudes toward CALL. The findings of this research project will assist the IPA administration in formulating appropriate goals and understanding how IPA students perceive the integration of computers in their English study. Better decisions will be made upon a more complete understanding of the IPA Saudi EFL learners' attitudes toward CALL.

The study will also provide information to other EFL programs, both private and public, in Saudi Arabia to devise and reformulate CALL components of their English language programs.

Limitation of the Study

The findings of this study maybe limited by the following:

1. No previous studies on the attitudes of Saudi learners toward CALL in EFL programs have been conducted. As such, no research guidelines or questions were available to use as a point of departure or comparison in this study;

2.   Students studying at IPA which makes it less generalizable to the entire Saudi context;

3.   Current IPA's students;

4.   Three independent variables, a) years of English learning, b)computer knowledge, and c)gender; and

5.   Students engaged in IPA intensive English program (not including those who get short training sessions)

Organization of the Study

This dissertation consists of five chapters. The First Chapter contains the introduction, background, statement of purpose, research questions, significance of study, limitations of the study, and the organization of the study. Chapter Two provides a review of literature related to computer use in language learning and attitudes. Chapter Three deals with the methodology used to conduct the study. Chapter Four contains the results and analysis of the study. Finally, Chapter Five contains the discussion of the findings and the recommendations.

Operational Definitions

For the purpose of the study, the following terms will be defined according to their usage in the study.

EFL: is an acronym for English as a Foreign Language. EFL means to study English in a country that English is not the native, primary, or national language of that country.

Learners: are Saudi undergraduate students who learn English as a foreign language at the Institute of Public Administration in Saudi Arabia.

CALL: is an acronym stands for Computer-Assisted Language Learning. The defining of CALL is a controversial issue. CALL in this study is defined as the use of computers in teaching English as a foreign language at the English intensive program in the Institute of Public Administration in Saudi Arabia.

Computer Knowledge: The computer knowledge of learners in this study is defined by the combination of ownership of computers, years of computer experience, hours of daily use, and self-evaluation of computer experience.

Attitude: The definition of Palaigeorgiou et al. (2005) stating that attitudes is "a positive or negative sentiment, or mental state, that is learned and organized through experience and that exercises a discrete influence on the affective and conative responses of an individual toward some other individual, object or event" (p. 39) will be used as the definition of attitudes.

Attitudes toward Computers: Smith et al. (2000) defined attitudes toward computers as "a person's general evaluation or

feeling of favourableness or unfavourableness toward computer technologies (i.e. attitude toward objects) and specific computer-related activities (i.e. attitudes toward behavior" (p. 61). The study will use this definition in defining attitudes toward computers.

CHAPTER TWO: LITERATURE REVIEW

The specific topic of the study is to investigate the Saudi EFL learners' attitudes toward CALL. The main issues of the study are CALL and attitudes of learners. Literature on the definition of CALL, the historical context of CALL, the CALL development, and the CALL applications will be given in the first part of this chapter. The second part of this chapter will concentrate on attitudes. The literature review of attitudes will consider the concepts of attitudes, attitudes and language learning, and attitude towards computers use in instruction. The literature review is necessary to provide the reader a clear idea about the study.

Defining CALL

CALL is a relatively new field in language learning. It is an interdisciplinary field of study (see Figure 2.1) that interacts with other disciplines: Language Learning; Computer Science; Psychology; Artificial Intelligence; Instructional Technology and Design; and Computational Linguistics (Levy, 1997). All the aforementioned fields have contributed in forming CALL and moved CALL from one stage to another, making it a field of immense change and transition (Iandoli, 1990). CALL

emerged as a part of Computer-Assisted Instruction (CAI), "the use of computers as a tool of instruction according to group and individual needs" (Hertz, 1987, p. 1). CAI is one application of Artificial Intelligent (AI) and AI according to Coughlin (1990) "attempts to make computers perform cognitive tasks in all areas of human endeavor" (p. 561).

Figure 2.1 CALL and the Related Fields
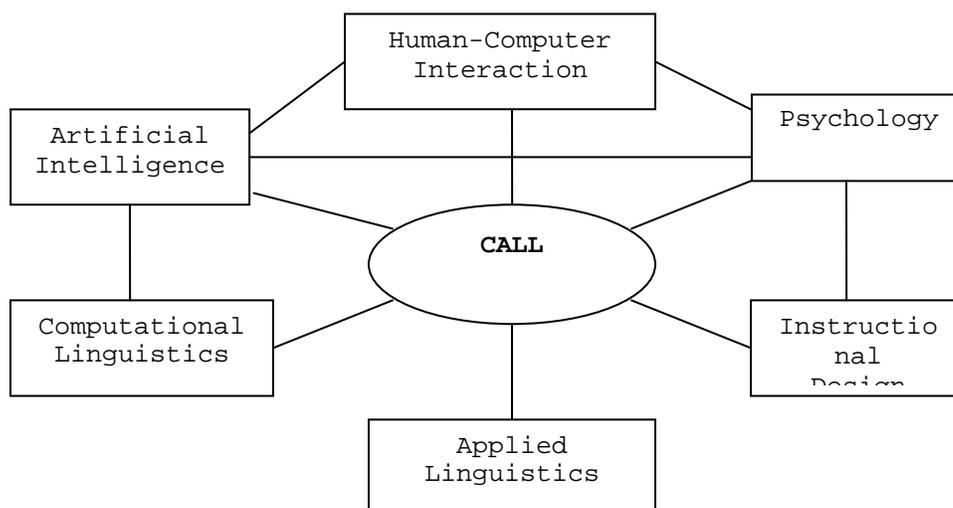
Figure Adapted from Levy (1997)

The precise definition of CALL is an issue that has been debated since the birth of the field. The term CALL is controversial when the use and development of technology in language learning or teaching is discussed. Today, different terms indicate technology involvement in language learning and teaching: Computer-Assisted Learning (CAL); Computer-Assisted

Language Instruction (CALI); Computer-Adaptive Testing (CAT);

Computer-Mediated Communication (CMC); Intelligent Computer-

assisted Language Learning (ICALL); Technology Enhanced Language

Learning (TELL); Web Enhanced Language Learning (WELL);

Computer-application in Second Language Acquisition (CASLA);

Computer-enhanced Language Learning (CELL); and Computer-based

Language Testing (CBLT). Levy (2005) compares this issue, or

what he calls "the competing terms" with a similar situation

found in the fields of Second Language Acquisition and Applied

Linguistics. Both Second Language Acquisition and Applied

Linguistics refer to the use of language theories in language

learning and teaching contexts. Chapelle (2001) revealed and

admitted such disagreement on terms when carefully mentioning

the term CALL in her book. Chapelle wrote:

> Computer-assisted language learning (CALL) was the
>
> expression agreed upon at the 1983 TESOL convention in
>
> Toronto ……………. I have retained this term throughout this
>
> volume to refer to the area of technology and second
>
> language teaching and learning despite the fact that
>
> revisions for the term are suggested regularly. (p. 3)

However, in her new book, Chapelle did not put the term

CALL in the title. Instead she called it "English Language

Learning and Technology" although the contents of her book are all on CALL (Levy, 2005). Egbert (2005) commented on this issue, writing that different terms are used by educators to describe CALL and to say that there is a need for exploring its boundaries and clarifying its components. She wrote that the most explanations of CALL are based on three categories: 1) "how learners use it (i.e. word processing); 2) the place where it is used (school, home, lab); and 3) the philosophy behind its constructions (Behavioristic, communicative, or integrative)" (p. 4).

Egbert (2005) believes that the conflict over the term "CALL" is justified. She points out that today computers are as important as the book and chalkboard, but no one uses the term book-enhanced language learning. This reminds us that the first time a book was used, it also caused a controversy and many thought that books would cause damage to human memory (Egbert, 2005). Only later they accepted the use of books and what we have now with computer is the same case. Hence, the acceptance of CALL as a new tool in language learning, similar to books, chalk, or the black board in classroom, would limit the argument over defining CALL (Egbert, 2005). Bax (2003) supported such a claim by saying that CALL has not reached the normalization level where it is considered an essential part of the classroom setting.

Levy (2005) suggested that the term CALL should be the general label that encompasses all the uses of technology in language learning and teaching. His three main reasons were: "the distinctiveness and complexity of language as an object for learning, the de facto existence of a substantial, international group of individuals and established professional organizations that have continued to use the term for more that two decades" (p. 148).

Few researchers have set broad definitions that consider the current situation of the field and approximately try to cover all technology use in language learning. Egbert (2005) defines CALL as "using computer to support language teaching and learning in some way. This definition applies to all languages, skill areas, and contents"(p. 3). Beatty (2003) said that the notion of CALL has changed rapidly. Hence, she defines it as "any process in which a learner uses a computer and, as a result, improves his or her language" (p. 7). Levy (1997) defines CALL as "the search for and study of applications of the computer in language teaching and learning" (p. 1). It is obvious that all the three definitions encompass the three main words of the term "CALL": computer, language, and learning and make the use of technology represented by computer in language learning is united under one solid term.

Historical Background of CALL

The literature of historical context of CALL does not show the exact time that computers were first used in language learning. The literature below reveals most of what have been said about the start of CALL and its historical developments.

Fotos & Browne (2004) believed that using computer in language came into existence from mechanical translation that was first used in the 1940s as a spin-off from cryptography used in World War II. Sokolik (2001) supported that by saying that the actual history of using computers in education goes back to the 1940s. CAI was first used in USA in the 1950s (Chapelle, 2001). Warschauer and Healey (1998) and Egbert, Jessup & Valacich (1991) also wrote that computers have been used for language teaching since the 1950s, but that early computer applications in language teaching were very limited and difficult to use. The first documentation of computers in language was in the 1960s (Chapelle, 2001). In addition, access to the technology was not available except for a few teachers who maintained a good computer literacy at that time (Egbert et al., 1991). Educators started to visualize the potentiality of computers in classrooms in the decade that followed the advent of the first computer in the late 1940s (Dunkel, 1987). By the 1960s, linguists were using computers to analyze texts, and

simple CALL programs actually arose as early as the 1950s (Fotos & Browne, 2004).

Most of the early CALL projects were in the USA, used to teach, read, and translate Russian (Beatty, 2003; Ahmed, Corbett, & Rogers, 1985). Atkinson (1965) wrote that teaching Russian was among early CAI uses. He stated that "In the Stanford project alone, approximately 4000 students are daily being processed in subjects ranging from initial reading and mathematics in the primary grades to college courses in Russian" (p. 589). Political reasons, particularly The Cold War, were the main reasons behind the idea of using computers in language learning and teaching. Beatty (2003) confirmed this by stating that:

> in many projects, Cold War (1945-1991) political motivations may have been involved in funding, particularly those based on insecurities about the Union of Soviet Socialist Republics' (USSR) advances in science after the USSR's launch, on 4 October 1975, of Sputnik. The first CALL programs were created at three pioneering institutions: Stanford University, Dartmouth University, and the University of Essex…. all focused on the teaching of Russian. (p. 17, 18)

The early CALL project in United States was started as a part of a larger Computer-Assisted Instruction (CAI) in the Institute for Mathematical Studies in the Social Science at Stanford University and was directed by Richard Atkinson and Patrick Suppes (Chapelle, 2001). This project came under the supervision of Van Campen in the Slavic Languages Department and was used for teaching an introductory Russian course (Taylor, 1980; Ahmed et al., 1985). Another early CALL project was the PLATO (Programmed Logic for Automatic Teaching Operations) system at the University of Illinois with cooperation with Control Data Corporation (Ahmed et al., 1985). Levy (1997) said that actual CALL began with PLATO. PLATO was designed also to teach Russian using the grammar translation method of teaching (Levy, 1997; Betty, 2003). The work at Dartmouth College in New Hampshire was also among early CALL projects that language teachers used in 1970 and covered Danish, French, Latin, German, and Spanish (Ahmed et al., 1985). The only early CALL project outside USA was The Scientific Language Project at University of Essex in UK, designed to help in reading Russian texts (Ahmed et al., 1985).

The high cost of hardware in the past delayed the use of computers in classrooms (Dunkel, 1987). Dunkel (1987) wrote that "In the past, high initial capital investment for hardware made implementation of CAI prohibitive" (p. 251). In the 1960s,

the first computer "EDVAC" cost approximately $700,000 to produce, but twenty years later, the cost of a Model 30 computer was $280,000 (Dunkel, 1987). The high cost and use for pure research of early computer machines meant that time dedicated for learning and teaching was limited (Beatty, 2003). The later development of technology has moved CALL forward to be more sophisticated and effective as an arena for language learning.

Development of CALL

The history of computers in language learning is divided into three stages (see Table 2.1) (Kern & Warschauer, 2000; Warschauer, 1996).

Table 2.1 The Three stages of CALL according to Warschauer's model

Stage	1970s-1980s: Structural CALL	1980s-1990s: Communicative CALL	21st Century: Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English-Teaching Paradigm	Grammar-Translation & Audio-Lingual	Communicative Language Teaching	Content-Based, ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally-constructed system)	Socio-cognitive (developed in social interaction)
Principal Use of Computer	Drill and Practice	Communicative Exercises	Authentic Discourse
Principal Objective	Accuracy	Fluency	Agency

Table Adapted from Warschauer (2004)

The first stage of CALL, called Behavioristic or Structural (Warschauer, 2004) CALL, was conceived in the 1950s and implemented in a decade later (Warschauer, 1996). This stage of CALL was influenced by the dominant psychological theory of learning of the 1950s and 1960s which saw language learning similar to other kinds of learning involving habit formation or stimulus-response connections (Ellis, 1997). Hence, it follows the Behaviorist instructional design (see Figure 2.1).

Figure 2.1 The Behaviorist Instructional Design

- Eliminate extraneous information
- Simplifies for comprehensibility
- Uses a convergent, task-analyzed model as a basis
- Focuses on acquiring skills
- Offers prescriptive sequences of instruction
- Supports individual learning and competition

Figure Adapted from Betty (2003)

Behavioristic CALL was based on a belief that computers can play the role of a tutor that provides drill and practice exercises (Taylor, 1980). CALL at that time, was supported by mainframe computers which were connected to terminals by telephone lines or on a single campus to terminals off campus (Chapelle, 2001). Programs in this phase contained repetitive language drills and were referred to as "drill and practice". They consisted of grammar and vocabulary practice. The Audio-

lingual method and structural linguistics were the teaching

techniques in Behavioristic CALL (Fotos & Brown, 2004).

Computers in Behavioristic CALL were the vehicle for giving

instructional material to learners, in order to provide

corrective feedback to learners on their responses until they

had mastered correct forms. A good example of Behavioristic

CALL is the PLATO, which was primarily used for teaching

Russian, translating Russian documents into English, especially

scientific documents, brief grammar instruction, and vocabulary

drilling (Ahmed et al., 1985). Early programs were linear and

learners had to go through the same steps in the same style, and

the tasks were basically adopted from exercises from books

(Beatty, 2003). Warschauer (1996) stated that the undermining

of Behavioristic CALL was due to two reasons: (1) the

theoretical and pedagogical rejection of Behavioristic

Approaches to Second Language Acquisition, and (2) the advent of

microcomputers or Personal Computers (PC). Fotos & Browne

(2004) added that the decline of Behavioristic CALL was due to

the challenges by the communicative approaches in language

learning that goes beyond focusing on formal instruction, but

rather on meaning focused language. All these reasons opened

the door for a new phase of CALL, entitled of Communicative

CALL.

Communicative CALL, first used in the 1970s (Fotos & Browne, 2004), is based on the communicative approach in language teaching that took hold at that time (Richards & Rogers, 2001). The communicative approach in language teaching emerged from the theory of language as communication, and the aim of language teaching is to develop the learners' communicative competence (Richards & Rodgers, 2001). Lee and VanPatten (2003) explained the role of students in communicative approach that "the students' task was no longer to parrot but to create an answer" (p. 11). Fotos & Browne (2004) explained the goal of Communicative CALL as a "communicative use of the language rather than mastery of isolated forms" (p. 5).

Communicative CALL also followed the cognitive view of language acquisition (Warschauer, 2004), defined by Fotos & Browne as a method "that aimed to stimulate students' motivation, critical thinking, creativity, and analytical skills rather than merely the achievement of a correct answer or the passive comprehension of meaning" (p. 6). The model of this stage, in addition to "computer as tutor", is also "computer as stimulus" and "computer as workhorse" (Taylor & Perez, 1989). The computer in Communicative CALL was considered a stimulus that enhances learner's motivation (Taylor & Perez, 1989). Warschauer (1996) wrote that the aim of communicative CALL was to focus on using forms rather than on the forms themselves.

For example, the goal was to teach grammar implicitly rather that explicitly and to allow learners to make original utterances (Underwood, 1984 in Warschauer & Healey, 1998).

   By the end of the 1980s, language educators felt that CALL had failed to give learners what they thought, and researchers showed that computers were being used in an ad hoc and disconnected fashion (Warschauer, 1996). Coughlin (1990) called the late seventies CALL programs a little more that an imitation of their predecessors, the audiolingual tapes, and that programs followed the drill-based methods and emphasized correct grammar use. Warschauer (1996) pointed out that the critiques of communicative CALL were also linked with the reassessment of the communicative approach in language teaching field. Critiques of the communicative approach to the Second Language Acquisition in addition to the technological developments in the multimedia opened the door for a new phase of CALL, labeled Integrative CALL.

    Integrative CALL is the present stage of CALL (Warschauer, 1996; Warschauer, 2004). It has been used since the mid of 1990s (Fotos & Browne, 2004). It is based on the Vygotsky's sociocultural model of language learning (Wertsch, 1985 cited in Fotos & Browne, 2004). Vygotsky's cognitive model, or sociocultural model, stated that the way we think is a formation of both cultural and social influence (Snowman & Biehler, 2006).

Snowman & Biehler (2006) said that the ideas of Vygotsky could be applied in educational technology in two ways: first, by using the computer as an expert to provide necessary skills and strategies which can be internalized by students, and second, by using the computer as a tool that connects students to more knowledgeable counterparts and experts who "establish a master-novice apprenticeship and scaffold the student's learning" (p. 52).

The Integrative approaches of CALL have benefited from multimedia (Warschauer, 1996). Multimedia is a format of communication that integrates many types of media like graphics, animation, sound, images, text, and video (Snowmand & Biehler, 2006). It is represented today by the CD-ROM. Multimedia has been more effective by entailing the hypermedia (Warschauer, 1996). Snowman and Biehler (2006) said: "Hypermedia is the marriage of multimedia and hypertext" (p. 114). Hypertext is a system that links texts in a nonlinear way enabling users to move from one part of text to another within the same document or to other documents. This process often takes place through highlighted words (Snowman & Biehler, 2006). Multimedia application could create a more real world and authentic learning environment for learners; integrate all language skills (since the media combine reading, writing, listening and speaking) in a single activity; give students more control over

how they learn; and make them focus on the content, not on the language form or the learning strategies (Warschauer, 1996). Hypermedia allowed CALL to be highly interactive and provide learners with authentic situations where they unprecedentedly are able to interacts with native speakers of the language they study (Coughlin, 1990). Warschauer and Healey (1998) said that Integrative CALL can offer realistic environments of the language, a curriculum for language learning, assessments, determine the appropriate next step for the learner, and keep records of learners. Szendeffy (2005) lists some features of Integrative CALL like using of authentic environments; integrating of all skills in a holistic approach; using multimedia and hypermedia in a nonlinear manner; offering greater student control; giving task-based, content-based, and project-based activities; and communicating with native speakers and other learners. The model of Integrative CALL is also based on socio-cognitive view of the language, which according to Warschauer (2004) means that learning a second or foreign language involves working one's way into new discourse communities.

Although Warschauer' model is common in CALL literature, Bax (2003) argued that such a model has weaknesses. For example, Warschauer used different names for the first stage "Behavioristic" (Warschauer, 1996; Warschauer & Healey, 1998)

and then changed it to "Structural" (Warschauer, 2004). Bax (2003) also showed that the dates were different in different publications. He also mentioned that stating the decline of Communicative CALL causes a great confusion for teachers since not only Communicative CALL, but all the three types of CALL are still in used in different institutions. Thus, he offered an alternative model of CALL. Bax (2003) believes that we should use the term "approaches" instead of "stages" since the term "stage" strictly refers to history whereas the term "approach" covers other aspects as well. His alternative model divided CALL into three approaches: Restricted CALL, Open CALL, and Integrated CALL (see Table 2.2). For the first approach, Restricted CALL, Bax (2003) said that the term "Restricted" goes beyond, for example, the theory of learning. It is comprehensive, more flexible, and covers the teacher's role in this approach which is believed to be restricted to monitoring and the feedback restricted to closed responses. He said that Restricted CALL dominated before the 1980s.

Open CALL indicates the use of CALL from the 1980s until now. His rationale for calling it Open CALL indicates that attitudes toward using computers were more open and becoming more humanistic. Open CALL, according to Bax (2003), is the recent phase of CALL, but this does not mean that all institutes are not using Restricted CALL. He said that "we could argue

that in general terms we are in an open phase of CALL, but that each institution and classroom may also exhibit certain Restricted and even Integrated features" (p. 23).

The third approach of CALL is called Integrated CALL (Bax, 2003). Bax (2003) believes that we have not yet reach of this stage of CALL, since CALL, unlike books and pens in language teaching, is not invisible. Bax (2003) called this concept "normalization", which has relevancy to any types of technological innovations and refers to the stage when the use of technology becomes invisible and consequently normalized.

Table 2.2. Bax's model of CALL

Content	Type of Task	Type of Student Activity	Type of Feedback	Teacher Role	Teacher Attitude	Position in Curriculum	Position in Lesson	Physical Position of Computer
Restricted CALL Language System	Closed drills / Quizzes	Text reconstruction Answering closed questions Minimal Interaction with other students	Correct/incorrect	Monitor	Exaggerated fear and/ or awe	Not integrated into syllabus and learner needs	Whole CALL lesson	Separate computer lab
Open CALL System and Skills	Simulations Games/ CMC	Interacting with the computer Occasional interaction with other students	Focus on linguistic skills development Open, flexible	Monitor/ facilitator	Exaggerated fear and /or awe	Toy Not integrated into syllabus-optional extra Technology precedes syllabus and learner needs	Whole CALL lesson	Separated lab-perhaps devoted to languages
Integrated CALL Integrated language skills work	CMC/ WP/ e-mail/ As any appropriate to the immediate needs	Frequent interaction with other students Some interaction with computer through the lesson	Interpreting, evaluating, commenting, simulating thought	Facilitator Manager	Normal part of teaching-normalized	Tool for learning Normalized, integrated into syllabus, adapted to learners' needs Analysis of needs and context precedes decisions about technology	smaller part of every lesson	In every classroom, on ever desk, in every bag

Applications of CALL

Computers in learning can be used in different ways. Taylor (1980) said that computers in learning are used in three different methods: computers as a tutor, computers as a tool, and computers as a tutee. Computers as a tutor mean that students get tutoring from the computer. For example, the computer provides material, gets the students' responses, assesses that responses, then decide what to present next based on the learners' responses (Taylor, 1980). Using computers as a tool means that students seek helps from computers in different subjects. For example, students use computers as word processor. Using computers as tutee refers to the process in which the student or the teacher gives the computer some information or talk in a language that the computer understands. Warschauer (1996) divided CALL typology and applications in language learning into three different parts: computer as tutor; computer as stimulus; and computer as tool. Using computers as a tool means that the computer teaches grammar, listening, pronunciation, reading, vocabulary, text reconstruction, writing, and comprehension. Using the computer as a stimulus means that the computer is used to help learners generate discussions, synthesize information, critical thinking, and discussions. Grammar

checkers, word processing, concordance, reference, collaborative writing, internet, and authoring programs are typical uses of computers as a tool (Warschauer, 1996).

The current stage of CALL has different applications that meet different learner needs in different language skills. Computers today offer learners a series of applications in each skill. Warschauer and Healey (1998) illustrated different applications of CALL. Speaking applications incorporate voice recording and playback to allow learners to compare what they said with the model. Another application is the drill applications. Drill applications contain games that use the power of computer and competition for collaboration to motivate language learning. Writing applications involve programs that help learners in the pre-writing stage to create and outline their ideas. Other writing applications are word processing, spell checkers, and dictionaries. Sokolik (2001) stated that computers offer language learners six applications: drills, adaptive, testing, corpora and concordance, computer mediated communication, and multimedia production.

Beatty (2003) provides a wider range of CALL applications. These applications are found in almost all recent CALL labs:

1. Word processing: word processors come under the method that computer is used as a tool (Warschauer, 1996). It is the basic CALL application that offers both a package of advanced writing tools (Pennington, 2004). It also enhances learners' motivation toward writing which leads to more practice (Dunkel, 1990). What makes word processing programs very powerful in CALL is that they are everywhere, cost-efficient, simple to learn, and provide great service: producing text (Esling, 1991). Pennington (2004) wrote:

the value of word processors for writing is generally considered to be their capacity to ease the mechanical processes of generating texts: revising text by deletions, additions, substitutions, block moves; and the production of clear and attractive finished copy. Beyond these writing and revision tools, the attributes and capabilities of the computer writing environment that aid the writing process include the following: the physical ease of making keypresses and typing text; the focusing of attention by the clear and restricted amount of text that is visible on the computer screen; the marking of the point where text is being produced by the blinking cursor, which also acts as a prompt to the writer to keep writing; the writer's awareness of the

possibility of saving or changing text at any time. (p. 72).

A good program of word processor is Microsoft Word© which is increasingly used by both learners and teachers for creating learning materials providing tables, texts, and simple websites (Beatty, 2003).

2. Games: the aim of using games for pedagogical purposes is to make learners unaware of the objectives, which means that learning takes place as an activity that is peripheral to play (Beatty, 2003). Hertz (1987) said that the fascination that the games offer for both adults and children is tempting for teacher-programmers to emulate these games in favor of subjects they teach. Hanson-Smith (1999) said that games could improve deductive and inductive reasoning, prediction strategies, and estimating abilities. Azriel et al. (2005) said that games give learners a creative environment which helps them to work with their peers, solve problems, and also communicate with each other, so learners then become involved in an active way in the learning process which would improve their motivation. Hangman© is an example of a game application that is used to teach spelling by providing learners hints about the missing letters of the target word

(Beatty, 2003). The Sims© is also a game that is designed to simulate different situations of everyday life (Purushotma, 2005).

3. Literature: literature applications mean giving learners different literature from different disciplines (Beatty, 2003). Beatty (2003) said that literature "has a high degree of fidelity, or authenticity, in that the learning materials are both extensive and taken from real-world source" (p. 57). Collie and Slater (1987) looked at the use of literature in language teaching as: an authentic material, language enrichment, and personal involvement. Literature applications offer learners exposure to different styles, genres, contexts, terms, vocabulary, and acronyms in different fields in the language they learn.

4. Corpus linguistics: corpus linguistics refers to the study of the body of texts (Beatty, 2003). It "involves the examination of linguistic phenomena through large collections of machine-readable texts" (Cheng et al., 2003, p. 174). The main goal of corpus linguistics is to figure out the models of authentic language use through actual usage analysis (Krieger, 2003). Chapelle (2001) said "corpus linguistics tends to focus on the results that can be obtained through observation of large database comprised of texts" (p. 36). For example, researchers, teachers, or learners could examine

the use of simple present tense to find out when it is used

in speaking versus writing or in media versus journals. The

term corpus is a kind of databank that has natural texts

combined from recorded speech transcription and written texts

(Krieger, 2003). A concordance is one way of using corpus

linguistics applications. Krieger (2003) said that a

concordance is a software program that is used to analyze the

corpus and give the results (Krieger, 2003). St John (2001)

defined a concordance as a list of the occurrences of a

particular word, a part of a word, or a combination of words

in context and it is drawn from a text corpus, which is

presented in context. Betty (2003) said:

> a concordancer is a tool that looks at individual words
>
> (nodes) or group of words and lists them with their
>
> immediate contexts, usually the seven or eight words
>
> that come before and after but in some cases the entire
>
> sentence for each work. The term for describing this
>
> approach is the key word in context (KWIK). (p. 60)

Corpus linguistics applications help teachers develop

their learning material by offering them learners systematic

errors (Beatty, 2003). Chapelle (2001) considers corpora as

a central area for computer applications in Second Language

Acquisition that helps learners create their own profile of words, meanings, and uses. It helps learners by giving them a window to the use of authentic language that is derived from real contexts rather than constructed for pedagogical purposes (Krieger, 2003). Yoon and Hirvela (2004) illustrated an example of how corpus linguistics helps learners in writing. They said that if an English learner wants to use the word ''access'' in an essay might be confused about which words best collocate or link with that word "access". By connecting to a corpus database and then typing in the word ''access'' the student would eventually be able to see a long list of uses of that word with different collocations. The following example shows this process after using the corpus database to find out the uses of word ''access'':

film and tv producers worldwide *access* to locations available for shooting.

a particularly easy and fruitful *access* to that area of the mind.

REP: their own military contacts to gain *access* to the arsenals, and within hours

Arab landowner: his bedroom, with *access* to the boudoirs of his three wives, seem to be when children have *access*

to wide green spaces in which. (Yoon & Hirvela, 2004, p. 257-258)

Teachers could benefit form corpus linguistics in syllabus design, classroom activities, and material developments (Krieger, 2003).

5. Computer mediated communication (CMC): CMC is seen today as one of the computers applications that has the greatest impact on the field of language learning (Warschauer, 1996). Warschauer (2004) said that the goal of interaction is seen as a tool to help language learners entering new societies and communities and familiarizing themselves with new discourses and genres. He believes that it is no longer sufficient for learners to communicate with other merely to practice what they learned in language classrooms. Peterson (1997) said that one of the main advantages of CMC is promoting autonomy in learning by providing an environment for learning that is less restrictive than the one in the conventional classroom. It enables language learners to communicate inexpensively with native speakers of the target language as well as with other language learners 24 hours a day, and from different places like classroom, home, or work (Warschauer, 1996).

CMC also makes learners from different levels, backgrounds, types, and learning styles equal. Warschauer et al. (1996) stated that CMC applications provide more equal participation to learners who are often discriminated against or excluded, including minorities, shy students, women, and learners with strange learning styles. Chapelle (2003) wrote that CMC activities offer a variety of participant configurations which means that one learner can send a message to another one; one student can send to many others; or groups of learners can send messages to other groups. She believes that learners today are not confined to the topics proposed by their instructors. They can rely on their own experience and knowledge and discuss information and opinions of others and other topics through bulletin board (Chapelle, 2003). She added that communication through the CMC has given learners great opportunities for input that are not available in face-to-face communication. She added that language learners:

> can lurk in a discussion perhaps to benefit from the
> input without being pressed to produce any language. If
> and when learners choose to participate, the interactive
> written language in computer-mediated communication on
> the internet means that learners do not have to reveal

an accent in their oral language, and they have more

time to reflect on and even correct their language, if

they choose to do so. (p. 15)

Kern (1995) found that discussions through CMC offer

students more opportunities than oral discussions to express

and produce language. He also found that the quality of

language produced is more sophisticated in term of

morphosyntactic features and the variety of discourse

functions.

There are two kinds of CMC, Synchronous and

Asynchronous. Synchronous CMC means that the interaction is

taking place in real time. The example of that is when

learners sit in front of the computer, read, respond, and

discuss topics with each other (Chapelle, 2003). This type

of CMC could also take place over the internet through text

messaging, voice messaging, or both (Chapelle, 2003). Smith,

et at. (2003) said the internet is the representative of

synchronous communication. They said "Internet Relay Chat

(IRC) exemplifies synchronous communication" (p. 705). The

second kind of CMC is Asynchronous communication.

Asynchronous communication is the opposite of synchronous and

means that interactions do not take place in real time.

Examples of Asynchronous communication are bulletin boards

(Chapelle, 2003) and e-mail (Smith et al., 2003). Bulletin boards are where learners and teachers post and share their messages with others. The advantage of bulletin boards is that the messages can be viewed, shared, and commented with different people around the world and not necessary with other learners or teachers, which gives it an extra advantage over email (Beatty, 2003). Email is considered one of the most common activities that learners use on the internet that gives them different advantages like recording both their own messages and those which they receive and communicating with their teachers, peers, and native speakers of the target language (Beatty, 2003). Peterson (1997) stated that email and asynchronous conferencing are the most common applications of CMC that are found in language classroom. WebCT, Multi-User domains Object Oriented (MOO), Multi-User Adventure (MUA), Multi-User Domains/Dungeons (MUD), Multi-User Shared Hallucination (MUSH), and Multi-User Game (MUG) are examples of programs used in CMC (Beatty, 2003).

6. World Wide Web (WWW) resources: the WWW offers both learners and teachers an endless source of authentic materials that include handouts; texts; sound; video; and images (Beatty, 2003). It provides them a natural environment of the language to be taught or learned (Yang & Chen, 2006). Hiple and Fleming (2002) stated "The world wide

web consists of resources and users on the internet utilizing HTTP (Hypertext Transfer Protocol), a set of rules for exchanging files, including text, graphic images, sound, video, and other multimedia" (p. 5).

Mosquera (2001) said that what gives the WWW a great importance is that the language used is not prefabricated language that is used in most of the language textbooks, but a real and authentic one. It enhances literacy, interaction, empowerment, and validity in language teaching (Taylor & Gitsaki, 2004). Mosquera (2001) illustrated some features that the WWW offers learners to practice: reading newspapers and magazines online; visiting libraries; accessing tourist information; listening to radio programs; watching TV; and visiting museums. Through the WWW, learners are able to learn and practice all language skills; reading, writing, listening, and writing in real world situations and they can also acquire different knowledge forms (Yang & Chen, 2006). There are many websites that offer materials for learners and teachers. Some of them are commercial and many are free.

New Dynamic English Program

New Dynamic English (known as DynEd) is the only program used at all CALL labs in the IPA. DynEd consists of four

language levels (see Table 2.3) and each level has two

modules and two disks. The 1st level is for beginner, the 2nd

level for low intermediate level learners, the 3rd is for

intermediate, and finally the 4th is for upper-intermediate

and advanced level students (Fitzgeral, Bower, & Morrall,

1999). In each level, there is a Matrix Vocabulary lesson

that motivates learners to discover the language and language

structures in different contexts and categories, like

weather, months of the year, and times of life. There are

also a Video Interaction lessons that support learners to

watch and listen to a video clip, and after listening the

learners fill in the missing parts of the speech in the clip

they watched (Fitzgeral, Bower, & Morrall, 1999). Fitzgeral

et al. (1999) illustrated some features that DynEd has. The

program offers help for learners on how to use, how to

record, and some hints on what the learner needs to do in

each part. It also has a feature of speech that allows the

learner to reset all the audio files and slow down the speech

speed. The program also keeps a file of all recorded speech

that the user produced and can be printed. The main feature

of the program is a "shuffler" which means that the program

progress depends on the student's performance on the lesson

exercises. For example, if the learner correctly answers the

majority of the questions, the program automatically will

raise the difficulty of the following questions. The program

covers listening and speaking; vocabulary; grammar; oral

presentations; and reading skills (DynEd).

Table 2.3. Contents of the New Dynamic English Software

Level 1Disk 1	Level 2 Disk 2
Names & Places	Family Schedule
Jobs & Family	Matrix Vocabulary
Numbers & Time	Likes & Dislikes
Video Interactions	Video Interactions
Level 2 Disk 1	**Level 2 Disk 2**
Daily Activities	Planning Ahead
Our World	Matrix Vocabulary
Locations	Biography
Video Interactions	Video Interactions
Level 3 Disk 1	**Level 3 Disk 2**
On a Trip	Life Experience
Energy Sources	Matrix Vocabulary
Directions	Comparisons
Video Interactions	Video Interactions
Level 4 Disk 1	**Level 4 Disk 2**
Life Choices	The Secret Code - A Mystery
Epidemic	Matrix Vocabulary
Space & Time Sequences	UFOs: For & Against
Video Interactions	Video Interactions

Table Adapted from Fitzgeral, Bower, & Morrall (1999)

Notion of Attitude

The word "attitude" is a term with different meanings in

different fields. It is a main concept in both Psychology

and Sociology, one of the central concepts of Social

Psychology (Strauss, 1945), and the main occupation of social

psychologists since the 1950s (Greenwald, Brock, & Ostrom,

1968). Early researchers like Bain (1928) looked at

attitudes as "the relatively stable overt behavior of a person which affects his status". Thurstone (1946) defined attitudes "as the intensity of positive or negative affect for or against a psychological object. A psychological object is any symbol, person, phrase, slogan, or idea toward which people can differ as regards positive or negative affect"(p. 39). For Rokeach (1976), "attitude is a relatively enduring organization of beliefs about an object or situation predisposing one to respond in some preferential manner" (p. 530). Zimbardo & Leippe (1991) saw attitudes as "an evaluative disposition toward some object based upon cognition, affective reactions, behavioral intensions, and past behaviors" (p. 31). Palaigeorgiou, Siozoz, Konstantakis, & Tsoukalas (2005) defined attitudes as "a positive or negative sentiment, or mental state, that is learned and organized through experience and that exercises a discrete influence on the affective and conative responses of an individual toward some other individual, object or event? (p. 331). According to Bromely (1995), attitude indicates the affect and that it is both emotional and evaluative and shows the degree to which you like or dislike the attitudinal object.

Most of the recent attitude studies linked it with cognitive and affective organization with regard to some

object and with respect to a predisposition to act (Reed,

1991). Wenden (1991) said that attitudes involve cognitive

component that deals with beliefs or perceptions about an

object or a given situations, an evaluative component which

is mainly like or dislike for the object, and a behavioral

component that guides particular behavior. In addition, many

attitude theories in psychology suggest that attitude

consists of three components: (1) affect: which refers the

degree of like the person has; (2) cognition: which refers to

the person's knowledge about the attitudinal object; and (3)

behavior which is related to reactions and intensions

regarding the object (Bromley, 1995). The knowledge of

attitude allows the prediction of behavior and consequently

the change of a belief would lead to a change or modification

of behavior (Reed, 1992; White, 2007).

Attitude and Language Learning

Studies of attitude in language learning started in the

mid-sixties (Smith, 1971). Smith (1971) wrote "by the mid-

sixties disquieting feelings began to emerge on the pages of

all the foreign language journals. Something was amiss.

Something had been overlooked, an important factor that we

are only now beginning to investigate: attitudes" (p. 82).

Attitude is considered one of the affective variables that have a great role in second or foreign language acquisition (Ganschow, Sparks, Anderson, Javorshy, Skinner, & Patton, 1994). The questioning of the role of affective factors in language learning came as a possible answer for the question; how it is possible for some people to learn a second language perfectly and proficiently whereas others, with the same opportunities and conditions to learn are failures, since all other answers attributed to teaching methods, knack, or pedagogical matters have failed (Gardner & Lambert, 1972). Early pioneering works of Gardner and Lambert (1995) & (1972) opened the door for the studies of affective variables and brought them to the fore of research (Bacon & Finnemann, 1990).

The Monitor Theory of Krashen proposes the role of affective filter in language acquisition (see Figure 2.3) has had a large impact on the role that affective factors play in language acquisition (Bacon & Finnemann, 1990). Krashen (1987) describes the hypothesis of an affective filter as:

The Affective Filter Hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of

their Affective Filters. Those whose attitudes are not

optimal for second language acquisition will not only

tend to seek less input, but they will also have a high

or strong Affective Filter - even if they understand the

message, the input will not reach that part of the brain

responsible for language acquisition, or the language

acquisition device. Those with attitudes more conducive

to second language acquisition will not only seek and

obtain more input, they will also have a lower or weaker

filter. They will be more open to the input, and it

will strike "deeper". (p. 31)

Figure 2.3 The Role of Krashen's Affective Filter Hypothesis on the Second
Language Learning
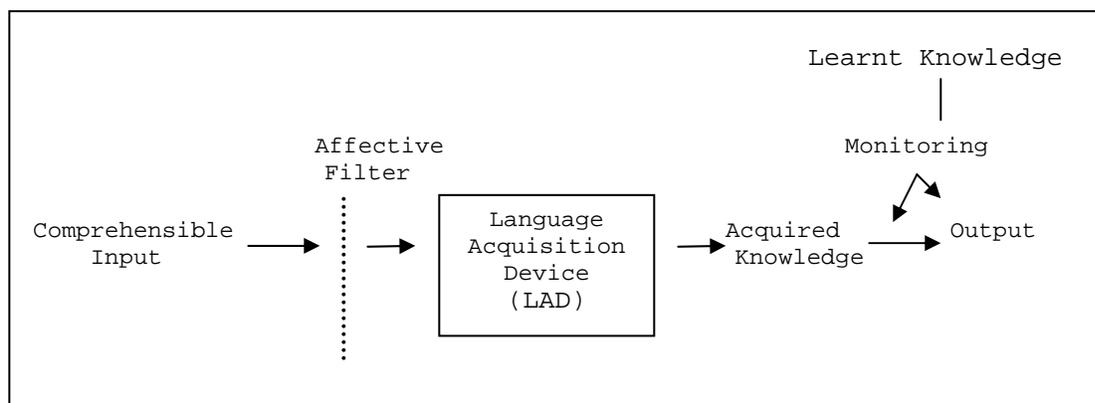
Figure Adapted from Cook (2006)

The importance of attitudes in language learning and

acquisition has been stressed by many other researchers

(Savigon, 1976; Gardner & Lambert, 1972; Merisuo-Storm, 2006; Ellis, 1985). Savignon (1976), for example, considers attitude as the most important factor in second language learning. Attitude also correlates with other affective factors. For example, it plays a role in the formation of motivation toward language learning itself (Gardner & Lambert, 1972). Gardner & Lambert (1972) wrote that "the learner's motivation for language study, it follows, would be determined by his attitudes and readiness to identify and by his orientation to the whole process of learning a foreign language" (p. 134). Merisuo-Storm (2006) supported that claim by saying that motivation in language learning usually refers to stable attitudes in learners' mind. Ellis (1985) discussed the importance of attitudes and motivation in language acquisition stating that attitudes and motivation are crucial factors that help in determining the proficiency level that different learners achieved.

Attitudes toward learning situation, according to Masgoret & Gardner (2003), refer to "the individual's reaction to anything associated with the immediate context in which the language is taught" (p. 173). The importance of attitudes toward the language learning setting is very important for success. Merisuo-Storm (2006) wrote "negative attitudes towards language learning can reduce learners'

motivation and harm language learning, whereas positive attitudes can do the opposite" (p. 228). Lin & Miller (2005) said "We may wish to obtain measures of student's attitudes toward certain classroom activities, the textbook, laboratory experience, or our own instruction so that needed adjustments can be made" (p. 324). Oxford (2001) said that examining learners' attitudes is very important for teachers. Bromley (1995) stated that "attitudes influence the efforts that students expend to learn another language, then language teachers need a clear understanding of attitudes and attitude-change theory in order to address these issues in the classroom"(p. 373).

Obtaining learners' attitudes would undoubtedly help instructors understand their students, modify their ways of teaching, as well as the whole course syllabus.

Attitude toward Computers in Instruction

There are many definitions of attitude toward computers (Smith, Caputi, & Rawstorne, 2000). Smith et al. (2000) defined attitudes toward computers as "a person's general evaluation or feeling of favourableness or unfavourableness toward computer technologies (i.e. attitude toward objects) and specific computer-related activities (i.e. attitudes

toward behaviours" (p. 61). The evaluation according to Smith et al., (2000) could be applied to all computer technologies like attitude towards computer programs, training, and games as well as computer-related activities including behavioral diminutions like using computer. This definition is consistent with Ajzan and Fishbein's (1977, 1980) theory of reasoned action (Smith, et al., 2000) which posits that beliefs about objects form the attitudes toward them (Ajzan & Fishbein, 1977 - see Figure 2.4). Mitra and Hullett (1997) found that attitudes toward computers consist of many elements like attitudes toward computer in instruction, technical support in computer, and attitude toward access to computers. Palaigeorgiou, et al. (2005) wrote that computer attitude evaluation usually involves statements that assess the persons' interactions with computer hardware, software, other people relating to computers, and activities that encompass computer use.

Figure 2.4 Ajzen & Fishbein's (1977) Theory of Reasoned Action.
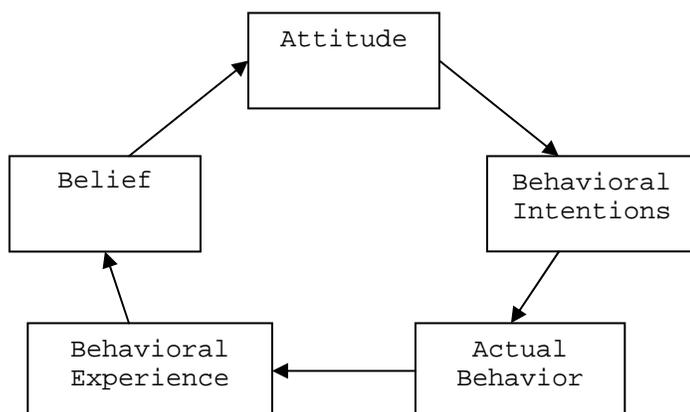
Figure Adapted from Jung (2006).

Computer anxiety is a central factor in attitudes toward computer use. Schottenbauer, Rodriguez, Glass, & Arnkoff (2004) stated that computer anxiety predicts attitudes toward computers. Computer anxiety is defined as the "fear of impending interaction with a computer that is disproportionate to the actual threat presented by computers" (Howard, Murphy, & Thomas, 1987, p. 15). Bozionelos (2001) wrote computer anxiety refers to "negative emotions and cognitions evoked in interactions with computer-based technology" (p. 313).

The use of computers in instruction has opened the door for research to discuss all related aspects to computer use in teaching. Learners are one of the main variables that researchers have addressed to get more understanding of

integrating the use of technology in classrooms. Students'
attitudes toward using technology in classrooms represent a
high importance in the success of implementation of
technology. Al-Khaldi & Al-Jabri (1998) stated that
students' attitudes toward computer are significant
determinants that might affect the success of computer
implementations. The success of any integration of the use
of computers in instruction depends greatly on learners' and
teacher's attitudes toward them (Selwyn, 1999, cited in
Palaigeorgiou, et al., 2002).

Several studies have been conducted to assess students'
attitudes toward the use of computers in instruction. Chen
(2003) administered a study to investigate EFL learners'
attitudes toward the use of computers in EFL instruction at
National Cheng Kung University in Taiwan. The findings of
the study showed that the participants significantly showed
positive attitudes toward the integration of computers in
their EFL study. Ayres (2002) conducted a study at the
School of English and Applied Linguistics at UNITEC Institute
of Technology in Australia to see how learners perceive the
role of CALL in their study. He concluded that learners hold
positive attitudes toward the use of computers in their
learning. The study also shows that 80% of learners believe
that CALL is relevant to their needs, 77% of students said

that the tasks of CALL give them very useful information, and 66% believe that the use of CALL should be used more in their studies. Min (1998) investigated the attitudes of Korean adult English language learners toward the use of computers in EFL classrooms. The study showed that the selected sample of Korean adult language learners did not hold positive attitudes toward the use of computers in English language settings. Lin (2002) investigated Taiwanese learners' attitudes and motivation toward the integration of computers in college-level EFL reading and writing in three universities: public, private, and military. He found that students have positive attitudes and are highly motivated toward the use of computers. Liu (1997) conducted a study that investigated Chinese students at The University of Tennessee toward computers. Chinese students generally showed positive attitudes toward the use of computers in their university studies.

In the Arab world, Stevens (1991) investigated Arab EFL learners' attitudes toward CALL and found that learners enjoy using computers. They said that computers have improved their English and they looked at computers as an important factor in their English learning. Almekhlafi (2006) conducted a study that explores United Arab Emirates EFL learners' achievement and attitudes toward CALL. The study

revealed that students have positive attitudes toward CALL. They perceive it as a very helpful tool in learning EFL and have a strong desire to use it more in future. Jabir & Omar (2000) investigated the attitudes of both learners and teachers in Southern areas of Jordan. Their study investigated 700 students and 47 teachers (male and female). The findings of their study showed that both learners and teachers hold positive attitudes toward the use of computers and want more use of computers in their classrooms. Yushau (2006) conducted a study to examine the influence of blended e-learning on learners' attitudes toward mathematics and computers at King Fahd University of Petroleum and Minerals (KFUPM) in Saudi Arabia. Data collected from 70 Saudi students of the preparatory year program at beginning of the program (pre-program) and at the end of it (post-program). For measuring computer attitudes, Yushau (2006) used Computer Attitude Scale (CAS) (Loyd & Gressard, 1984). The findings of the study showed that learners at KFUPM in the preparatory year program hold positive attitudes toward the use of computers and believe that computers help them in their study. The results of the study also showed that the Saudi learners want more use of computers in their study.

The first independent variable of the study is the years of English learning. The study aims to determine whether

this variable can be a predictor of Saudi EFL learners'
attitudes toward CALL at the IPA. As for the years of
English learning variable, few studies have been conducted to
address or measure students' attitudes toward computers based
on their English learning. There is no enough literature on
whether English knowledge has a role in determining EFL
learners' attitudes toward the use of computers. One study
conducted by Chen (2003) investigated EFL learners' attitudes
toward using technology in classroom in Taiwan based on
learners' English background. She found that there were no
significant differences in learners' attitudes toward the use
of computers based on their English knowledge.

Computer knowledge is the second variable of this study
seeking to predict Saudi EFL students' attitudes toward CALL
at IPA. The influence of computer knowledge on attitudes
toward computers has been addressed by many studies.
Computer knowledge indicates that the person has enough
ability to use and deal with computers in different
situations. Computer use, according to Reinen & Plomp
(1993), is divided into two parts, the first includes
learning with computers, for example, CAI and tutorial, where
as the second part includes learning about computers,
examples are computer literacy. Computer literacy, according
to Loyd and Gressard (1984), means the ownership of computer,

amount of time people spend in front of a computer, and the number of courses people took that were related to computers. Hence, computer familiarity plays a central role in forming students' attitudes toward the use of computers in instruction. That is, people who are generally experienced or familiar with an object hold more positive attitudes and less anxiety toward the object.

Most of the studies show that computer experience is a central factor in determining students' attitudes toward computers. Chen (2003) investigated college EFL learners' attitudes toward the use of computers in Taiwan based on their computer experiences. She measured learners' attitudes in three dimensions in the study: attitudes toward computer use, attitudes toward the ease of computer use, and attitudes toward computer usefulness. The findings of her study showed that significant differences existed in three dimensions. She found that EFL students who spend five hours or more everyday on computer held more positive attitudes toward the three dimensions (computer use, computer easiness, and computer usefulness) than did EFL students who spent one to five hours or one hour or less. Liu (1997) concluded that the more computer experience learners have, the more positive attitudes toward computers they hold. Loyd and Gressard (1984) examined the effects of computer experience on

attitudes toward computers among 107 community college students, 142 high school language arts students, and 105 students living in dormitories at a small college. Computer attitudes (computer anxiety, computer confidence, and computer liking) were measured by the Computer Attitude Scale (CAS) (Loyd & Gressard, 1984). The findings of the study showed that computer experience was significantly related to more positive attitudes on all three subscales. Ruffin (2000) conducted a study to investigate the relationship between demographic variables and college students' attitudes toward the use of computers in instruction. Demographic variables include mathematics aptitude, level of education, rank, race, gender, age, computer-related experience and computer science experience. The results of the study showed that the average daily exposure to computer and computer science courses, beside race were the three best predictors of learners' attitudes toward the use of computers in instruction. Mcllroy, Bunting, Tierney, & Gordon (2001) assessed 193 undergraduate students in relation to computing anxieties and attitudes. They found that students who had frequent access to computers held more positive attitudes but no advantage in computer anxiety. In addition, the findings showed that a positive first computer experience appeared to mitigate anxiety. The meta-analysis study of Chua, Chen, &

Wong (1999) stressed that the computer anxiety is strongly
related to computer experience. Their study suggested that
the more computer experience the students have, the less
computer anxiety they show and vice versa. Igbaria &
Chakrabarti (1990) assessed 187 graduate students to examine
the effect of computer experience on computer anxiety. They
concluded that computer training decreased students' computer
anxiety and indirectly played a role in students' attitude
toward computers.

Gender is the third independent variable of this study
in predicting Saudi EFL learners' attitudes toward CALL.
Gender was also among the main variables that many studies
chose to investigate learners' attitudes toward computers.
Studies on gender differences on attitudes toward computers
have found mix results. Chua et al. (1999) conducted a meta-
analysis study investigating the relationships between
computer anxiety and three correlates-age, gender, and
computer experience. The analysis included studies published
between 1990 and 1996. As for gender, the findings of the
meta-analysis showed that female university undergraduate
students have more anxiety than the male students. Shashaani
(1997) conducted a study to examine the gender gap in
attitudes toward computers among college students. She found
that male students were more interested in computers and had

more positive attitudes than female students. Taghavi (2001)
investigated gender influence on college students' attitudes
toward using computers in teaching. He found that gender did
not significantly affect the learners' overall attitudes
toward computer. Anderson (1996) assessed the role of gender
in computer anxiety among 64 undergraduate students, and
found that gender was not a predictor of computer anxiety.
Chin (2001) conducted a study to see if there are differences
exist between Taiwanese learners' attitudes toward computers
based on their gender. The study showed that Taiwanese male
students having more favorable attitudes towards computers
than female students. Brosnan (1998) studies the gender
differences in computer attitudes and anxieties of learners
from UK versus Hong Kong. The study showed that in the UK
sample, there were no gender differences with regard to
computer anxiety, but that male learners had more positive
attitudes toward computers than the did female learners. As
with the Hong Kong sample, gender differences in computer
attitudes were not significant, but male students showed more
computer anxiety than their female counterparts. Jennings &
Onwuegbuzie (2001) investigated college students' attitudes
toward computers based on their gender and showed no main
effect of gender on the learners' attitudes. In Eastern
Europe, Durndell & Haag (2002) investigated Romanian college-

level students' attitudes from different courses toward the use of computers in instruction and their computer anxiety. They found that male learners hold more positive attitudes toward the use of computers and lower computer anxiety than female students. In the Arab world, Abdelhamid (2002) conducted a study to see whether gender differences exist in attitudes and computer anxiety among 400 students at Cairo University in Egypt. The results showed that there were no significant differences in learners' attitudes toward computers. As for the computer anxiety, female students have more computer anxiety that their male peers. Based in these studies, the gender variable would represent a difference in attitudes toward the use of computers in some settings and would not in others. As we also saw, some studies showed that gender can be used as a predictor of computer anxiety, whereas other findings showed that gender makes no difference in computer anxiety prediction.

CHAPTER THREE: METHODOLOGY

The purpose of the study is to identify EFL learners' attitudes toward CALL at the IPA in Saudi Arabia. The main goal is first to explore these attitudes and determine the relation between attitudes and learners' years of English learning, computer knowledge, and gender.

Understanding learners' attitudes toward CALL as a new technology at the IPA would make the use of CALL more effective as well as help learners, instructors, and administrators to gain the ultimate benefits from this technology. Therefore, the intention of the study was to explore these attitudes and to establish a mechanism to predict these attitudes in the future.

This chapter describes the procedures used in the study. It includes the research questions, design of the study, hypothesis testing, sample selection and population, and instrumentation.

Hypothesis Testing

The following null hypotheses, based on the research questions, will be answered.

Research question 1: What are the Saudi EFL learners'
attitudes toward CALL in general at the IPA?

Research question 2: What are Saudi EFL learners' attitudes
toward the CALL software used at the IPA?

Descriptive statistics will be used to address research
question 1 and research question 2. Namely, the mean value
and standard deviation will be conducted. Therefore, no null
hypotheses were set for these two research questions.

Research question 3: What are the differences between Saudi
EFL learners' attitudes toward CALL at the IPA based on their
years of English learning?

Null hypothesis 3: There is no statistically significant
difference among Saudi EFL learners' attitudes toward CALL at
the IPA based on their years of English learning.

Research question 4: What are the differences between Saudi
EFL learners' attitudes toward CALL at the IPA based on
current computer knowledge?

Null hypothesis 4: There is no statistically significant
difference among Saudi EFL learners' attitudes toward CALL at
the IPA based on their computer knowledge.

Research question 5: What are the differences between Saudi
EFL learners' attitudes toward CALL at the IPA based on their
gender?

Null hypothesis 5: There is no statistically significant difference among Saudi EFL learners' attitudes toward CALL at the IPA based on their gender.

Sample selection and Population

Sampling is "the process of selecting a number of participants for a study in such a way that they represent the larger group from which they were selected" (Gay, Mills, & Airasian, 2006, p. 99). The sample is a group of people chosen from a population to represent the population in a research study (Gravetter & Wallnau, 2007).

The population of the study consists roughly of 1500 EFL learners of four IPA campuses in Saudi Arabia. These include two campuses in Riyadh (separate men's and women's campuses), a campus in Dammam, and a campus in Jeddah. Intensive English program at each campus is divided into four English levels: preparatory, elementary, intermediate, and advanced. Each level lasts for two months and passing the level requires the learners obtain an overall level grade of 60% or higher.

Table 3.1 Numbers of Saudi EFL learners at IPA Campuses

IPA campus	Number of learners
Riyadh (men campus)	950
Riyadh (woman campus)	155
Dammam (men campus)	230
Jeddah (men campus)	130

With 950 students divided into the four levels, Riyadh men's campus is the largest. The researcher used the cluster sampling technique. Cluster sampling is used with groups, not individuals, which are randomly selected (Gay, et al., 2006). Hence, different groups from each English level at Riyadh men campus were randomly selected. For assuring that the selected sample will properly represent the target population, and based on the statistic rule stating that the larger the sample, the more precisely it reflects the population and the more reliable the study, the researcher obtained information from 192 of Riyadh men campus population which approximately represents 20% of the Saudi EFL learners population at Riyadh men's campus.

Riyadh women's campus population consists of 155 Saudi female EFL learners. Unlike Riyadh men's campus, not all English levels are available at Riyadh women's campus. Usually two English levels are available every semester.

These two levels are either preparatory and intermediate or
elementary and advanced. A total of 126 Saudi women EFL
students at Riyadh women's campus participated in the study
and that represents almost 81% of the Riyadh women's campus's
population.

Dammam men's campus is the second largest IPA campus.
It has 230 Saudi EFL learners divided unequally into four
English levels. The majority of learners are divided into
two levels. These two levels are either preparatory and
intermediate or elementary or advanced, depending on which
semester of the year. The data were collected form 140
participants. Those participants stand for 60% of the whole
population of English students at Dammam men's campus.

Jeddah men's branch is the smallest IPA campus. There
are 130 Saudi EFL learners . Like the Riyadh women's branch,
not all English levels are conducted every semester. The
researcher gained information from 120 learners and that
roughly represents 92% of the population.

Instrumentation

Development of Instrumentation

The instrument of this study (see Appendix A for English
version and Appendix B for the Arabic version) consists of

two parts (see Figure 3.1). The first part includes demographic information. The demographic information consists of 10 items that seek information and is divided into these categories: IPA location of study, gender, age, years of English study, academic major at the IPA, and computer knowledge (ownership of computer, years of computer experience, hours of daily computer use, and self-evaluation of computer experience).

Figure 3.1 Instrumentation of the Study
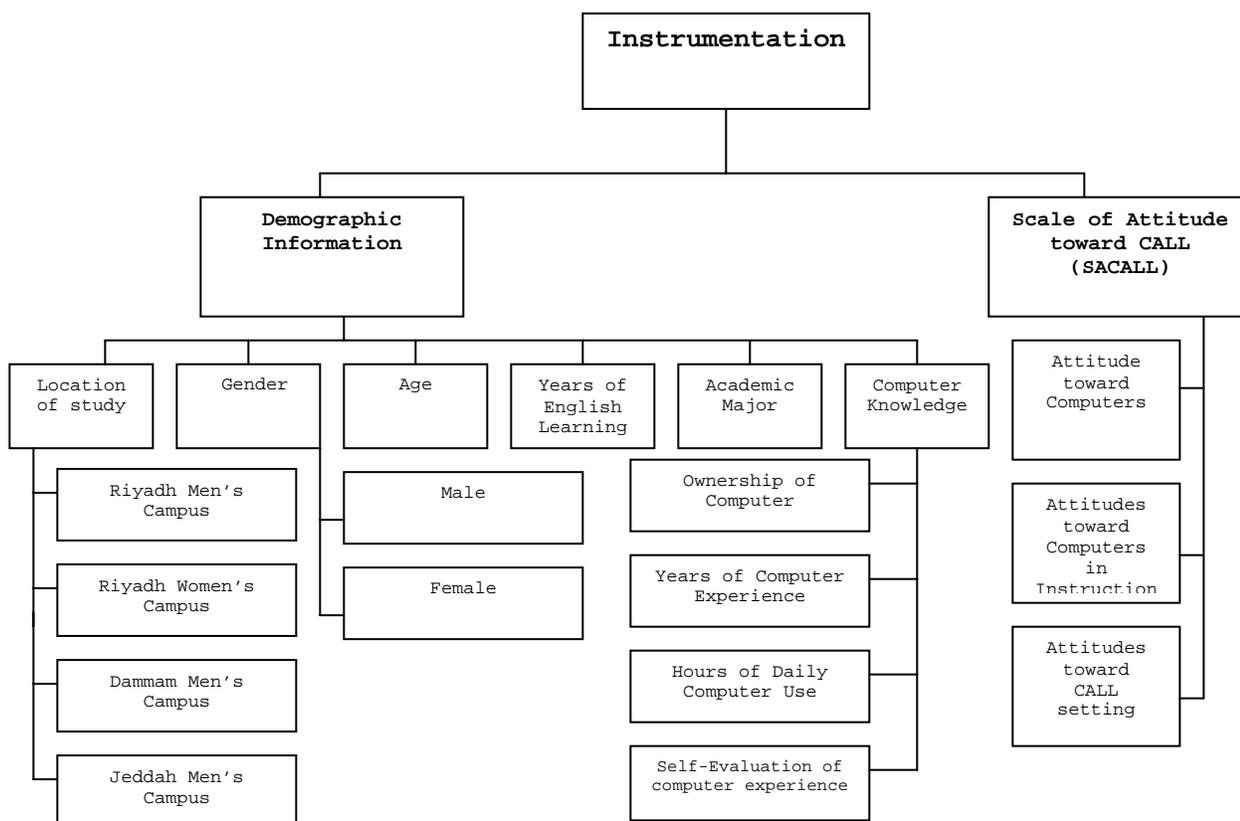
The second part includes a scale designed by the researcher for measuring learner attitudes toward CALL. The researcher titled the scale the Scale of Attitude toward CALL (SACALL). SACALL consists of 30 items aimed to measure learner attitudes toward CALL. These items were divided into three subscales: the first two subscales focus on attitudes toward computers in general and the use of computer in language instruction (20 items). The last subscale concentrates on the attitudes toward the CALL lab (ease of use and integration into the English language program). A five point Likert-scale is used in SACALL: Strongly Agree = 5, Agree= 4, Uncertain = 3, Disagree = 2, and Strongly Disagree = 1. The highest the score, the more positive attitudes the learner holds toward CALL. Based on that, score 5 means high positive attitude, score 4 means positive attitudes, score 3 means neutral attitudes, score 2 indicates negative attitude, and finally score 1 shows very negative attitude toward the CALL.

In designing this scale, the researcher reviewed many surveys that measure attitudes toward computers. Two computer attitudes scales were chosen to be adopted in this study: the Computer Attitude Scale (CAS) (Loyd & Gressard, 1984a) and Scale of Educational Technology Attitude (SETA)(Chen, 2003). Both scales were used to measure attitudes

toward the computers and the use of computers. The researcher received permission to adopt both scales (see Appendix C).

The Computer Attitude Scale (CAS) was developed by Brenda Loyd and Clarice Gressard in 1984. The first version of the CAS consisted of 30 items divided into three categories: computer anxiety, computer confidence, and computer liking (Loyd & Gressard, 1984a). In 1985, a fourth subscale called computer usefulness was added by Loyd & Loyd (Loyd & Loyd 1985). Hence, the CAS has 40 items divided into four categories: computer anxiety, computer confidence, and computer usefulness. Each subscale consists of 10 items. A four point Likert-type scale is used in the CAS (strongly agree, agree, disagree, and strongly disagree). The higher scores correspond to a more positive attitude, e.g., a higher confidence score means more confidence and a higher anxiety score means less anxiety (Loyd & Loyd, 1985). The CAS scale reported Cronbach-alpha reliability coefficients of .90, .89, .89, and .82 for subscales and 0.95 for the total (Loyd & Loyd). Woodrow (1991) compared four computer attitudes scales and stated that CAS is the most used and tested scale. Pope-Davis and Vispoel (1993) assessed the influence of computers instruction on attitudes toward the use computers using CAS. They stated that the reliability analyses of CAS subscales: computer anxiety, computer confidence, computer

liking, and computer usefulness, showed coefficient alpha of .91, .88, .88, .92. respectively (Pope-Davis & Vispoel, 1993 cited in Chen, 2003).

The second scale adopted in this study is the Scale of Educational Technology Attitudes (SETA) developed by Pi-Ching Chen in 2003. The SETA consists of 30 items and two main subsections. The first subsection has 20 items on computer attitudes (CA), and the second subsection includes 10 items on internet attitudes (IA) (Chen, 2003). There are two dimensions in the CA subsection: computer easiness (CE) and computer usefulness (CU). There are 20 items equally divided between CE & CU. In IA subsection, there are 10 items divided between E-mail use and items on WWW use (Chen, 2003). In developing the SETA, Chen (2003) adopted items from three scales; CAS (Loyd & Gressard, 1984), computer readiness surveys (Wright, 1998), and internet resources surveys (Anderson, 2001). The SETA was used to assess Taiwanese EFL learners' attitudes toward the use of technology in EFL instruction. The Cronbach-reliability coefficients of the SETA were .89 (Chen, 2003).

Translation of the Survey into Arabic

The rationale for translating the survey into Arabic is to make sure that learners understand all the survey items

and to assure the reliability and validity of the findings. The researcher, with a B.A degree in English Arabic translation, initially translated the English version into Arabic. The translation was reviewed by two experienced translation professors holding PhD degrees in English Arabic translation, two EFL faculty members at IPA holding master degree in TESOL & Applied Linguistics, and one professional translator with a master degree in Translation and 15 years of English Arabic translation. Based on the comments of the reviewers, few minor changes have been made to the translation.

Pilot study

For the reliability and validity of the survey, the researcher piloted the Arabic version of the survey along with the survey evaluation form (see Appendix D for English Version and Appendix F for the Arabic version) to 20 IPA EFL men learners at Riyadh, Dammam, and Jeddah campuses, and to 10 Saudi learners studying English as a second language (ESL) in the United States, two of whom had finished the one year English program at the IPA. Based on comments from EFL learners in Saudi Arabia and ESL Saudi learners in the USA, minor changes have been made to the survey to be more understandable.

Design of Study

The design of the study includes both descriptive and inferential statistics. The aim of the study is first to explore the current attitudes of Saudi EFL learners' attitudes toward CALL at the IPA, then to predict Saudi EFL learners' attitudes toward CALL in the future based on their years of English learning, computer knowledge, and gender. For questions one and two, the study will employ descriptive statistics including determining the mean and standard deviation for the selected sample. In addition, the study will use two means comparison (t-test) to determine weather gender difference exists between the men's campus at Riyadh and the women's campus in Riyadh.

To predict the future attitudes of Saudi EFL learners at the IPA the study will use inferential statistics. Namely the regression model will be used to create a predictive model (see Figure 3.2).

Figure 3.2 Independent Variables Used to Predict Learners' Attitudes toward CALL.
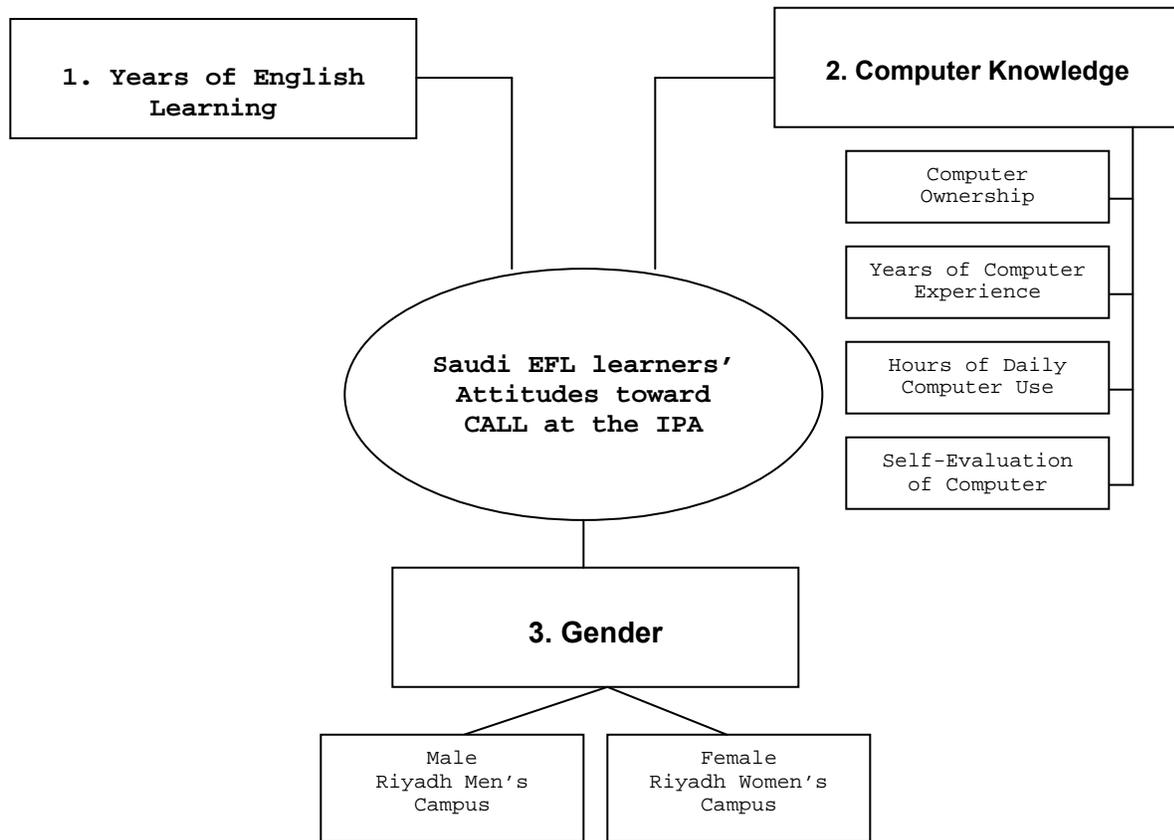
CHAPTER FOUR: RESULTS

Five questions have guided this study. The purpose of
the study was to identify Saudi EFL learners' attitudes
toward CALL at the Institute of Public Administration. The
study also investigated three variables related to the Saudi
EFL learners' attitudes toward CALL. This chapter presents
the results of the data analysis of this study. The data
were analyzed by using the Statistical Software for
Professionals (STATA) program.

Sample and Population

The population of the study consists of roughly 1500
Saudi EFL learners at different IPA campuses in Saudi Arabia.
With 950 Saudi EFL learners, the men's campus of Riyadh is
the largest IPA campus with all four levels of the English
language program. The cluster sampling technique was used to
ensure that all levels at the English language center in
Riyadh men's campus were represented in the study. Random
classrooms in each level were selected and the survey
questionnaires were distributed to 100 learners in each level
for a total of 400 total surveys. A total of 318 students at
Riyadh men's campus participated in the study. Among these

318 responses, 67 surveys were not completed and 59 were not valid. A total of 192 surveys were valid and usable (see Table 4.1). The mean of age for these 192 participants was 23.55 years. This sample represents 20% of the population at the IPA Riyadh men's campus.

Table 4.1 Riyadh Men's Campus Response Rate

English Language Level	Population (N) (Number of Learners)	Number of Distributed Surveys	Sample (n) (Number of Valid Surveys)
Preparatory	240	100	45
Elementary	225	100	43
Intermediate	236	100	45
Advanced	249	100	59
Total	**950**	**400**	**192 (20%)**

As for the IPA women's campus in Riyadh, the population consists of 155 Saudi EFL women learners. These learners were divided into two levels of the English program: 76 Saudi EFL women learner were in the elementary level and 79 were in the advanced. The survey questionnaires were distributed to the entire population in the intensive English program at IPA women's branch in Riyadh. A total of 152 surveys were collected. Out of these 152 surveys, 9 surveys were not completed and 17 were not valid. The total of valid and usable surveys of IPA women's branch in Riyadh was 126

surveys (see Table 4.2). The mean of age for these 126 women

participants was 21.46 years. This sample represents 81% of

IPA women's campus in Riyadh.

Table 4.2 Riyadh Women's Campus Response Rate

English Language Level	Population (N) (Number of Learners)	Number of Distributed Surveys	Sample (n) (Number of Valid Surveys)
Elementary	76	76	56
Advanced	79	79	70
Total	**155**	**155**	**126 (81%)**

The population at IPA Dammam men's campus on the east

coast of Saudi Arabia consists of 233 Saudi EFL learners

divided as following: 34 learners in the preparatory level,

76 learners in the elementary level, 32 learners in the

intermediate level, and 88 in the advanced level. The survey

questionnaires were distributed to the whole population. A

total of 185 responses were received. Out of these 185

surveys, 38 surveys were not completed and 7 surveys were not

valid. A total of 140 valid and usable surveys were

collected from IPA Dammam men's campus (see Table 4.3). The

mean of age of Dammam participants was 21.88 years and they

represent 61% of the EFL Saudi learners at IPA Dammam men's

campus.

Table 4.3 Dammam Men's Campus Response Rate

English Language Level	Population (N) (Number of Learners)	Number of Distributed Surveys	Sample (n) (Number of Valid Surveys)
Preparatory	34	34	25
Elementary	76	76	34
Intermediate	32	32	28
Advanced	88	88	53
Total	**230**	**230**	**140 (61%)**

The IPA men's campus at Jeddah consists of 130 EFL learners distributed into two levels: 55 Saudi EFL learners in the preparatory and 75 in the advanced. The survey questionnaires were distributed to the all population at IPA Jeddah men's campus. A total of 128 surveys were received and out of these 128 surveys, 3 were invalid and 5 were incomplete. A total of 120 valid and usable surveys were obtained from IPA Jeddah men's campus (see Table 4.4) and this representing 92% of the Saudi EFL learners at IPA Jeddah men's campus. The mean of age for learners surveyed at Jeddah men's campus was 21.33 years. As noticed, the Saudi EFL learners at Jeddah campus were highly willing in participating in the study among other IPA campuses

Table 4.4 Jeddah Men's Campus Response Rate

English Language Level	Population (N) (Number of Learners)	Number of Distributed Surveys	Sample (n) (Number of Valid Surveys)
Elementary	55	55	48
Advanced	75	75	72
Total	**130**	**130**	**120 (92%)**

Hence, the total sample of the study consists of 578 Saudi EFL learners from different IPA campuses. This sample contains 126 (22%) Saudi Female EFL students and 452 (78%) Saudi male EFL learners at IPA. Table 4.5 represents the population and the sample of the study.

Table 4.5 The Sample and Population of the Study

IPA Campus	Population	n	% of the Campus Population	% of the Study Sample
Riyadh Men's Campus	950	192	20%	33%
Riyadh Women's Campus	155	126	81%	21%
Dammam Men's Campus	230	140	60%	24%
Jeddah Men's Campus	130	120	92%	22%

Findings of the Study

Research Question 1

What are the Saudi EFL learners' attitudes toward CALL in

general at the IPA?

Descriptive statistics were used to address this

question. Namely, the mean value and standard deviation were

conducted to measure Saudi EFL learners' attitudes toward

CALL on a five-point Likert-type scale: Strongly Agree = 5,

Agree= 4, Uncertain = 3, Disagree = 2, and Strongly Disagree

= 1. The higher the score, the more positive attitudes the

learner holds toward CALL. All the survey scores were added

together then divided by the number of the items to get the

mean. Hence the attitudes are defined by the following

number: 5 indicates highly positive attitude, 4 shows

positive attitude, 3 indicates neutral attitudes (neither

positive nor negative), 2 indicates negative attitudes, and

finally 1 indicates very negative attitudes toward CALL.

Each IPA campus's mean value and standard deviation will be

represented below.

IPA Riyadh Men's Campus

The mean value of Saudi EFL learners' attitudes toward

CALL at IPA Riyadh men's campus ranged from 2.5 to 4.83 (see

Figure 4.1). The mean of Saudi EFL learners' attitudes

toward CALL at IPA Riyadh men's campus was 3.61 and the

standard deviation was 0.498 (see Table 4.6).

Figure 4.1 The Range of Learners' General Attitudes toward CALL at IPA
Riyadh Men's Campus
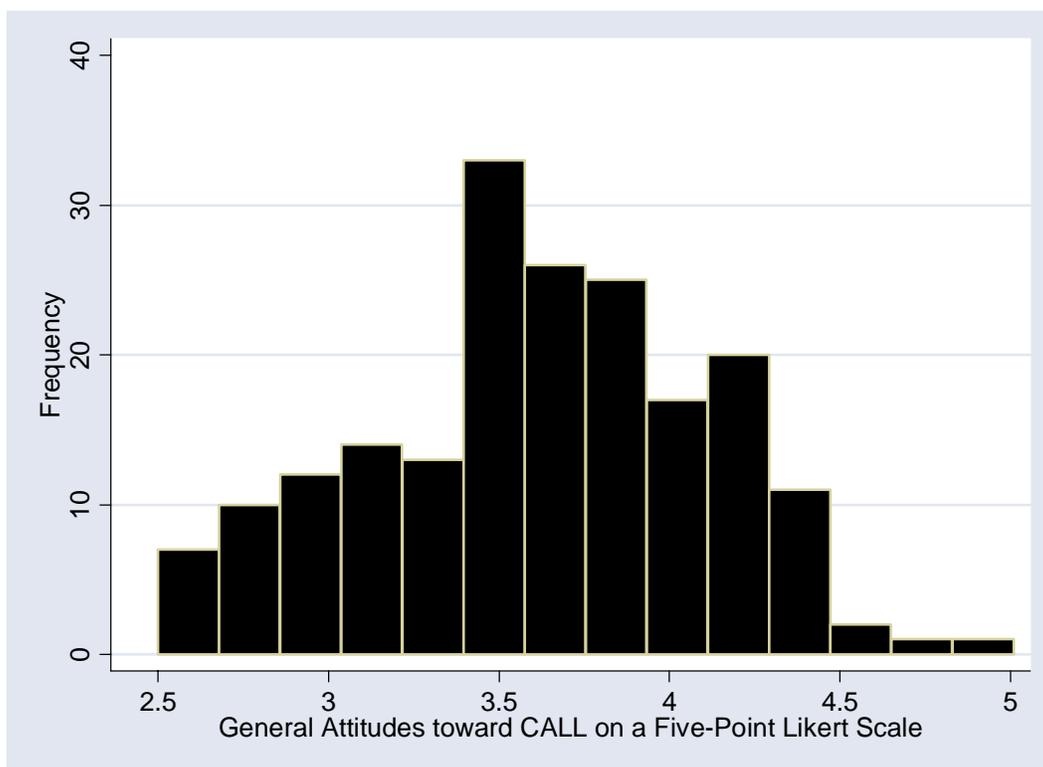
The mean value represented positive attitude toward CALL

from 192 Saudi EFL learners surveyed at IPA Riyadh men's

campus.

Table 4.6 Descriptive Statistics of Learners' General Attitudes toward CALL at IPA Riyadh Men's Campus

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
General Attitudes toward CALL	3.61	.498	2.5	4.83

IPA Riyadh Women's Campus

The mean of the Saudi women EFL students' attitudes toward CALL at IPA women's campus ranged from 3.13 to 4.8. Figure 4.2 shows the range of attitudes of IPA Saudi EFL learners' attitudes toward CALL at IPA women's campus in Riyadh.

Figure 4.2 The Range of Learners' General Attitudes toward CALL at IPA
Riyadh Women's Campus
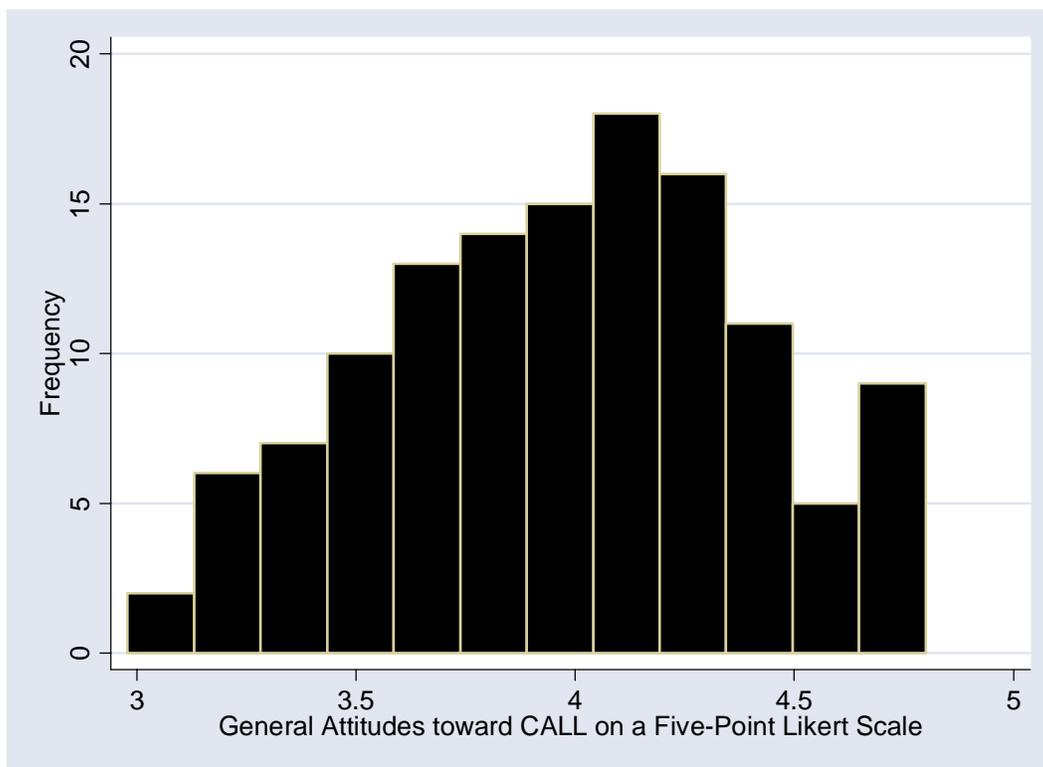
The mean of general attitudes value was 3.98 and the

standard deviation was 0.415 (see Table 4.7). The mean value

revealed that Saudi women EFL students hold positive

attitudes toward the CALL.

Table 4.7 Descriptive Statistics of Learners' General Attitudes toward
CALL at IPA Riyadh Women's Campus

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
General Attitudes toward CALL	3.98	.415	3.13	4.8

IPA Dammam Men's Campus

The analysis of data showed that mean value of Saudi EFL students' attitudes toward CALL at IPA Dammam men's campus ranged from 2.36 to 4.9 (see Figure 4.3).

Figure 4.3 The Range of Learners' General Attitudes toward CALL at IPA Dammam Men's Campus
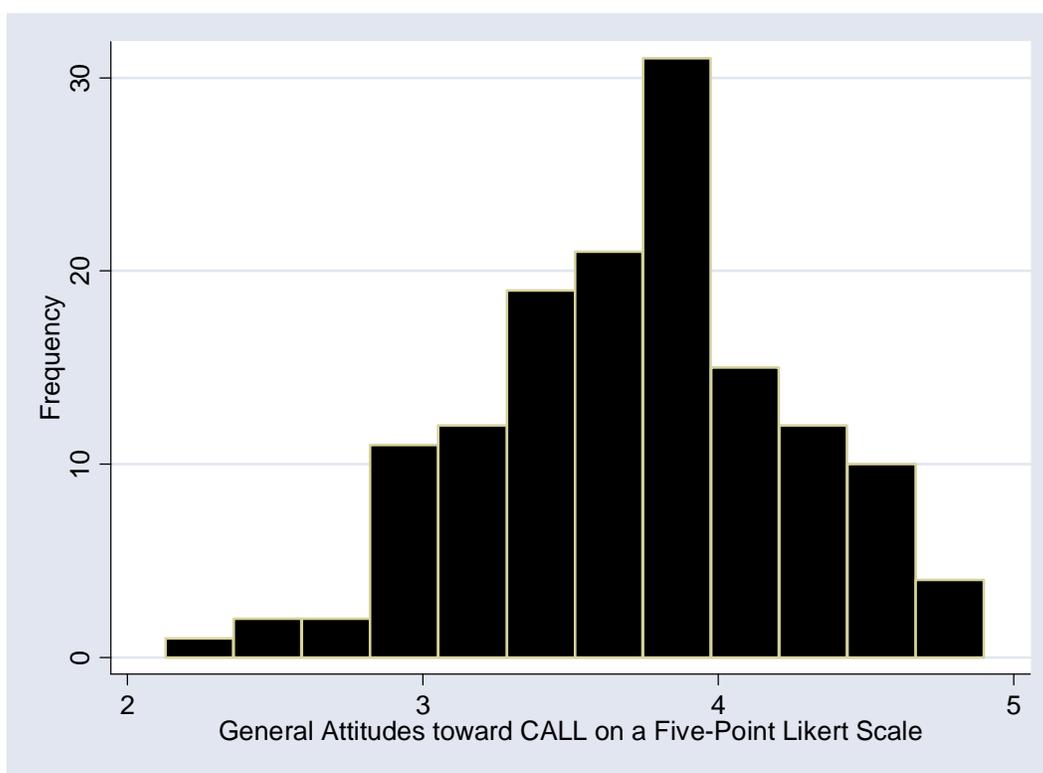
The mean value of Saudi EFL learners' attitudes toward CALL at IPA Dammam men's campus was 3.73 and the standard deviation was 0.526 (see Table 4.8). This showed that Saudi EFL learners at IPA Dammam campus hold positive attitudes toward the use of CALL in their English study program.

Table 4.8 Descriptive Statistics of Learners' General Attitudes toward CALL at IPA Dammam Men's Campus

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
General Attitudes toward CALL	3.73	.526	2.36	4.9

IPA Jeddah Men's Campus

The analysis of data of IPA Jeddah men's campus showed that the lowest score of attitudes toward CALL was 2.66, whereas the highest was 4.66 (see Figure 4.4).

Figure 4.4 The Range of Learner's General Attitudes toward CALL at IPA Jeddah Men's Campus
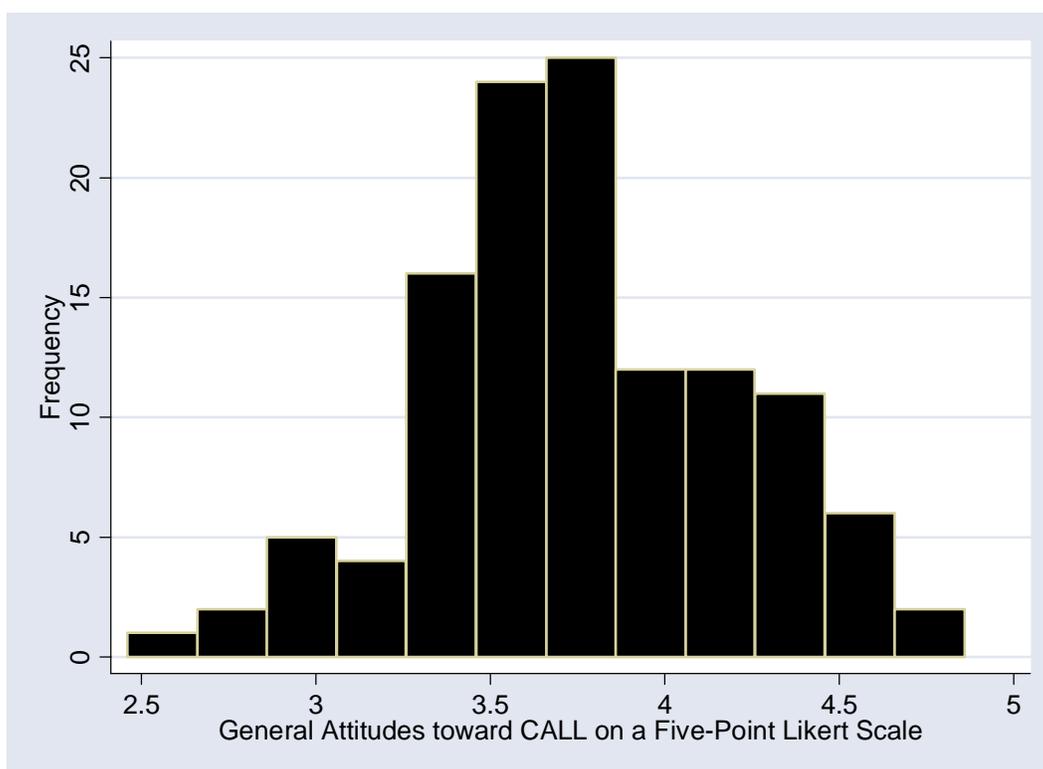
The mean value of Saudi EFL learners' attitudes toward CALL at IPA Jeddah men's campus was 3.75 and the standard deviation was 0.427 (see Table 4.9). The results showed positive attitudes toward CALL from 120 Saudi EFL learners surveyed at IPA Jeddah men's campus.

Table 4.9 Descriptive Statistics of Learners' General Attitudes toward CALL at IPA Jeddah Men's Campus

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
General Attitudes toward CALL	3.75	.427	2.66	4.66

The Four IPA Campuses

The statistical analysis of the data obtained from 578 EFL learners (126 female learners and 452 male learners) at all IPA campuses showed that the mean value of attitudes toward CALL ranged from 2.36 to 4.9 (see Figure 4.5).

Figure 4.5 The Range of Learners' General Attitudes toward CALL at the
Four IPA Campuses
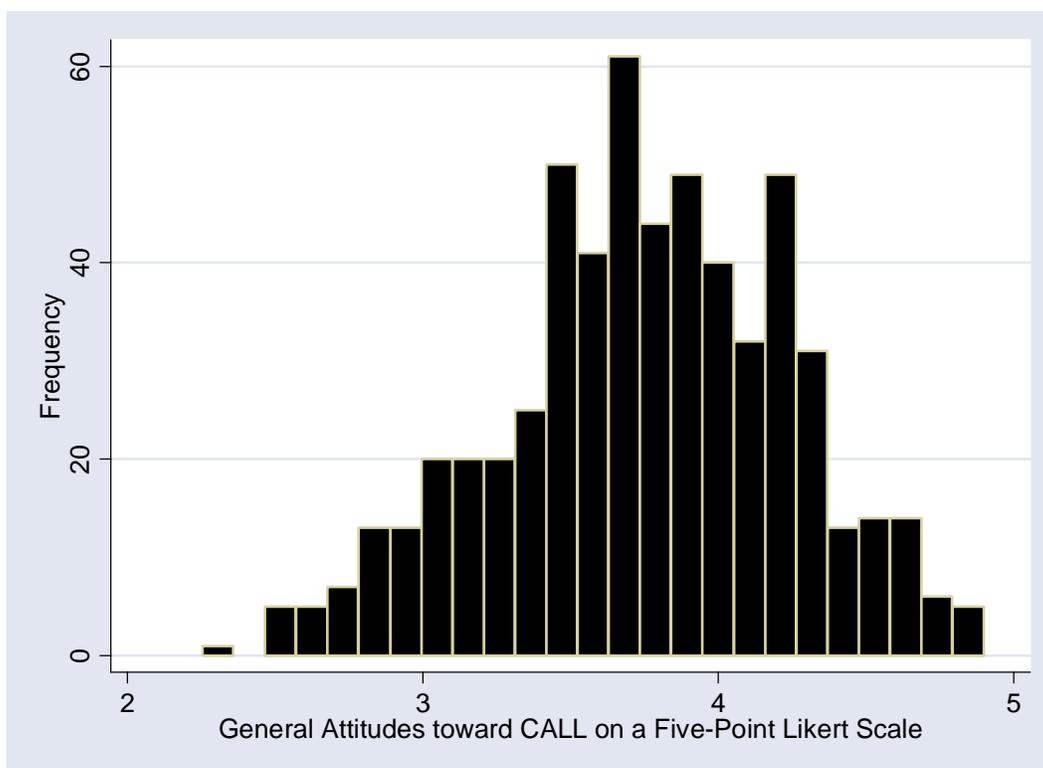
The mean value of attitudes toward CALL was 3.75 and the
standard deviation was .0491 (see Table 4.10). This value
showed that 578 surveyed Saudi EFL students in different four
IPA campuses hold positive attitudes toward CALL in their IPA
English language program.

Table. 4.10 Descriptive Statistics of Learners' General Attitudes toward CALL at the Four IPA Campuses

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
General Attitudes toward CALL	3.75	.491	2.36	4.9

Research Question 2

What are Saudi EFL learners' attitudes toward the CALL software used at the IPA?

This question was addressed by using a five-point Likert scale. The mean value and standard deviation were used to answer this question. As with the research question 1, each IPA campus results will be given first and then the findings of all four campuses will be shown.

IPA Riyadh Men's Campus

The analysis of Riyadh Men's campus data showed that the lowest score of attitudes toward the CALL software at IPA was 1 and the highest was 5. The scores ranged from 1 (very negative attitudes) to 5 (very positive attitudes) and the mean value of Saudi EFL learners' attitudes toward the software was 3.23 and the standard deviation was 1.25 (see Table 4.11).

Table 4.11 Descriptive Statistics of Learners' Attitudes toward the CALL
Software at IPA Riyadh Men's Campus

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Attitudes toward the CALL Software	3.23	1.25	1	5

The mean value showed that Saudi EFL learners have

positive attitudes toward the New Dynamic English software

used in the CALL labs at IPA Riyadh men's campus. Figure 4.6

shows the range of attitudes that learners at Riyadh men's

campus expressed toward the CALL software.

Figure 4.6 The Range of Learners' Attitudes toward the CALL Software at
IPA Riyadh Men's Campus
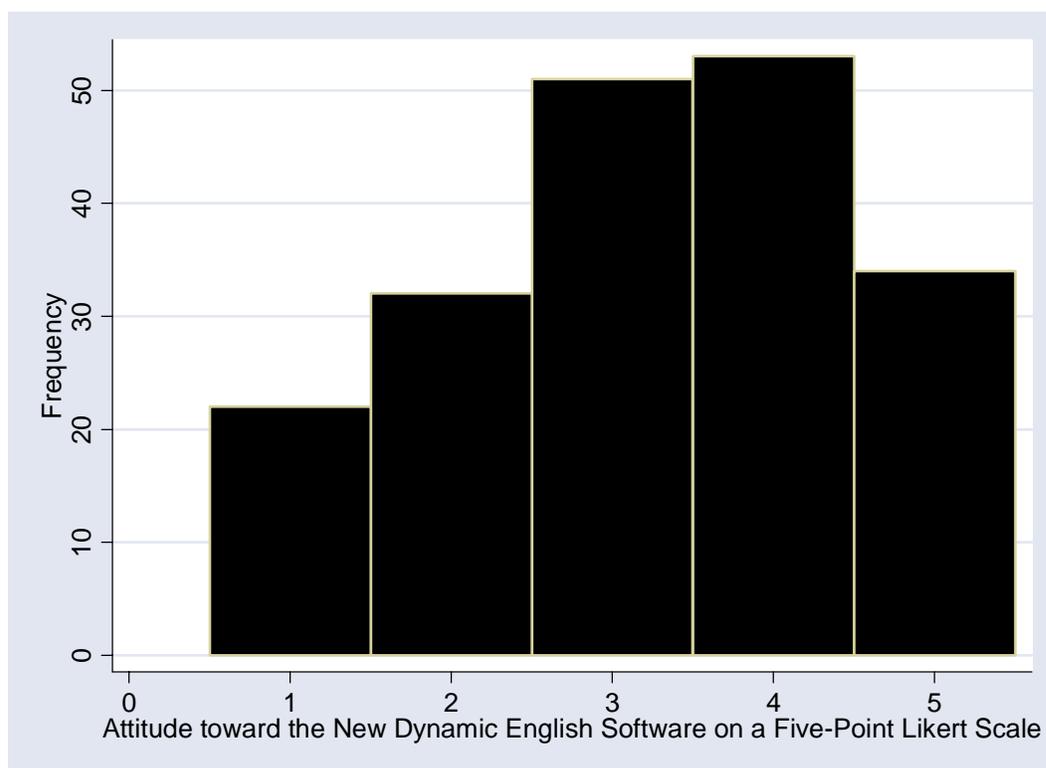
IPA Riyadh Women's Campus

Same as in Riyadh men's campus, the scored ranged from 1 to 5. The mean value of Saudi EFL women attitudes toward the software used at CALL labs at the women's campus was 3.26 with standard deviation of 1.03. Just as of the Riyadh men's campus, the lowest score was 1 and the highest was 5 (see Table 4.12).

Table 4.12 Descriptive Statistics of Learners' Attitudes toward the CALL Software at IPA Riyadh Women's Campus

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Attitudes toward the CALL Software	3.26	1.03	1	5

The mean value revealed that Saudi female EFL learners' at the IPA have positive attitudes toward the New Dynamic English software used in the CALL in the IPA. Figure 4.7 explains the range of attitudes that IPA women learners hold toward the CALL software.

Figure 4.7 The Range of Learners' Attitudes toward the CALL Software at IPA Riyadh Women's Campus
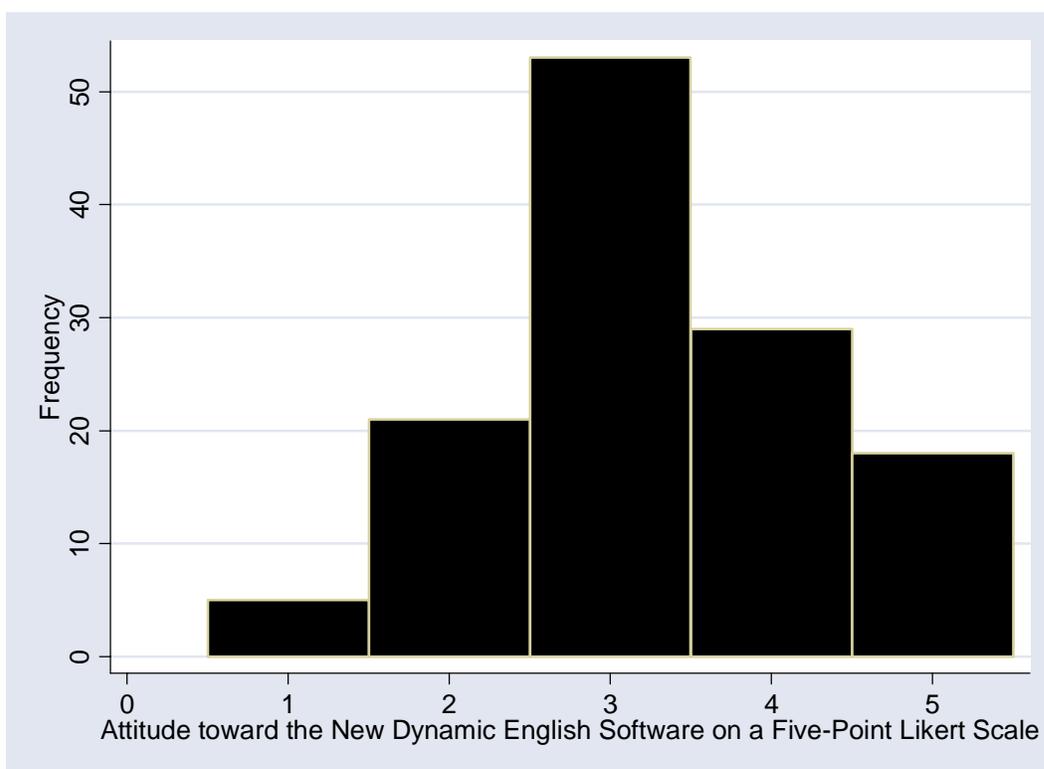
IPA Dammam Men's Campus

The analysis of data from 140 participants from the IPA Dammam men's branch showed that the mean of attitudes toward the CALL software at IPA was 3.53 and the standard deviation was 1.24 (see Table 4.13) and the scores ranged from very negative attitudes (score 1) to very positive attitudes (score 5).

Table 4.13 Descriptive Statistics of Learners' Attitudes toward the CALL Software at IPA Dammam Men's Campus

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Attitudes toward the CALL Software	3.53	1.24	1	5

The mean value of 3.53 indicated the Saudi EFL learners' at IPA Dammam men's branch have positive attitudes toward the CALL software. Figure 4.8 explains the range of the expressed attitudes toward the CALL software by Dammam men learners.

Figure 4.8   The Range of Learners' Attitudes toward the CALL Software at IPA Dammam Men's Campus
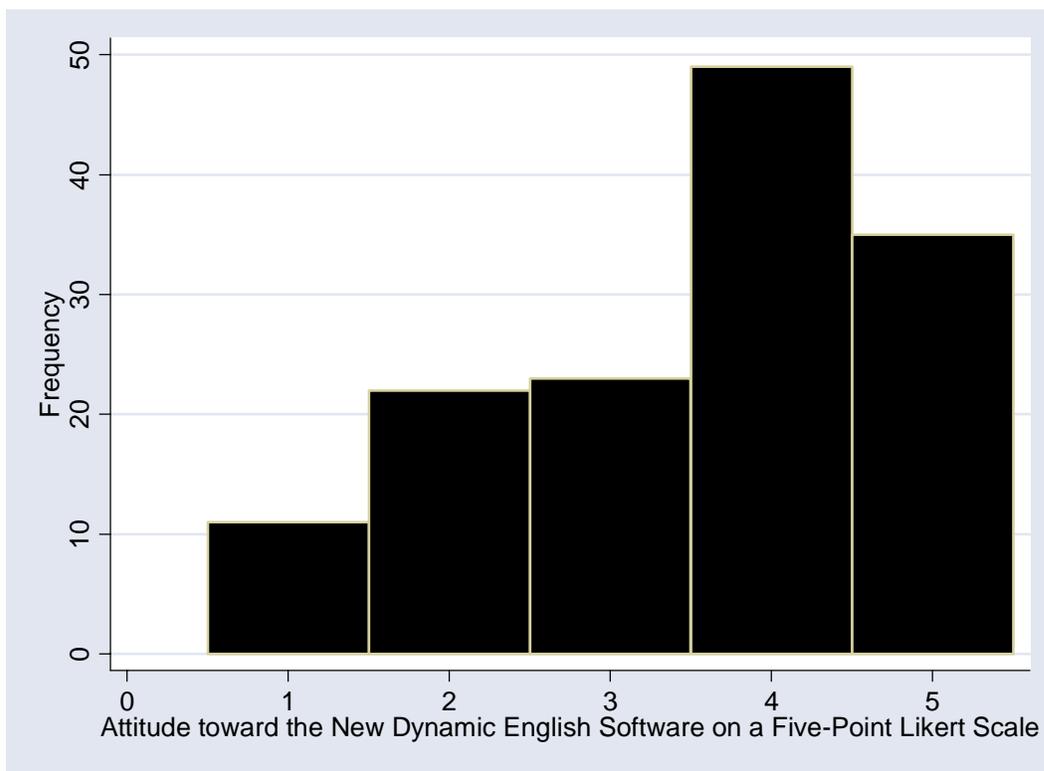
IPA Jeddah Men's Campus

The mean value of Saudi EFL learners' attitudes toward the CALL software was 3.51 and the standard deviation was 1.27. The scores ranged from 1 to 5 (see Table 4.14).

Table 4.14 Descriptive Statistics of Learners' Attitudes toward the CALL Software at the IPA Jeddah Men's Campus

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Attitudes toward the CALL Software	3.51	1.27	1	5

The mean value of learners' attitudes toward CALL at Jeddah branch showed that there are satisfactory attitudes toward the CALL software. Figure 4.9 shows the range of learners' attitudes toward the CALL software.

Figure 4.9 The Range of Learners' Attitudes toward the CALL Software at IPA Jeddah Men's Campus
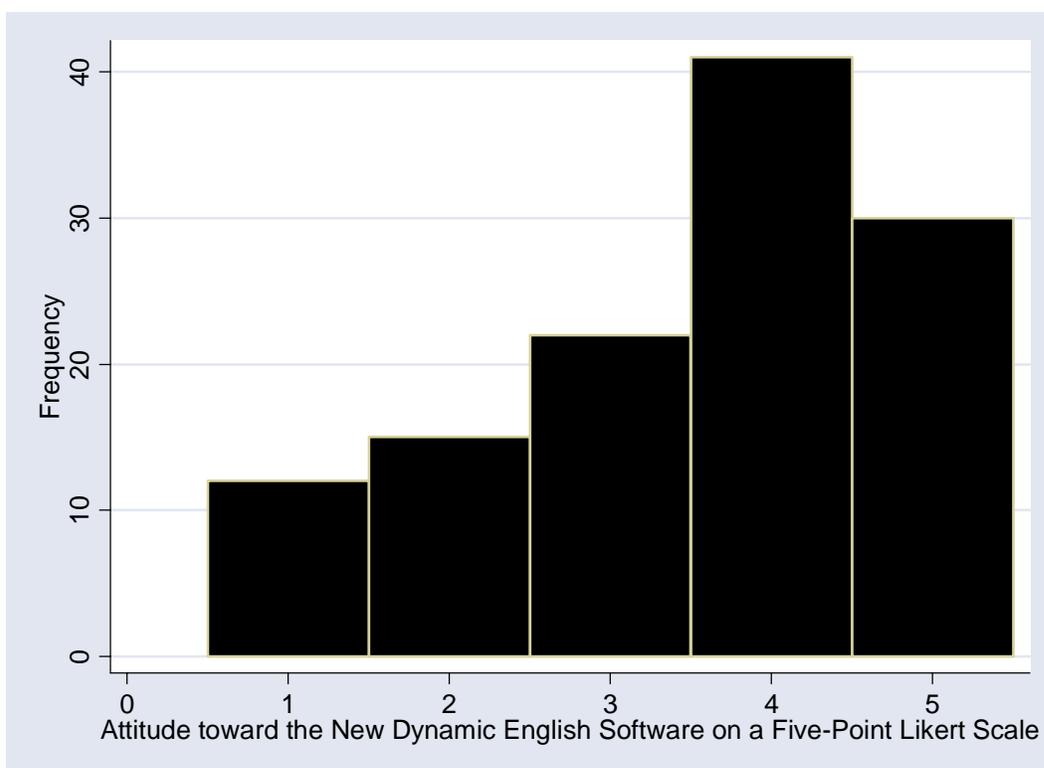
The Four IPA Campuses

The combination of all four IPA campuses samples resulted in a mean value of 3.37 of attitudes toward the CALL software and a standard deviation of 1.21 (see Table 4.15).

Table. 4.15 Descriptive Statistics of Learners' Attitudes toward the CALL
Software at the Four IPA Campuses

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Attitudes toward the CALL Software	3.37	1.21	1	5

Figure 4.10 shows the range of attitudes toward the CALL

software.   Hence, the mean value represented positive

attitude toward the CALL software at the IPA from the sample

of 578 Saudi EFL learners from different IPA campuses.

Figure 4.10 The Range of Learners' Attitudes toward the CALL Software at
the Four IPA Campuses
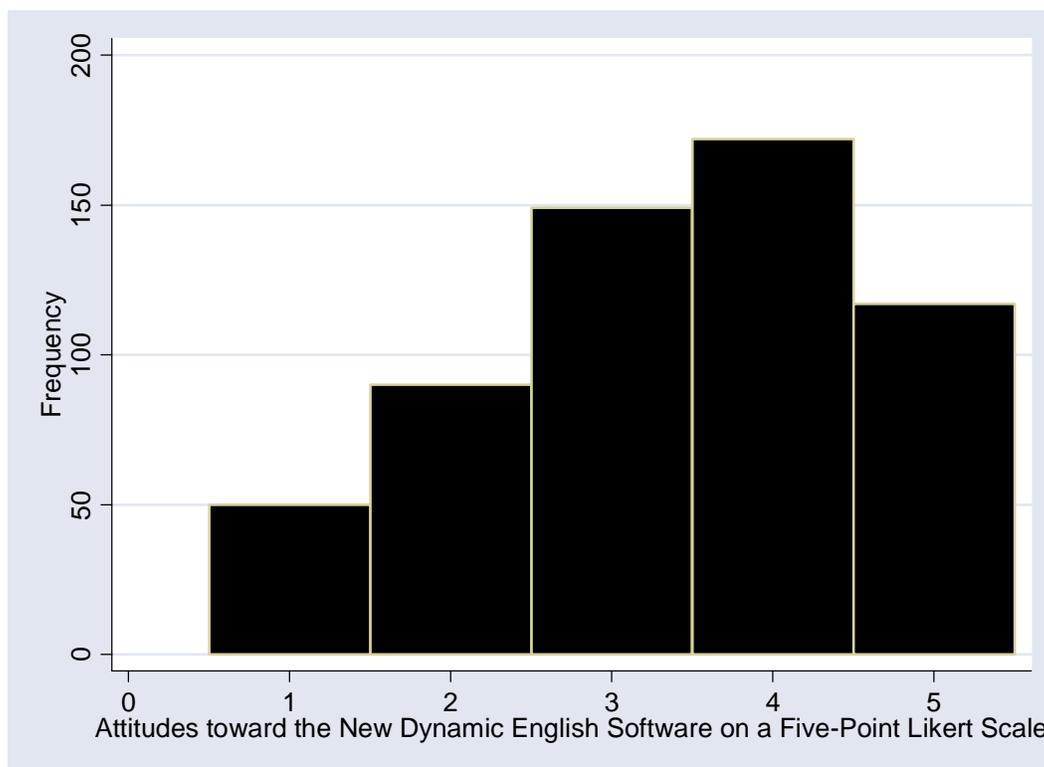
Research Question 3

What are the differences between Saudi EFL learners' attitudes toward CALL at the IPA based on their years of English learning?

Null hypothesis 3: There is no statistically significant difference among Saudi EFL learners' attitudes toward CALL at the IPA based on their years of English learning.

Inferential statistics were used to address this question. Namely, a regression model was conducted to address the question of whether or not the learners' years of English learning can be used to predict Saudi EFL learners' attitudes toward CALL at the IPA or explain some of the variance among Saudi EFL learners' attitudes. The information of the years of English study of each learner at different IPA campuses was obtained from the demographic questionnaire then linked to the student's general attitudes toward CALL.

IPA Riyadh Men's Campus

The analysis of data from IPA men's campus at Riyadh showed that there was no significant difference in Saudi EFL learners attitudes toward CALL based on their years of English learning (p= 0.438) (see Table 4.16) with an adjusted

R-squared of 0.0375. Based on this result, years of English

learning cannot be used as a predictor of the Saudi EFL

learners' attitudes toward CALL at the IPA Riyadh men's

campus. Hence, the researcher failed to reject the null

hypothesis stating that there is no statistically significant

difference among Saudi EFL learners' attitudes toward CALL at

the IPA based on their years of English learning for the

Riyadh men's campus.

Table 4.16 Regression Model of Learners' Attitudes toward CALL Based on
Their Years of English Learning at Riyadh Men's Campus

Attitudes toward CALL	Coef.	t	P> | t |	R-squared	Adjusted R-squared
Years of English Study	*-.0103631*	*-0.78*	*0.438*		
Computer Ownership	.002594	0.03	0.977		
Years of Computer Experience	.0018478	0.16	0.871	*0.0627*	*0.0375*
Hours of Daily Computer Use	.0501016	2.19	0.030		
Self-Evaluation of Computer Experience	.079108	1.95	0.052		
Cons	3.305895	22.13	0.000		

* p <.05

IPA Riyadh Women's Campus

The prediction model at the IPA Riyadh women's branch

showed that there was statistically no significant

differences based on years of English study were found (p=

0.365) (see Table 4.17). This model explained (0.0471) of

the variance in attitudes toward CALL (Adjusted R-

squared=0.0471). The years of English learning of Saudi

women EFL learners at the IPA cannot explain the variance in

attitudes toward the use of CALL in the English language

program. The researcher failed to reject the null hypothesis

of research question 3 stating that there is no statistically

significant difference among Saudi EFL learners' attitudes

toward CALL at the IPA based on their years of English

learning for the Riyadh women's campus.

Table 4.17 Regression Model of Learners' Attitudes toward CALL Based on
Their Years of English Learning at Riyadh Women's Campus

Attitudes toward CALL	Coef.	t	P> | t |	R-squared	Adjusted R-squared
Years of English Study	*-.0097991*	*-0.91*	*0.365*		
Computer Ownership	.0014148	0.01	0.988		
Years of Computer Experience	.0034195	0.24	0.812	*0.0853*	*0.0471*
Hours of Daily Computer Use	.0326234	1.31	0.192		
Self-Evaluation of Computer Experience	.0926057	1.62	0.108		
Cons	3.669607	21.51	0.000		

* p <.05

IPA Dammam Men's Campus

There were statistically no significant differences in

Saudi EFL learners' attitudes toward CALL at the IPA Dammam

men's campus based on the number of years they have spent

learning English (p=0.404). The regression model for the IPA

Dammam men's campus explained 0.1682 of the variance in Saudi

EFL learners' attitudes toward CALL (see Table 4.18). The

null hypothesis 3 that states that there is no statistically

significant difference among Saudi EFL learners' attitudes

toward CALL at the IPA based on their years of English

learning was true and the researcher failed to reject it for

the Dammam men's campus.

Table 4.18 Regression Model of Learners' Attitudes toward CALL Based on
Their Years of English Learning at Dammam Men's Campus

Attitudes toward CALL	Coef.	t	P> | t |	R-squared	Adjusted R-squared
Years of English Study	*.013227*	*0.84*	*0.404*		
Computer Ownership	.0425385	0.36	0.716		
Years of Computer Experience	-.0183714	-1.23	0.222	*0.1981*	*0.1682*
Hours of Daily Computer Use	.0635443	2.99	0.003		
Self-Evaluation of Computer Experience	.1726566	2.49	0.014		
Cons	2.974397	15.42	0.000		

* p <.05

IPA Jeddah Men's Campus

Statistically no significant differences were found in

Saudi EFL learners' attitudes toward CALL at the IPA Jeddah

men's campus (p= 0.665). The IPA Jeddah men's campus's model

explains 0.0506 of the variance among students' attitudes

toward CALL (see Table 4.19). Based on these findings, the

researcher failed to reject the null hypothesis of research

question 3 that says there is no statistically significant

difference among Saudi EFL learners' attitudes toward CALL at

the IPA based on their years of English learning for the

Jeddah men's campus.

Table 4.19 Regression Model of Learners' Attitudes toward CALL Based on
Their Years of English Learning at Jeddah Men's Campus

Attitudes toward CALL	Coef.	t	P> | t |	R-squared	Adjusted R-squared
Years of English Study	*.0071803*	*0.43*	*0.665*		
Computer Ownership	.1121716	1.15	0.252		
Years of Computer Experience	-.0019778	-0.12	0.909	*0.0905*	*0.0506*
Hours of Daily Computer Use	-.0159893	-0.70	0.482		
Self-Evaluation of Computer Experience	.151935	2.53	0.013		
Cons	3.193344	17.46	0.000		

* p <.05

Research Question 4

What are the differences between Saudi EFL learners'

attitudes toward CALL at the IPA based on their computer

knowledge?

Null hypothesis 4: There is no statistically significant difference among Saudi EFL learners' attitudes toward CALL at the IPA based on their computer knowledge.

Same as the research question 3, the regression model was used to answer this question. Learners' computer knowledge was defined in this study by the combination of ownership of computers (having a personal computer), years of computer experience (number of years that a learners has used computers), hours of daily use (daily exposure to computers in hours), and self-evaluation of computer experience (1 to 5 scale which 1 indicating poor experience with computers and 5 indicating a high level of computer experience). Each of these variables was addressed separately in the model to see the significance that each has on the learners' attitudes toward CALL at the IPA. Then, factor analysis was used to measure the affect of all these variables on Saudi EFL learners' attitudes toward CALL at the four IPA campuses. Factor analysis is a statistical technique used to put various measures into one value (Field, 2000). It is also used to analyze the interrelationships among several different variables and to explain these variables in terms of their common underlying dimensions or factors (Hair, Black, Babin, Anderson, & Tatham, 2005). Factor analysis was

used to either reject or fail to reject the null hypothesis
of question 4.

IPA Riyadh Men's Campus

The first variable in computer knowledge was computer
ownership. The analysis of data showed that computer
ownership did not have a statistically significant effect on
Saudi EFL learners attitudes toward CALL at the Riyadh men's
campus (p= 0.977). In addition, statistically no significant
differences were found based on years of computer experience
(p=0.16). However, hours of daily computer use represented a
statistically significant difference in Saudi EFL learners'
attitudes toward CALL (p=0.030). That is, the more the hours
learners use computers, the more positive attitudes they hold
toward CALL. The last component of computer knowledge was
self-evaluation of computer knowledge. The regression models
showed that self-evaluation of computer experience had a
significant effect on Saudi EFL learners' attitudes toward
CALL (p=.052). This means that when a learner believes that
s/he has significant experiences with computer, s/he will
hold a positive attitude toward CALL. As seen in Table 4.20,
the regression model of Riyadh men's campus explained 0.0375
of the variance in attitudes toward CALL among Saudi EFL
learners.

Table 4.20 Regression Model of Learners' Attitudes toward CALL Based on
Their Computer Knowledge at Riyadh Men's Campus

Attitudes toward CALL	Coef.	t	P>|t|	R-squared	Adjusted R-squared
Computer Ownership	*.002594*	*0.03*	*0.977*		
Years of Computer Experience	*.0018478*	*0.16*	*0.871*		
Hours of Daily Computer Use	*.0501016*	*2.19*	*0.030*	*0.0627*	*0.0375*
Self-Evaluation of Computer Experience	*.079108*	*1.95*	*0.052*		
Years of English Study	-.0103631	-0.78	0.438		
Cons	3.305895	22.13	0.000		

* p <.05

The researcher conducted a factor analysis for the
computer knowledge variable from the four variables. Then
another regression model was also conducted (see Table 4.21).
The findings showed that computer knowledge of subjects had a
high statistically significant effect on their attitudes
toward CALL (p=0.003) and the regression model represented
0.0351 of the variance in learners' attitudes toward CALL.
These findings showed that the more knowledge of computer
learners have, the more positive attitudes they hold toward
CALL. Based on these findings, the null hypothesis 4 stating
that there is no statistically significant difference among
Saudi EFL learners' attitudes toward CALL at the IPA based on
their computer knowledge was rejected by the researcher for
the Riyadh men's campus.

Table 4.21 Regression Model of Learners' Attitudes toward CALL Based on Their Computer Knowledge at Riyadh Men's Campus after Conducting Factor Analysis

Attitudes toward CALL	Coef.	t	P> | t |	R-squared	Adjusted R-squared
Computer Knowledge (Factor Analysis)	*.1053756*	*2.96*	*0.003*		
Years of English Study	-.0097656	-0.73	0.463	*0.0452*	*0.0351*
Cons	3.680284	37.99	0.000		

* p <.05

IPA Riyadh Women's Campus

The regression model for the Riyadh women's campus (see Table 4.22) showed that there were no significant differences found in Saudi women EFL learners' attitudes toward CALL based on their ownership of computers (p=0.988). As for the years of computer experience, there was no significant differences found (p=0.812). In addition, the daily use of computer, in hours, that Saudi women EFL learners spend on computers did not statistically have a significant difference in their attitudes toward CALL. The last component of computer knowledge, the self evaluation of computer experience also did not have a statistically significant difference in women's attitudes toward CALL. This regression model explained 0.471 of the variance in Saudi women EFL

students' attitudes toward CALL at Riyadh women's campus for

the Riyadh women campus.

Table 4.22 Regression Model of Learners' Attitudes toward CALL Based on
Their Computer Knowledge at Riyadh Women's Campus

Attitudes toward CALL	Coef.	t	P> | t |	R-squared	Adjusted R-squared
Computer Ownership	*.0014148*	*0.01*	*0.988*		
Years of Computer Experience	*.0034195*	*0.24*	*0.812*		
Hours of Daily Computer Use	*.0326234*	*1.31*	*0.192*	*0.0853*	*0.0471*
Self-Evaluation of Computer Experience	*.0926057*	*1.62*	*0.108*		
Years of English Study	-.0097991	-0.91	0.365		
Cons	3.669607	21.51	0.000		

* p <.05

After conducting the factor analysis of computer

experience variable, Saudi women EFL learners' computer

knowledge had a significant difference in modifying their

attitudes toward CALL (p=.003) (see Table 4.23). This means

that the more computer knowledge Saudi women EFL learners at

IPA have, the more positive attitude they show toward CALL.

Table 4.23 shows that this regression model explains 0.0596

of the variance of attitudes toward CALL that Saudi women EFL

learners hold. Hence, the null hypothesis of research

question 4 was rejected for the IPA Riyadh women's campus.

Table 4.23 Regression Model of Learners' Attitudes toward CALL Based on Their Computer Knowledge at Riyadh Women's Campus after Conducting Factor Analysis

Attitudes toward CALL	Coef.	t	P> | t |	R-squared	Adjusted R-squared
Computer Knowledge (Factor Analysis)	*.1120047*	*3.08*	*0.003*		
Years of English Study	-.0107088	-1.00	0.318	*0.0746*	*0.0596*
Cons	4.066464	43.36	0.000		

* p <.05

IPA Dammam Men's Campus

The analysis of IPA Dammam participants' data showed that computer ownership had no statistically significant difference in their attitudes toward CALL (p= 0.7160). Computer experience also had no statistically significant difference in learners' attitudes toward CALL (p= 0.222). As for hours of daily use, the regression model showed that hours of daily use component had a strong significant difference in attitudes toward CALL (p= 0.003). Finally, the self-evaluation of computer experience also had a significant difference in Saudi EFL learners' attitudes toward CALL at Dammam campus (p=0.014) (see Table 4.24). This regression model explained 0.1682 of the variance in learners' attitudes toward CALL at Dammam men's campus.

Table 4.24 Regression Model of Learners' Attitudes toward CALL Based on Their Computer Knowledge Dammam Men's Campus

Attitudes toward CALL	Coef.	t	P> | t |	R-squared	Adjusted R-squared
Computer Ownership	*.0425385*	*0.36*	*0.716*		
Years of Computer Experience	*-.0183714*	*-1.23*	*0.222*		
Hours of Daily Computer Use	*.0635443*	*2.99*	*0.003*	*0.1981*	*0.1682*
Self-Evaluation of Computer Experience	*.1726566*	*2.49*	*0.014*		
Years of English Study	.013227	0.84	0.404		
Cons	2.974397	15.42	0.000		

* p <.05

The analysis of data after conducting a factor analysis for computer knowledge components showed that computer knowledge of learners at IPA Dammam men's campus statistically had a role in the way they perceive CALL. The regression model showed that computer knowledge was statistically significant in learners' attitudes toward CALL (p=.000) and this regression model (see Table 4.25) explained 0.1303 of the variance in attitudes toward CALL. The null hypothesis of research question 4 that says there is no statistically significant difference among Saudi EFL learners' attitudes toward CALL at the IPA based on their computer knowledge is rejected for the Dammam men's campus.

Table 4.25 Regression Model of Learners Attitudes toward CALL Based on Their Computer Knowledge at Dammam Men's Campus after Conducting Factor Analysis

Attitudes toward CALL	Coef.	t	P> | t |	R-squared	Adjusted R-squared
Computer Knowledge (Factor Analysis)	*.1934173*	*4.54*	*0.000*		
Years of English Study	.00785	0.49	0.622	*0.1428*	*0.1303*
Cons	3.679006	33.04	0.000		

* p <.05

IPA Jeddah Men's Campus

The regression model of Jeddah men's campus showed that computer ownership statistically did not represent any significant difference in learners' attitudes toward CALL (p=.0252). Learners' years of experience in computer did not also statistically have any significant difference in the attitudes they hold toward CALL at IPA Jeddah men's campus (p= 0.909). As with computer ownership and years of experience in computer, the hours of daily use of computer also had no statistically significance in learners attitudes toward CALL (p= 0.482). Only the self-evaluation of computer knowledge components had a statistically significant difference in IPA Jeddah learners' attitudes toward CALL (p=0.013). Table 4.26 explains the regression model of computer knowledge components.

Table 4.26 Regression Model of Learners' Attitudes toward CALL Based on Their Computer Knowledge at Jeddah Men's Campus

Attitudes toward CALL	Coef.	t	P> | t |	R-squared	Adjusted R-squared
Computer Ownership	*.1121716*	*1.15*	*0.252*		
Years of Computer Experience	*-.0019778*	*-0.12*	*0.909*		
Hours of Daily Computer Use	*-.0159893*	*-0.70*	*0.482*	*0.0905*	*0.0506*
Self-Evaluation of Computer Experience	*.151935*	*2.53*	*0.013*		
Years of English Study	.0071803	0.43	0.665		
Cons	3.193344	17.46	0.000		

* p <.05

The factor analysis of computer knowledge showed that computer knowledge did statistically affect the learners' attitudes toward CALL at Jeddah men's campus (p= 0.024) (see Table 4.27). This regression model explained .0359 of attitudes toward CALL that Saudi EFL learners hold. Based on these findings, the researcher rejected that null hypothesis of research question 4 that says that there is no statistically significant difference among Saudi EFL learners' attitudes toward CALL at the IPA based on their computer knowledge for the Jeddah men's campus.

Table 4.27 Regression Model of Learners' Attitudes toward CALL Based on Their Computer Knowledge at Jeddah Men's Campus after Conducting Factor Analysis

Attitudes toward CALL	Coef.	t	P> | t |	R-squared	Adjusted R-squared
Computer Knowledge (Factor Analysis)	*.1153615*	*2.29*	*0.024*		
Years of English Study	.0018409	0.11	0.911	*0.0521*	*0.0359*
Cons	3.741112	33.94	0.000		

* p <.05

Research Question 5

What are the differences between Saudi EFL learners' attitudes toward CALL at the IPA based on their gender?

Null hypothesis 5: There is no statistically significant difference among Saudi EFL learners' attitudes toward CALL at the IPA based on their gender.

To answer this question, the researcher did a t-test to compare the two means of equal sample of learners' general attitudes at Riyadh men's campus and Riyadh women's campus. The Dammam and Jeddah campuses were excluded of this statistical method since there are no IPA women's campuses located in these two cities. Thus, for the accuracy of the findings, a t-test was to conduct the analysis between Riyadh men's campus and Riyadh women's campus.

The t-test results showed that statistically significant gender differences were found. The results showed that Saudi women EFL learners hold more positive attitudes than their men counterparts (t= 5.4522). Table 4.28 explains the t-test results.

Table 4.28 t-test of Two Means of Learners' Attitudes toward CALL at Riyadh Women's and Men's Campus

Variable	Mean	Standard Deviation	Standard Error	t
Female Learners' Attitudes toward CALL at Riyadh Women's Campus	3.979603	.4159277	.0370538	5.4522
Male Learners' Attitudes toward CALL at Riyadh Men's Campus	3.664921	.4967249	.0442518	

These findings showed that gender had a role in the attitudes that IPA learners form toward CALL at the IPA and based on that, the null hypothesis of research question 5 that states that there is no statistically significant difference among Saudi EFL learners' attitudes toward CALL at the IPA based on their gender was rejected for the Riyadh men's campus and the Riyadh women's campus.

CHAPTER FIVE: SUMMARY, FINDINGS & DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

Summary

Purpose of the Study

The study was concerned with understanding how Saudi EFL learners perceive the use of CALL in their language studying. The researcher was able to cast a light and obtain a clear picture of Saudi EFL learners' attitudes toward the use of technology. The purpose of the study, in particular, was to give a clear picture of Saudi EFL learners' attitudes toward CALL at the Institute of Public Administration. The study aimed to identify learners' general attitudes toward CALL, attitudes toward the CALL software at the IPA, the effect of learners' years of English study on the general attitudes toward CALL, the influence of computer knowledge on the attitudes the learners hold toward CALL, and gender differences in learners' attitudes toward CALL. Specifically, five research questions guided this study:

Research question 1: What are the Saudi EFL learners' attitudes toward CALL in general at the IPA?

Research question 2: What are Saudi EFL learners' attitudes toward the CALL software used at the IPA?

Research question 3: What are the differences between Saudi EFL learners' attitudes toward CALL at the IPA based on their years of English learning?

Research question 4: What are the differences between Saudi EFL learners' attitudes toward CALL at the IPA based on current computer knowledge?

Research question 5: What are the differences between Saudi EFL learners' attitudes toward CALL at the IPA based on their gender?

Research Design and Procedure

Both descriptive and inferential statistics were used to answer the research questions. For the research question 1 and 2, descriptive statistics were used, namely, the mean and standard deviation. The inferential statistics were used to answer research questions 3, 4, and 5, and both regression and t-test were conducted. The dependent variable of the study was the Saudi EFL learners' attitudes toward CALL in general. There were three independent variables in the study, years of English study, computer knowledge, and gender. Years of English study refers to the number of years that a learner has spent studying English. Learners' computer knowledge was measured by combining four components: ownership of computers, years of computer experience, hours

of daily computer use, and self-evaluation of computer experience. Gender refers to female or male.

The participation in the study was voluntary. The participants totaled 578 from the IPA Riyadh men's campus, IPA Riyadh women's campus, IPA Dammam men's campus, and IPA Jeddah men's campus. Female participants represent 21% and male participant represent 78% of the sample size of the study.

Findings and Discussion

1. The study found that Saudi EFL learners had positive attitudes toward the use of CALL (M= 3.75). The results also showed that IPA female learners at Riyadh women's campus had a significantly better attitudes toward CALL (M= 3.98) than males in Riyadh men's campus (M= 3.61), Dammam men's campus (M= 3.73) and Jeddah men's campus on the Red sea coast (M=3.75). The findings showed that IPA learners in Jeddah men's campus came in the second place in their general attitudes toward CALL (M= 3.75) after the Riyadh women's campus and on the top of IPA males learners. Learners in IPA Dammam men's campus was the third in their general attitudes toward CALL (M= 3.73) and the second comparing other two

men's campuses. The IPA Riyadh men's campus learners came in the last place in attitudes toward CALL (M= 3.61).

The results of this question coincide with results of other findings of Chen (2003), Ayres (2002), Stevens (1991), Almekhlafi (2006), Jabir & Omar (2000), and Yushau (2006) that all showed the positive attitudes of learners toward the use of computers in instruction.

2. Beside their positivity toward CALL, the IPA Saudi EFL learners showed, although with a less degree, satisfactory attitudes toward the CALL software (The New Dynamic English) that is used in all IPA CALL labs (M= 3.23). The IPA Dammam men's campus on the Arabian Gulf coast expressed the highest positive attitudes toward the software among the other three IPA campuses (M= 3.53). Learners at the IPA Jeddah men's campus came in the second place (M= 3.51). Learners at Riyadh, both women and men campuses, respectively were the lowest in their satisfactory attitudes toward the New Dynamic English software. The mean of women learners' attitudes was 3.26 and for the men's learners was 3.23. It is worth-noticed that the answer of research question 2 also showed that the IPA location may have a role in learners' attitudes toward the CALL software since the IPA learners at campuses on the east and west coasts of Saudi Arabia expressed more positivity toward the software than

their counterparts in the Riyadh the capital. The researcher did not find previous studies investigating the attitudes toward the New Dynamic English software to compare the findings of this study with.

    3. The results of question 3 showed that the number of years that Saudi EFL learners at IPA have spent studying English statistically had no effect on their attitudes toward CALL (see Table 15, p. 84). The analysis of data for the four IPA campuses showed similar results. That is, the period of time the Saudi EFL learners have spent learning English had no role in the way they perceive CALL. The results of this question are consistent with Chen's (2003) findings. She found that the number of years of English learning of Taiwanese learners had no effect on their attitudes toward the use of technology in English learning. Therefore as stated in the null hypothesis 3, the years of English study have no effect on Saudi EFL learners' attitudes toward CALL at the IPA was true and years of English study cannot be used as a predictor variable of Saudi EFL learners' attitudes toward CALL at the IPA.

    4. The answer to research question 4 showed that there existed a significant difference on learners' attitudes toward CALL based on their the computer knowledge. Computer knowledge of IPA learners in this study was defined by

combination of four dimensions: computer ownership, years of computer experience, hours of daily use, and self-evaluation of computer experience. The analysis of data from the four IPA campuses revealed that computer knowledge was a key factor in the formation of the IPA Saudi EFL learners' attitudes toward CALL. Particularly, hours of daily computer use and self-evaluation of computer experience were the highly significant components of the computer knowledge variable. This means that the more daily exposure to computers the Saudi EFL learners have and the higher they consider their computer level, the more the positive attitudes toward CALL they hold. Hence, the null hypothesis stating that computer knowledge has no effect on students' attitudes toward CALL at the IPA was rejected and computer knowledge of learners cab be used as a strong predictor of Saudi EFL learners' attitudes toward CALL at the IPA.

   These findings coincide with findings by Chen (2003), Liu (1997), Loyd & Gressared (1984), Ruffin (2000), Macllroy et al. (2001), Chua et al. (1999), and Igbaria & Chakrabarti (1990).

5. The answer to question 5 showed that gender variable played a strong role in the attitudes of the IPA Saudi EFL learners toward CALL. Two mean comparison was made between the IPA female and male students in Riyadh only since there

are no other women campuses in Dammam and Jeddah. The Women
learners at the IPA expressed more positivity toward CALL
than the IPA men learners in Riyadh (t= 5.4522). The results
showed that women students were more open toward the use of
computers in the IPA English program. Based of that, gender
can serve as a strong predictor of learners' attitudes toward
CALL at the IPA and the null hypothesis of research question
5 stating that there is no statistically significant
difference among Saudi EFL learners' attitudes toward CALL at
the IPA based on their gender was rejected.

These findings are not compatible with findings from
other studies that favored male learners' attitudes toward
the use of computers in instruction than female students
(Chua et al. 1999; Shashanni, 1997; Chin, 2001; Brosnan, 1998
in the UK students; Durndell & Haag, 2002) and with results
from research that found gender has not effect on learners'
attitudes toward the use of computers in instruction.
Examples include Taghavi (2001), Brosnan (1998) in the Hong
Kong learners, Jennings & Onwuegbuzie (2001), and Abdelhamid
(2002).

Conclusion

The attitudes of learners are the foundation for the
success of any learning process. Attitudes of students in

language learning are no exception, but rather crucial and considered to be one of the most determining elements in the language learning success (Smith, 1971; Ganschow et al., 1994; Gardner & Lambert, 1972, 1995; Krashen, 1987; Savignon, 1976). The more positive attitudes the learners have toward a language being taught, the more the chances of that language acquisition. Same with language learning, learners' attitudes toward technology represented by computers have a great effect on the success of using it in instruction (Al-Khaldi & Al-Jabri, 1998; Selwyn, 1999 in Palaigeorgiou, et al., 2002).

The whole idea of CALL, as mentioned in chapter 1, is to put the computer capabilities in the hands of language learners to help them heading forward in their learning. Advantages of CALL were well-presented and documented by many researchers. The main point is that CALL is not a panacea and its implementing should go beyond buying computers, software, equipments, and having the students learned. It is a matter that is formed by many components and the cornerstone is the students' attitudes. Learners are the only determiner of the success or failure of CALL. Therefore, the issue on CALL should not be that the learners use it, but rather the learners like and benefit from it. Hence, the goal of this study came. The study primarily was

to obtain a profile of the attitudes that Saudi EFL learners have toward CALL in general, and more specifically at the IPA in Saudi Arabia.

Based on the finding of the study, the IPA learners accept the technology in teaching English and look at computers as a useful and helpful tool in their English learning. Their positive attitudes can be interpreted in different ways. One of the main interpretations is the IPA learners do have the notion that CALL offers them some help in improving their English beside their traditional classrooms. This notion helps the IPA instructors and administration to get the utmost advantages from CALL by promoting these attitudes.

English learners at the IPA also expressed, even with a less degree than CALL in general, positive attitudes toward the software. This indicates that they have also an opinion that the New Dynamic English software offers them some help in their study.

Years of English study has nothing to do with the Saudi EFL learners' attitudes toward CALL. This shows that number of year of English learning the Saudi EFL learners have spent, has no effect on the way they perceive the use of computers in English learning. The IPA learners' attitudes toward CALL are mainly influenced by two factors, the

knowledge they have in computers and their gender. The more the computer knowledge the learners have, the more the positive attitude they hold toward CALL. In addition, the Saudi women EFL learners tend to have more positive attitudes toward CALL than do the men learners. Learners' knowledge of computer and gender prove to be the main predictors of the attitudes toward CALL that the Saudi EFL learners hold at the IPA.

Recommendations

In order for CALL instruction to be successful in the English program at the IPA, several recommendations need to be taken into consideration. The recommendations are given into the following subsections.

Recommendation for Instructors

The IPA English instructors have a great role to play in promoting their learners' attitudes toward CALL. The IPA EFL instructors can foster their learners' attitudes by:

1. Explaining to their learners what CALL is and what it can offer. CALL is relatively new technology that only few learning institutions use in Saudi Arabia, most of the IPA learners have never seen CALL consequently, they have no idea about what CALL can provide.

2. Surveying their learners' knowledge in computers. Those with poor or no knowledge should be given more attention.

3. Helping and guiding the learners when they work in CALL labs to make them feel secure and less anxious when working with computers especially students with no or little computer knowledge.

4. Familiarizing their students with the CALL software (Milheim, 1993).

5. Providing the students with sufficient technical support they may need.

6. Encouraging students to use computer at home to learn English.

7. Surveying the problems the learners have with CALL and work with the IPA administration to solve them.

8. Providing their students useful links for the English learning websites. Today, there are hundreds of good websites that offer learners different variety in English learning. These websites provide learners with lessons, exercises, materials, interactions with other learners around the world, and programs. By doing so, learners will improve their English and they will have more exposure to computer leading to more positive attitudes toward CALL.

Recommendations for Curriculum

Curriculum designers at the IPA intensive English program can help in making CALL more efficient in the program taking the following suggestions into consideration:

1. CALL labs materials should be directly related to what learners study at their traditional classrooms. Integrating CALL with the traditional classroom activities will make students concentrate more and stop Learners' focus from being dispersive between the two.

2. Human dimension should be given to the CALL labs by activating the CMC feature. IPA CALL labs should be connected to the internet and arrangements should be made with other language institutions inside and outside Saudi Arabia to allow the IPA learners communicating with native speakers and with their counterparts in Saudi Arabia and other countries. This human dimension will foster IPA learner language skills, particularly their communication skills by practicing what they learn. It will also show the students that they do not work only with machines when they go to the CALL labs.

3. CALL lab hours should be increased in the curriculum
   so that students by time feel familiar with the CALL
   environment.

4. Hours of CALL labs should be divided equally between
   the four language skills. All language skills should
   be benefit from CALL.

5. Computer literacy courses should be included in the
   curriculum, especially for those with no computer
   skills.

Recommendations for the IPA Administration

To get the utmost benefit from CALL, decision makers at
the IPA should take some steps to enhance the Saudi EFL
learners' attitudes toward CALL. This can be done by the
following:

1. Making CALL labs available in different times for
   students so they can go and practice.

2. Installing other kinds of software and not only the
   New Dynamic English. This will give students the
   choice to choose what fit them among a variety of
   software programs.

3. Installing only software programs that are appropriate
   for both Saudi learners and instructors and fit their
   Islamic and Arab culture (Alkahtani, 2004).

4. Providing the IPA learners with copies of the CALL software that students can practice them.

5. Offering computers to Saudi EFL learners at the IPA either free or with lower prices.

6. Installing computer labs at the IPA dormitories to get learners exposed more to computers.

7. Providing learners at IPA dormitories with internet access.

8. The current number of computers at each campus library is completely not sufficient. For example, in Riyadh men's campus library, there are only 25 computers, and only four computers are linked to the internet. At the IPA women's branch library, only four computers are available for the learners. In Dammam men's campus, there are only 7 computers, and only four of them are liked to the internet. Finally, at Jeddah men's campus, there are only 5 computers and only one computer is connected to the internet. These numbers show that IPA Saudi EFL learners have less if no opportunity to use computers at the IPA. Therefore, there is a strong need for increasing the number of computers at the IPA libraries in the four campuses.

9. There is also a need to install computer labs in
   different IPA campuses to make the use of computers
   available for learners.

10. The IPA instructors should be given the proper
    training that enables them to fully understand the
    whole CALL procedures.

11. Only IPA English teacher with positive attitudes
    toward CALL should be assigned to work with students
    in the CALL labs.

12. Hiring only English instructors with good computer
    knowledge. Teachers with good computer experience
    will be easily able to deal with CALL setting and help
    the students overcome the problems they face working
    with CALL.

Recommendation for Future Research

There is a need for replications of this study with more
participants from different English institution in Saudi
Arabia. Replication of the study will support the validity
of these research findings. In addition, a guide line will
be set to assess Saudi language learners' attitudes toward
the use of computers in instruction.

Significant variables of this study should be used in
future research. Future quantitative research should

increase the number of items on computer knowledge,

particularly, computer use and self-evaluation dimensions in

their surveys.

There are other factors that contribute to the Saudi EFL

learners attitudes toward CALL. Qualitative research

methods, particularly interviews are recommended to probe

these factors. Interviews with learners will provide more

interesting details on the way that students perceive the use

of computers in their English studies.

There are a gender gap exists in Saudi EFL learners'

attitudes toward CALL at the IPA. Future studies should

explore the reasons behind this gap and give suggestions to

eliminate it. Both statistical analysis and qualitative

methods should be used to cast the light on this difference.

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Appendix A: Survey Form (English Version)

Department of Curriculum & Instruction/Literacy Studies

West Virginia University

College of Human Resources and Education

Survey Form (English Version)

Dear Participant:

This survey is in partial fulfillment of the doctoral degree in the major of curriculum and instruction in the field of Teaching English to Speakers of Other Languages (TESOL). The study seeks to investigate English as a Foreign Language (EFL) learner' attitudes toward Computer-Assisted Language Learning (CALL) at the Institute of Public Administration (IPA) in Saudi Arabia. The study will contribute in developing and improving the use of computers in teaching English and other languages.

We are seeking your help by filling out this form honestly. The survey consists of two parts. The first is about demographic information whereas the second is a scale for measuring attitudes toward CALL. Please answer the questions in the first part by checking the proper response whereas in the second part choose the proper number (see part 2 for details).

Finally, I would like to assure you that completing this survey is voluntary. In addition, you have the right not to fill out this survey or any item you do not like to. If you wish to participate in this study, this survey is anonymous and does not require mentioning your name. It has no effect on your study or your grades. In addition, the data you provide will be confidential and will not be exposed except to the researcher and the research committee members.

Should you have any question, please email me at: malsham1@mix.wvu.edu

Sincerely,
Mishal H. Al Shammari
Ed D candidate
Department of Curriculum Theory & Practice
College of Human Resources & Education
West Virginia University

Code: _____

Part One: Demographic Information

Direction: Please check ☑ the appropriate response for each item.

1. IPA Location

☐1. **Riyadh**   ☐2. **Woman Branch**   ☐3. **Dammam**   ☐4.**Jeddah**

2. Gender:

☐1. **Male**   ☐ 2. **Female**

3. Age

☐1. **18**   ☐2. **19**   ☐3. **20**   ☐4. **21**   ☐5. **22**   ☐6. **Other __ years**

4. English learning background (years of English Learning)

☐1. **Less than 6 years, please specify _____ years**

☐2. **6 years**   **(Since Middle School)**

☐3. **8 years**   **(Since Senior Elementary School)**

☐4. **12 years**   **(Since Elementary School)**

☐5. **Other number of years, please specify, ____.**

5. Current IPA English language level:

☐1. **Preparatory**   ☐2. **Elementary**

☐3. **Intermediate**   ☐4. **Advanced**

6. IPA major after graduating form IPA English Program:

☐1. **Computer Programming**   ☐2. **Computer Networking & Operating Systems**

☐3. **Executive Secretary**   ☐4. **Hospital Administration**

☐5. **Accounting**   ☐6. **Sales**

☐7. **Banking**   ☐8. **Information Studies and Libraries**

☐9. **Other, please specify, _____.**

7. Do you have a personal computer at home?

☐1. **Yes**   ☐2. **No**

8. How long have you used a computer?

☐ **Less than one year, please specify: _____ months**

☐ **1 year**

☐ **2 years**

☐ **3 years**

☐ **More than 3 years, please specify: ____ years**

9. Outside of IPA classes, how much time do you spend using computers each day?

☐ **Less than one hour, please specify: ____minutes.**

☐ **1 hour**

☐ **2 hours**

☐ **3 hours**

☐ **More than 3 hours, please specify: _____ hours**

10. I consider my knowledge of computer to be:
☐ **Very Low**

☐ **Low**

☐**Average**

☐**Advanced**

☐**Very Advanced**

Section II: Scale of Attitude toward CALL (SACALL)

Direction: The following are 30 general statements that describe your attitudes toward technology-integrated EFL instruction. Please think about each statement and circle the number that indicates how strongly you disagree or agree with each of the statement using a rating scale of 1 to 5.

Circle **"1"** if you **strongly disagree (SD)**.
Circle **"2"** if you **disagree (D)**.
Circle **"3"** if you are uncertain **(U)**.
Circle **"4"** if you **agree (A)**.
Circle **"5"** if you **strongly agree (SA)**.

NO	Items	SD	D	U	A	SA
1.	Using computers to learn English does not scare me at all.	1	2	3	4	5
2.	I use computers in many ways to learn English (the internet, software programs, etc).	1	2	3	4	5
3.	It is easy to write my English assignments on the computer.	1	2	3	4	5
4.	Learning English through computers is necessary.	1	2	3	4	5
5.	The CALL lab has sufficient technical support.	1	2	3	4	5
6.	I prefer the activities in the CALL lab to the activities in the regular classroom.	1	2	3	4	5
7.	What I do in the CALL lab is related to classroom activities.	1	2	3	4	5
8.	I need a firm mastery of computers for my English learning.	1	2	3	4	5
9.	Computers make English learning much easier.	1	2	3	4	5
10.	I want more use of computers in my EFL classes.	1	2	3	4	5
11.	Learning English in the CALL lab doesn't bother me.	1	2	3	4	5
12.	I often use computers to do my English assignments.	1	2	3	4	5
13.	I feel at ease learning English in the CALL lab.	1	2	3	4	5
14	The program used in the CALL lab helps me in learning English.	1	2	3	4	5
15.	Writing on a computer does not make me nervous.	1	2	3	4	5

NO	Items	SD	D	U	A	SA
16.	It is essential for EFL learners to master computer skills.	1	2	3	4	5
17.	I like to talk about computers with others.	1	2	3	4	5
18.	A computer is a useful tool for reading English.	1	2	3	4	5
19.	Computer-Assisted Language Learning is more interesting than traditional EFL instruction.	1	2	3	4	5
20.	Using computers to learn English can enhance my English proficiency.	1	2	3	4	5
21	I am eager to study English through CALL.	1	2	3	4	5
22.	A computer is a useful tool for writing English.	1	2	3	4	5
23.	Reading English on computer does not bother me.	1	2	3	4	5
24.	The CALL lab has sufficient technical support.	1	2	3	4	5
25.	The teachers have sufficient knowledge of CALL lab procedures.	1	2	3	4	5
26.	I would spend more hours in the CALL lab if it were possible.	1	2	3	4	5
27.	I feel at ease working in the CALL lab.	1	2	3	4	5
28.	I am interested in CALL.	1	2	3	4	5
29.	What I do in the CALL lab helps me in the regular classroom courses.	1	2	3	4	5
30.	I often read computer-related information.	1	2	3	4	5

Finally, do you have any comment or add something?

_____
_____
_____
_____
_____
_____
 _____

Thank you for your participation.

Appendix B: The Arabic Version of the Survey
For Men and Women Students

بسم الله الرحمن الرحيم

الترميز: ــــــــــــــــ

مُقَدِّمة

أخي المشاركَ بالاستبيان،

السلامُ عليكمْ ورحمةُ اللهِ وبركاته،،،

هذا الاستبيانُ هوَ جزءٌ منْ دراسةٍ لمرحلةِ الدُّكْتُوراة بِقسْم المَنَاهِج وَطُرُق التَّدْريس بِجَامِعَةِ فرجينيا الغَرْبِيّة بِتَخَصُّصِ تَعْلِيم اللُّغَةِ الإِنْجِليزيَّةِ لِغير النَّاطِقِينَ بها. وتَسْعَى هَذِهِ الدِّرَاسَةُ لِمَعْرِفةِ تَوجُّهَاتٍ ومواقِفِ مُتَعَلِّمي اللُّغَةِ الإِنْجِليزيَّةِ تِجاهَ اسْتِخْدامِ الحَاسِبِ الآليِّ في تَعْلِيم اللُّغَةِ الإِنْجِليزيَّةِ بمَعْهَدِ الإِدَارَةِ العامَةِ بالمَمْلَكَةِ العربيَّةِ السَّعوديَّة. الدِّرَاسَةُ سَتُسْهِمُ بإذنِ اللهُ في تَطْوِير طُرُقِ اسْتِخْدام الحاسِبِ الآليِّ في تَعْلِيم اللُّغَةِ الإِنْجِليزيَّةِ وغَيْرهَا مِنْ اللُّغاتِ وتَحْسِينِها.

لذا نَرْجو مُسَاعَدَتكمْ بتعبئةِ هذا الاستبيان بكلِّ دقةٍ وأمانةٍ و صدقْ. الاستِبْيانُ عبارةٌ عنْ جُزْئَيْنِ اثنَيْن. الأولُ مِنْهما يَتَعَلَّقُ بالمَعْلُومَاتِ الشَّخْصيَّةِ للمُشَارك، أمَّا الجُزْءِ الثَّاني فَهُو عِبَارَةٌ عَن مِقياسٍ للتَّوجُّهاتِ نَحْوَ تَعْلِيم اللُّغَةِ بمُسَاعَدَةِ الحاسِبِ الآليِّ. الإِجَابَةُ بالجُزْءِ الأوَّل سَتكونُ بوضْع عَلامةِ "صح" بِجانبِ الفقرةِ الصحيحة، أمَّا بالجُزْءِ الثَّاني فَهيَ بإِخْتِيارِ الرَّقْمِ المناسبْ (الشرحُ موجودٌ بالجزءِ الثَّاني).

وفي الخِتامِ أودُّ التَّأْكِيدَ عَلى أنَّ تعبئةُ هذا الاستِبْيان هي اخْتِياريّة، وأنَّ لك الحقُّ بعدم تعبئته. كما أنَّه لكَ الحقُّ في عَدِم الإجابةِ عَلى أيِّ سؤالٍ لا تَوَدُّ الإِجَابَةَ عَليه. في حال رَغْبَتِكِ المُشَاركة بهذِه الدِّراسة، فإِنَّ هَذَا الاستِبْيانَ لا يَتَطَلَّبُ ذِكْرَ اسْم المُشاركِ به، وليْسَ لهُ أيُّ تَأثيرٍعَلى تَحْصِيلِكَ العِلمي ولا عَلى دَرَجَاتِكَ بالمَوادِ التي تَدْرسُها. كما أنَّ البيانَاتَ المزودة سَتُعَامَلُ بِسرّيّةٍ تامَة وَلَنْ يطَّلِعَ عَلَيْها أحدٌ سِوى البَاحثْ والمُشْرفونَ عَلى البحثْ.

عِنْدَ وُجُودِ أيِّ اسْتِفْسَارٍ أوْ سُؤال، يُرْجَى الكِتَابَة لي عَبْرَ البَريدِ الإِلِكْتُرُونِي عَلى العِنْوان التَّالي:
malsham1@mix.wvu.edu

شاكِرينَ لكُمْ مقدَّماً تَعَاوُنَكُم ومُسَاعَدَتِكم.
ولكُمْ صَادُقُ التَّحية.
مِشْعلْ حَسَن الشمّري
جامعة فرجينيا الغربية
الولايات المتحدة الأمريكية

عنوان البريد الإلكتروني: <u>malsham1@mix.wvu.edu</u>

الترميز: _____

الجزء الأول: المعلومات الشخصية

يرجى وضع علامة ☑ بجانب أنسب إجابة:

1. مكان الدراسة بمعهد الإدارة العامة:

☐ 1. الرياض (المركز الرئيس) ☐ 2. الفرع النسوي ☐ 3. فرع منطقة مكة المكرّمة (جدة) ☐ 4. فرع المنطقة الشرقية (الدمام)

2. الجنس:

☐ 1. ذكر ☐ 2. أنثى

3. العمر

☐ 1. **18** عاماً ☐ 2. **19** عاماً ☐ 3. **20** عاماً ☐ 4. **21** عاماً ☐ 5. **22** عاماً ☐ 6. غير هذا العمر، يرجي الكتابة: _____ عاماً

4. الخلفية عن اللغة الإنجليزية (عدد سنين تعلّم اللغةِ الإنجليزيةِ):

☐ 1. أقل من 6 سنوات، يرجى تحديد عدد السنوات: _____ سنة

☐ 2. **6 سنوات** (منذ المرحلةِ المتوسطةِ)

☐ 3. **8 سنوات** (ما قبل المرحلةِ المتوسطةِ بقليل)

☐ 4. **12 سنة** (منذ المرحلة الإبتدانية)

☐ 5. عدد آخر من السنوات، يرجى التحديد: _____ سنة

5. المستوى الدراسي الحالي بمركز اللغة الإنجليزية بمعهد الإدارةِ العامةِ:

☐ 1. التمهيدي (Preparatory) ☐ 2. الأبتدائي(Elementary)

☐ 3. المتوسط (Intermediate) ☐ 4. المتقدم (Advanced)

6. برنامجك الدراسي بالمعهد بعد إنهاء برنامج اللغة الإنجليزية:

☐ 1. برمجة الحاسب الآلي ☐ 2. تقنية شبكات الحاسب الآلي وأنظمة التشغيل

☐ 3. السكرتير التنفيذي ☐ 4. إدارة المستشفيات

☐ 5. المحاسبة التجارية ☐ 6. المبيعات

☐ 7. الأعمال البنكية ☐ 8. دراسات المعلومات والمكتبات

☐ 9. تخصص آخر (يرجي كتابة اسم التخصص) _____

7. هل تملك حاسباً شخصياً؟

☐ 1. نعم ☐ 2. لا

8. منذ متى تستخدم الحاسب الآلي؟

☐ منذ أقل من عام، يرجى التحديد: _____ شهر

☐ منذ عام

☐ منذ عامين

☐ منذ ثلاثةِ أعوام

☐ أكثر من ثلاثةِ أعوام، يرجى التحديد: _____ عام

9. كم ساعة تستخدم الحاسب الآلي يومياً (خارج المعهد) :

☐   أقل من ساعة ، يرجى التحديد: _____ دقيقة

☐   ساعة

☐   ساعتان

☐   ثلاثة ساعات

☐   أكثرُ من ثلاث ساعات، يرجى التحديد : _____ ساعة

10. مستوى معرفتك وخبرتك بالحاسب الآلي بشكل عام:

☐   ضعيف جداً

☐   ضعيف

☐   متوسط

☐   عالي

☐   عالي جداً

الجزء الثاني: قياس توجهات متعلمي اللغة الإنْجِليزيَّة تجاه تعلم اللغة الإنْجِليزيَّة بمساعدة الحاسب الآلي:

هذا الجزءُ هو عبارةٌ عن أسئلةٍ تتعلقُ بتوجهاتكَ تجاهَ تعلُّمِ اللغةِ الإنجليزيةِ بمساعدةِ الحاسبِ الآليِ. يُرْجىَ قراءةُ كلِّ فقرةٍ بتَمَعُّنْ ووضع دائرة حول الرَّقمِ الذي يَعْكِسُ إجَابَتك على الفقرة بكل أمانةٍ وصدقْ. الأرْقامُ عبَارةٌ عنْ مِقْياس من **1** إلى **5** وهيَ على النحو التَّالي:

اختيارك لرقم **1** يعني **لا أوافق بشدة** على المذكور بالفقرة
اختيارك لرقم **2** يعني **لا أوافق** على المذكور بالفقرة
اختيارك لرقم **3** يعني **غير متأكد** من المذكور بالفقرة
اختيارك لرقم **4** يعني **أوافق** على المذكور بالفقرة
اختيارك لرقم **5** يعني **أوافق بشدة** على المذكور بالفقرة

أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة	الفقرة	الرقم
5	4	3	2	1	استخدامُ الحاسبِ الآليِ في تعلُّمِ اللغةِ الإنْجِليزيَّة لا يُخيفني أبداً.	.1
5	4	3	2	1	أنا استخدمُ الحاسبَ الآليَ بطرقٍ عدة لتعلُّمِ اللغةِ الإنْجِليزيَّة. (الإنترنت، برامج تعليمية، الخ)	.2
5	4	3	2	1	من السهلِ استخدامُ الحاسبِ الآليِ لأداء واجباتِ اللغةِ الإنْجِليزيَّة.	.3
5	4	3	2	1	منَ الضروري تعلُّمُ اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسب الآلي.	.4
5	4	3	2	1	تَعَلُّمُ اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسبِ الآليِ بالمَعْمَل سيَكُونُ أفضل حينَ يَتَوَّفرُ الدعمُ الفَنِّي.	.5
5	4	3	2	1	أنا أفضلُ الأنْشطة بمعمل تعليم اللُّغَة الإنْجِليزيَّة بمساعدةِ الحاسبِ الآليِ على الأنْشطةِ بالفصلِ الدراسي العادي.	.6
5	4	3	2	1	ما أتعلمهُ بمعمل تعليم اللغةِ الإنْجِليزيَّة بمساعدة الحاسب الآليِ ذو علاقةٍ بما أدرسهُ بالفصلِ الدراسي العادي.	.7
5	4	3	2	1	أحتاجُ أنْ أتقنَ الحاسبَ الآليِ جيداً منْ أجل تعلُّمِ اللغةِ الإنْجِليزيَّة.	.8
5	4	3	2	1	الحاسبُ الآليِ يجعلُ تَعلُمَ اللغةِ الإنْجِليزيَّة أكثرُ سهولةً.	.9
5	4	3	2	1	أنا أريدُ استخداماً أكثرْ للحاسبِ الآليِ في فصول تعلُّمِ اللغةِ الإنْجِليزيَّة.	.10
5	4	3	2	1	تعلُّمُ اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسبِ الآليِ بالمعمل لا يُزْعِجُني.	.11
5	4	3	2	1	أنا عادةَ استخدمُ الحاسبَ الآليِ لأداء واجباتي المتعلقةِ باللغةِ الإنْجِليزيَّة.	.12
5	4	3	2	1	أشعرُ أنَّه منْ المريحِ تعلُم اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسب الآليِ بالمعمل.	.13
5	4	3	2	1	البرنامجُ المتسخدمُ حالياً بمعمل تعليم اللُّغةِ الإنْجِليزيَّة بمساعدةِ الحاسب الآليِ يُساعدني في تعلُم الإنْجِليزيَّة.	.14
5	4	3	2	1	الكتابةُ بالحاسبِ الآليِ لا تُزْعِجُني.	.15

أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة	الفقرة	الرقم
5	4	3	2	1	إتْقانُ مهاراتِ الحاسبِ الآلي هوَ عنصرٌ أساسيٌّ لمتعلميْ اللغةِ الإنْجِليزيَّة.	16.
5	4	3	2	1	أحبُ التَّحدثَ مع الآخرينَ عن الحاسبِ الآلي.	17.
5	4	3	2	1	الحاسبُ الآلي أداةٌ جيدةٌ لتعلُّم القراءةِ بالإنجِليزيَّة.	18.
5	4	3	2	1	تعلمُ اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسبِ الآلي أكثرَ متعةً وتشويقاً منْ تعلُّمها بالفصلِ الدراسي العادي.	19.
5	4	3	2	1	تعلمُ اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسبِ الآلي يُمَكِّنُني من تحسين لغتي الإنْجِليزيَّة.	20.
5	4	3	2	1	أنا متلهفٌ إلى تعلُّمِ اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسبِ الآلي.	21.
5	4	3	2	1	الحاسبُ الآلي هو وسيلةٌ مفيدةٌ لتعلُّم الكتابةِ باللغةِ الإنْجِليزيَّة.	22.
5	4	3	2	1	قراءةُ اللغةِ الإنْجِليزيَّة بالحاسبِ الآلي لا تُزْعِجُني.	23.
5	4	3	2	1	يتوفرُ دعمٌ فنيٌ كافٍ بمعمل تعليم اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسبِ الآلي.	24.
5	4	3	2	1	المدرسونُ لديهمُ المعرفةُ الكافيةُ بإجراءاتِ معملِ تعليمِ اللغةِ بمساعدةِ الحاسبِ الآلي.	25.
5	4	3	2	1	سأقْضي وقتاً أكثرَ بمعمل تعليم اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسبِ الآلي لو أمْكَنني ذلك.	26.
5	4	3	2	1	أشعرُ بالرّاحةِ حينما أتعلمُ بمعمل تعليم اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسبِ الآلي.	27.
5	4	3	2	1	أنا مهتمٌ بتعلُّم اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسب الآلي.	28.
5	4	3	2	1	ما أدرسهُ بمعمل تعليم اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسبِ الآلي يُسَاعِدُني في دروسي بالفصلِ الدراسي العادي.	29.
5	4	3	2	1	أنا عادةً أقرأُ المعلوماتِ المتعلقةِ بالحاسبِ الآلي.	30.

ختاماً هلْ تَوَدُ التَّعْليقَ أو إضَافة أيُّ شيء؟

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شكراً جزيلاً على مساعدتِكُم ومُسَاهَمَتِكُم بهَذه الدراسةِ.

The Arabic Version of the Survey for Women Students

بسم الله الرحمن الرحيم

الترميز: _____

مُقَدِّمة

<u>أخْتِي المُشَاركة بالاستبيان،</u>

السلامُ عليكمْ ورحمةُ اللهِ وبركاتِه،،،

هذا الاستبيانُ هوَ جزءٌ منْ دراسةٍ لمرحلةِ الدُّكْتُوراة بقسْم المَنَاهِج وَطُرُق التّدريس بجَامعةِ فرجينيا الغَرْبيّة بتَخَصُّصِ تَعْليم اللُّغَةِ الإنْجِليزيَّةِ لِغير النّاطِقينَ بها. وتَسْعَى هَذِهِ الدِّراسَةُ لِمَعْرفَةِ تَوجُهَاتِ ومواقِفِ مُتَعَلِّمي اللُّغَةِ الإنْجِليزيَّةِ تِجاهَ اسْتِخْدام الحَاسِبِ الآليْ في تَعْليم اللُّغَةِ الإنْجِليزيَّةِ بمَعْهَدِ الإدَارَةِ العامَةِ بالمَمْلَكَةِ العربيَّةِ السّعوديَّة. الدِّرَاسَةُ سَتُسْهِمُ بإذن اللهُ في تَطْوير طُرُق استِخْدام الحاسِبِ الآلي في تَعْليم اللُّغَةِ الإنْجِليزيَّةِ وغَيْرهَا مِنْ اللُّغاتِ وتَحْسينها.

لذا نَرْجو مُسَاعَدتكمْ بتعبئةِ هذا الاستِبْيَان بكلِّ دقةٍ وأمانةٍ و صدقْ. الاسْتِبْيانُ عبارةٌ عنْ جُزْئَين اثْنَيْن. الأولُ مِنْهما يَتَعَلَّقُ بالمَعْلومَاتِ الشَّخْصيَّةِ للمُشَارِكة، أمّا الجُزْءُ الثَّاني فَهُو عِبَارَةٌ عَن مقياسِ للتّوجُهاتِ نَحْوَ تَعْليم اللُّغَةِ بمُسَاعَدَةِ الحاسِبِ الآلي. الإجَابَةُ بالجُزْءِ الأوَّلِ سَتَكونُ بوضْع عَلامةِ "صح" بجانبِ الفقرةِ الصحيحة، أمّا بالجُزْءِ الثَّاني فَهيَ بإخْتِيار الرَّقْمِ المناسبْ (الشرحُ موجودٌ بالجزء الثاني).

وفي الخِتامِ أودُّ التَّأْكِيدَ عَلى أنَّ تعبئةُ هذا الاسْتِبْيان هي اخْتياريّة، وأنَّ لكِ الحقُّ بعدمِ تعبئته. كما أنّه لكِ الحقُّ في عَدَمِ الإجابَةِ عَلى أيِّ سؤالٍ لا تَوَدِّينَ الإجَابَة عَليه. في حال رَغْبَتِكِ المُشَاركة بهذِه الدِّراسة، فإنَّ هَذا الاستِبْيَانَ لا يَتَطَلَّبُ ذِكْرَ اسْمِ المُشاركِ به، وليْسَ لهُ أيُ تَأثيرٍعَلى تَحْصيلِكِ العِلْمي ولا عَلى دَرَجَاتِكَ بالمَوادِ التي تدْرُسينها. كما أنّ البياناتَ المزودة سَتُعَامَلُ بسريّةٍ تامَة وَلَنْ يطَّلِعَ عَلَيْها أحدٌ سِوى البَاحثُ والمُشْرفونَ عَلى البحثْ.

عِنْدَ وُجُودِ أيِّ استِفْسَارٍ أوْ سُؤال، يُرْجَى الكِتَابَةُ لي عَبْرَ البَريدِ الإلِكْتُرُونِي عَلى العِنْوان التَّالي:
<u>malsham1@mix.wvu.edu</u>

شاكِرينَ لَكُمْ مقدَّماً تَعَاوُنَكُمْ ومُسَاعَدَتِكُم.
ولكُمْ صَادُقُ التَّحية.
مِشْعلْ حَسَن الشمّري
جامعة فرجينيا الغربية
الولايات المتحدة الأمريكية
عنوان البريد الإلكتروني: <u>malsham1@mix.wvu.edu</u>

الترميز: _____

الجزء الأول: المعلومات الشخصية

يرجى وضع علامة ☑ بجانب أنسب إجابة:

1. مكان الدراسة بمعهد الإدارة العامة:

☐ 1. الرياض (المركز الرئيس) ☐ 2. الفرع النسوي ☐ 3. فرع منطقة مكة المكرّمة (جدة) ☐ 4. فرع المنطقة الشرقية (الدمام)

2. الجنس:

☐ 1. ذكر ☐ 2. أنثى

3. العمر:

☐ 1. **18** عاماً ☐ 2. **19** عاماً ☐ 3. **20** عاماً ☐ 4. **21** عاماً ☐ 5. **22** عاماً ☐ 6. غير هذا العمر، يرجي الكتابة: _____ عاماً

4. الخلفية عن اللغة الإنجليزية (عدد سنين تعلّم اللغةِ الإنجليزيةِ):

☐ 1. أقل من 6 سنوات، يرجى تحديد عدد السنوات: _____ سنة

☐ 2. **6** سنوات (منذ المرحلةِ المتوسطةِ)

☐ 3. **8** سنوات (ما قبل المرحلةِ المتوسطةِ بقليل)

☐ 4. **12** سنة (منذ المرحلة الإبتدائية)

☐ 5. عدد آخر من السنوات، يرجى التحديد: _____ سنة

5. المستوى الدراسي الحالي بمركز اللغة الإنجليزية بمعهد الإدارةِ العامةِ:

☐ 1. التمهيدي (Preparatory) ☐ 2. الأبتدائي(Elementary)

☐ 3. المتوسط (Intermediate) ☐ 4. المتقدم (Advanced)

6. برنامجك الدراسي بالمعهد بعد إنهاء برنامج اللغة الإنجليزية:

☐ 1. برمجة الحاسب الآلي ☐ 2. تقنية شبكات الحاسب الآلي وأنظمة التشغيل

☐ 3. السكرتير التنفيذي ☐ 4. إدارة المستشفيات

☐ 5. المحاسبة التجارية ☐ 6. المبيعات

☐ 7. الأعمال البنكية ☐ 8. دراسات المعلومات والمكتبات

☐ 9. تخصص آخر (يرجي كتابة اسم التخصص) _____

7. هل تملك حاسباً شخصياً؟

☐ 1. نعم ☐ 2. لا

8. منذ متى تستخدم الحاسب الآلي؟

☐ منذ أقل من عام، يرجى التحديد: _____ شهر

☐ منذ عام

☐ منذ عامين

☐ منذ ثلاثةِ أعوام

☐ أكثر من ثلاثةِ أعوام، يرجى التحديد: _____ عام

9. كم ساعة تستخدم الحاسب الآلي يومياً (خارج المعهد) :

☐ أقل من ساعة، يرجى التحديد: _____ دقيقة

☐ ساعة

☐ ساعتان

☐ ثلاثة ساعات

☐ أكثرُ من ثلاث ساعات، يرجى التحديد : _____ ساعة

10. مستوى معرفتك وخبرتك بالحاسب الآلي بشكل عام:

☐ ضعيف جداً

☐ ضعيف

☐ متوسط

☐ عالي

☐ عالي جداً

الجزء الثاني: قياس توجهات متعلمي اللغة الإنجليزيَّة تجاه تعلم اللغة الإنجليزيَّة بمساعدة الحاسب الآلي:

هذا الجزءُ هو عبارةٌ عن اسئلةٍ تتعلقُ بتوجهاتكَ تجاهَ تعلُّمِ اللغةِ الإنجليزيةِ بمساعدةِ الحاسبِ الآلي. يُرجىَ قراءةُ كلِّ فقرةٍ بتَمَعُّنْ ووضع دائرة حول الرّقمِ الذي يَعْكِسُ إجابَتك على الفقرة بكل أمانةٍ وصدقْ. الأرْقامُ عبَارةٌ عنْ مِقْياس من **1** إلى **5** وهيَ على النحو التَّالي:

اختيارك لرقم **1** يعني **لا أوافق بشدة** على المذكور بالفقرة
اختيارك لرقم **2** يعني **لا أوافق** على المذكور بالفقرة
اختيارك لرقم **3** يعني **غير متأكد** من المذكور بالفقرة
اختيارك لرقم **4** يعني **أوافق** على المذكور بالفقرة
اختيارك لرقم **5** يعني **أوافق بشدة** على المذكور بالفقرة

أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة	الفقرة	الرقم
5	4	3	2	1	استخدامُ الحاسبِ الآلي في تعلُّمِ اللغةِ الإنْجِليزيَّة لا يُخيفني أبداً.	.1
5	4	3	2	1	أنا استخدمُ الحاسبَ الآلي بطرقٍ عدة لتعلُّمِ اللغةِ الإنْجِليزيَّة. (الإنترنت، برامج تعليمية، الخ)	.2
5	4	3	2	1	من السهلِ استخدامُ الحاسبِ الآلي لأداء واجباتِ اللغةِ الإنْجِليزيَّة.	.3
5	4	3	2	1	منَ الضروري تعلُّمُ اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسب الآلي.	.4
5	4	3	2	1	تَعَلُّمُ اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسبِ الآلي بالمَعْمَل سيَكُونُ أفضل حينَ يَتَوَفَّرُ الدعمُ الفنِّي.	.5
5	4	3	2	1	أنا أفضلُ الأنشطة بمعمل تعليم اللُّغَة الإنْجِليزيَّة بمساعدةِ الحاسبِ الآلي على الأنشطةِ بالفصلِ الدراسي العادي.	.6
5	4	3	2	1	ما أتعلمهُ بمعمل تعليم اللغةِ الإنْجِليزيَّة بمساعدة الحاسب الآلي ذو علاقةٍ بما أدرسهُ بالفصلِ الدراسي العادي.	.7
5	4	3	2	1	أحتاجُ أنْ أتقنَ الحاسبَ الآلي جيداً منْ أجل تعلُّمِ اللغةِ الإنْجِليزيَّة.	.8
5	4	3	2	1	الحاسبُ الآلي يجعلُ تَعلُّمَ اللغةِ الإنْجِليزيَّة أكثرُ سهولةً.	.9
5	4	3	2	1	أنا أريدُ استخداماً أكثرْ للحاسبِ الآلي في فصول تعلُّمِ اللغةِ الإنْجِليزيَّة.	.10
5	4	3	2	1	تعلُّمُ اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسبِ الآلي بالمعمل لا يُزْعِجُني.	.11
5	4	3	2	1	أنا عادةً استخدمُ الحاسبَ الآلي لأداء واجباتي المتعلقةِ باللغةِ الإنْجِليزيَّة.	.12
5	4	3	2	1	أشعرُ أنَّه من المريح تعلُّم اللغةِ الإنْجِليزيَّة بمساعدةِ الحاسب الآلي بالمعمل.	.13
5	4	3	2	1	البرنامجُ المتسخدمُ حالياً بمعمل تعليم اللُّغة الإنْجِليزيَّة بمساعدةِ الحاسب الآلي يُساعدني في تعلُّم الإنْجِليزيَّة.	.14
5	4	3	2	1	الكتابةُ بالحاسبِ الآلي لا تُزْعِجُني.	.15

أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة	الفقرة	الرقم
5	4	3	2	1	إتْقانُ مهاراتِ الحاسبِ الآلي هوَ عنصرٌ أساسيٌّ لمتعلميْ اللغةِ الإنْجِليزيَّةِ.	16.
5	4	3	2	1	أحبُ التَّحدثَ مع الآخرينَ عن الحاسبِ الآلي.	17.
5	4	3	2	1	الحاسبُ الآلي أداةٌ جيدةٌ لتعلُّم القراءةِ بالإنجليزيَّة.	18.
5	4	3	2	1	تعلمُ اللغةِ الإنْجِليزيَّةِ بمساعدةِ الحاسبِ الآلي أكثرَ متعةً وتشويقاً منْ تعلُّمها بالفصل الدراسي العادي.	19.
5	4	3	2	1	تعلمُ اللغةِ الإنْجِليزيَّةِ بمساعدةِ الحاسبِ الآلي يُمَكِّنُني من تحسين لغتي الإنْجِليزيَّة.	20.
5	4	3	2	1	أنا متلهفٌ إلى تعلُّمِ اللغةِ الإنْجِليزيَّةِ بمساعدةِ الحاسبِ الآلي.	21.
5	4	3	2	1	الحاسبُ الآلي هو وسيلةٌ مفيدةٌ لتعلُّم الكتابةِ باللغةِ الإنْجِليزيَّةِ.	22.
5	4	3	2	1	قراءةُ اللغةِ الإنْجِليزيَّةِ بالحاسبِ الآلي لا تُزْعِجُني.	23.
5	4	3	2	1	يتوفرُ دعمٌ فنيٌّ كافٍ بمعمل تعليم اللغةِ الإنْجِليزيَّةِ بمساعدةِ الحاسبِ الآلي.	24.
5	4	3	2	1	المدرسونُ لديهمُ المعرفةُ الكافيةُ بإجراءاتِ معمل تعليم اللغةِ بمساعدةِ الحاسبِ الآلي.	25.
5	4	3	2	1	سَأقضي وقتاً أكثرَ بمعمل تعليم اللغةِ الإنْجِليزيَّةِ بمساعدةِ الحاسبِ الآلي لو أمْكَنني ذلك.	26.
5	4	3	2	1	أشعرُ بالرّاحةِ حينما أتعلَّم بمعمل تعليم اللغةِ الإنْجِليزيَّةِ بمساعدةِ الحاسبِ الآلي.	27.
5	4	3	2	1	أنا مهتمٌّ بتعلُّم اللغةِ الإنْجِليزيَّةِ بمساعدةِ الحاسب الآلي.	28.
5	4	3	2	1	ما أدرسهُ بمعمل تعليم اللغةِ الإنْجِليزيَّةِ بمساعدةِ الحاسبِ الآلي يُسَاعِدُني في دروسي بالفصلِ الدراسي العادي.	29.
5	4	3	2	1	أنا عادةً أقرأُ المعلوماتِ المتعلقةِ بالحاسبِ الآلي.	30.

ختاماً هلْ تَوَدُ التَّعْليقَ أو إضَافة أيُّ شيء؟

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شكراً جزيلاً على مساعدتِكُم ومُسَاهَمَتِكُم بهَذه الدراسةِ.

Appendix C: Permission to Adopt CAS Survey

Thank you for your inquiry about the Computer Attitude Scale.

As you may know, Brenda Loyd, author of the CAS, was President of the
National Council on Measurement in Education (NCME) at the time of her
death in 1995. Dr. Loyd's co-author, Clarice Gressard, has asked me to
handle all requests for permission to use their survey, and to provide
the CAS survey and scoring protocol to researchers who wish to use their
scale.

Therefore, in response to your inquiry, I am attaching a copy of the
Loyd/Gressard survey of attitudes towards computers, in an MSWord
document (survey.doc). If you have any problem reading it please let me
know. Unfortunately I have no further information about the use of the
CAS beyond that provided in this message and the attached document.

The survey is scored according to the following:

For questions 1, 3, 4, 6, 9, 11, 12, 14, 16, 17, 19, 22, 25, 27, 28,
30, 33, 35, 36, 38 (Strongly Agree=4, Slightly Agree=3, Slightly
Disagree=2, Strongly Disagree=1).

For questions 2, 5, 7, 8, 10, 13, 15, 18, 20, 21, 23, 24, 26, 29, 31,
32, 34, 37, 39, 40 (Strongly Agree=1, Slightly Agree=2, Slightly
Disagree=3, Strongly Disagree=4).

The questions are coded so that the higher the score, the more positive
the attitude.

Four subscores can also be obtained from the questions.

Anxiety: 1, 5, 9, 13, 17, 21, 25, 29, 33, 37
Confidence: 2, 6, 10, 14, 18, 22, 26, 30, 34, 38
Liking: 3, 7, 11, 15, 19, 23, 27, 31, 35, 39
Usefulness: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40

Again, higher scores correspond to more positive attitude, e.g., a
higher confidence score means more confidence and a higher anxiety score
means less anxiety.

Permission is granted for modification and use of this scale. In any
publications arising from its use, please be sure to credit the authors,
Brenda H. Loyd and Clarice P. Gressard.

Thanks for your interest.
Best wishes.

 Doug Loyd

Attachment: Survey.doc (MSWord)

--
Doug Loyd, Ph.D.   434-924-0993   FAX 434-982-2858
Office of Institutional Assessment and Studies, UVa

Permission to adopt SETA Survey

To: **Mishal Hassan AlShammari <malsham1@mix.wvu.edu>**
Date: **May 18, 2006 3:37 AM**
Subject: **Re: SETA Scale**
Reply | Reply to all | Forward | Print | Add sender to Contacts list | Delete this message |
Report phishing | Show original | Message text garbled?

Dear Mr. Shammari,

You are welcome to use the Scale of Educational Technology Attitudes (SETA)
designed by myself in your dissertation.
It is quite interesting for me to learn that
a comparative study about the similar research topic will be done in Saudi
Arabia.
I expect to hear the results of the study when you have them.

Sincerely,
Pi-Ching Chen
Associate Professor and Chairman
Dept. of Foreign Languages and Literature
National Cheng Kung University
Taiwan, R. O. C.
TEL: 886-6-2757575 ext. 52201
FAX: 886-6-2387730

Appendix D: Survey Evaluation Form

Dear Participant,

   This survey aims to collect data on EFL learners' attitudes toward Computer-Assisted Language Learning (CALL). Please fill out the attached survey first and then complete the evaluation form by checking the most correct response for each item. Your responses will help improve the quality of the survey and put it in its final form to reflect the goal that it was designed to accomplish.

1. Time required completing the survey:
☐ Less than 10 minutes   ☐ From 10 to 15 minutes

☐ From 15 to 20 minutes ☐ More than 20 minutes

2. The survey's items were:
☐ Clear and easy to understand.

☐ Diffuse, but I could complete the survey.

☐ Not clear and hard to understand.

3. When I read the survey, I found that:
☐ All the words were clear and understandable.

☐ Some words were not clear, but they did not influence my answers.

☐ Some words were completely unclear and influenced my answers.

4. Please circle the number of items that you found it difficult to understand and provide your suggestion or comments to help making it more clear and understandable.

Part 1: Demographic Items

Item no: 1   2   3   4   5   6   7   8   9   10
Suggestions or Comments:
_____
_____
_____
_____

Part 2: Scale of Attitudes toward CALL (SACALL)

Item no: 1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Suggestions or Comments:

_____
_____
_____
_____
_____
_____
_____
_____
_____

5. Do you want to add any suggestions or comments?

_____
_____
_____
_____
_____
_____
_____
_____

Thank you very much for your participation.

Appendix E:Arabic Form of the Survey Evaluation

بسم الله الرحمن الرحيم

نموذج تقييم الاستبيان

أخي المشاركَ و أخْتِي المُشَاركة بالاستبيان،

السلام عليكم ورحمة الله وبركاته،،،،

هدفُ هذا الاستبيان هو جمعُ بياناتٍ عن موقفِ طلابِ اللغة الإنجليزية كلغة أجنبية وتوجهاتهمْ حولَ تعلم اللغةِ الإنجليزية بمساعدةِ الحاسبِ الآلي. يرجى تعبئة الاستبيان أولاً ومن ثم تعبئة نموذج تقييمه وذلك بإختيارُ الإجابةِ المناسبةِ لكل فقرة. الإجابة تكونُ بوضع علامةِ "صحْ" بجانبِ الإجابةِ المناسبة، وكذلكَ الإجابة على كلِّ ما يلزم بدقةٍ قدرَ الإمكان. أجابتُكُ ستساعدُ على تحسينِ جودةِ الاستبيان ووضع صيغتهِ النهائية بحيث يعكس الهدف المرجوَّ منه. شاكرين لكم تعاونكم ومساعدتكم.

أولاً: الوقت الذي استغرقته الإجابة على الاستبيان:

من 10 دقائق إلى 15 دقيقة	☐	أقلُ من 10 دقائق	☐
أكثر من عشرين دقيقة	☐	من 15 دقيقة إلى 20 دقيقة	☐

ثانياً: فقراتُ الاستبيان كانت:

☐ واضحة وسهلة الفهم والمتابعة

☐ كثيرة، ولكن أمكنني الفهم ومواصلة الإجابة على الاستبيان

☐ غير مفهومة وغير واضحة ومن الصعب استيعابها والإجابة عليها

ثالثاً: عند قراءتي مفردات الاستبيان، وجدت أنَّ:

☐ كل مفردات الاستبيان واضحةً وسهلةً الفهم

☐ بعض مفرداته غير مفهومة، ولكنها ماكانت لتأثرَّ على قدرتي على الإجابة

☐ بعض المفردات لم تكن واضحة بحيثُ أثرت على قدرتي على الإجابة

رابعاً: يرجى وضع دائرة حول رقم الفقرة أو أرقام الفقرات التي وجدت صعوبةً في فهمها، وكتابة تعليقَ أو اقتراح للمساعدة بجعل الفقرة أو الفقرات أكثر وضوحاً وفهماً.

الجزء الأول: المعلومات الشخصية:

رقم الفقرة : **1**   **2**   **3**   **4**   **5**   **6**   **7**   **8**   **9**   **10**

التعليق أو المقترح:

_____
_____
_____
_____
_____
_____
_____
_____

الجزء الثاني: مقياس توجهات متعلمي اللغة الإنجليزية تجاه تعلم اللغة الإنجليزية بمساعدة الحاسب الآلي:

رقم الفقرة: **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11**
12 | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** | **21** | **22**
23 | **24** | **25** | **26** | **27** | **28** | **29** | **30** | | |

التعليق أو المقترح:

_____
_____
_____
_____
_____
_____
_____
_____

خامساً: هل تود/تودين التعليق أو الاقتراح على الاستبيان بشكل عام أو إضافة شيء؟

_____
_____
_____
_____
_____
_____
_____

انتهى نموذج تقييم الاستبيان، وشكراً جزيلاً مرةً أخرى على مساهمتكم القيمة.

Appendix F: Human Participant Protections
Approval

Human Participant Protections Education for Research Teams

Al Shammari, Michal has completed this course at West Virginia University.

Date of completion: 2/16/2006

Specific topics addressed include:
- **Roles and responsibilities of researchers and their key personnel**
- **Guiding ethical principles for research**
- **Federal regulations**
- **Informed consent**
- **Institutional review boards**
- **Ongoing protections throughout the course of the study**
- **Data and safety monitoring**
- **Reporting of adverse events**
- **Privacy and confidentiality**
- **Historical events that have impacted policy and legislation**

Research Compliance Office
West Virginia University

Please Note:
- **This certificate for Human Participant Protections Training is attached for your files.**
- **A copy is not required for our files in Research Compliance.**
- **Your training information has been added to the Research Compliance Database. A list of certified personnel, students and staff gets posted each week at http://www.wvu.edu/~rc/irb/hpp_list.htm.**

Appendix G :Curriculum Vitae, Mishal H. Al Shammari

Mishal H. Al Shammari

1342 Headlee Ave – Morgantown, WV 26505
304-2885658 (H) 304-293-4376, (O)
e-mail: malsham1@mix.wvu.edu

EDUCATION

West Virginia University   Morgantown, West Virginia, USA

Doctor of Education (Ed.D) – Curriculum and Instruction
August, 2007
Dissertation: *Saudi English as a Foreign Language Learners'
Attitudes toward Computer-Assisted Language
Learning*

Coursework in Foundations and Theory

C&I788   Higher Education Curriculum
C&I604   Secondary School Curriculum
C&I701   Curriculum Development
C&I707   Theories, Models, and Research of Teaching
TE740   Curriculum Development & Technology
C&I709   Curriculum Theories
EDP700   Psychological Foundations of Learning
C&I593A   SPTP: Advanced Curriculum Specialization
EDP600   Educational Psychology

Coursework in Teaching Strategies

C&I687   Advanced Teaching Strategies
C&I688   Classroom Organization & Management
LANG512   ESL Methods
EDP 610   Measurement/Assessment for the Classroom Teacher
C&I 693A   Performance Assessment

Coursework in Research

EDP612   Introduction to Research
BIBY615   Methods of Research
EDP613   Statistical Methods 1
EDP614   Statistical Methods 2
SCFD615   Qualitative Research Methods

West Virginia University   Morgantown, West Virginia, USA

Master of Arts – Foreign Languages (TESOL and Linguistics)
December, 2004

Kings Saud University   Riyadh, Kingdom of Saudi Arabia
        Bachelor of Arts – Translation in the field of English
        February, 2001

EXPERIENCE

Institute of Public Administration (IPA)   Riyadh, Saudi Arabia

        EFL instructor, Intensive English Program,
        May, 2001 – Present

        Responsible for a wide range of functions, including teaching
        English language courses in grammar, reading, writing, oral, etc…,
        participating in administrative functions and extracurricular
        activities associated with the English Intensive Program, providing
        training to IPA faculty members on how to use CALL labs, and
        participating on IPA admissions and commencement committees.

Prince Sultan Cardiac Center (PSCC)   Riyadh, Saudi Arabia
        Translator
        March, 1998- July, 2002

        Principle duties included administering and assuring quality of
        translations for medical reports, official documents, simultaneous
        translation between patients and physicians, and other
        administrative work.

Other Information

Presentations

Al Shammari, M. H. (2007, March). *CALL Applications*. Paper presented at
the annual meeting of the TESOL Arabia, Dubai, United Arab Emirates.

Languages:

Arabic, Native Speaker
English, Near Native
French, Novice