NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

STUDENTS' AND TEACHERS' ATTITUDES TOWARDS USING COMPUTER-ASSISTED LANGUAGE LEARNING IN ENGLISH LANGUAGE TEACHING CLASSES AT UNIVERSITY LEVEL IN NORTHERN IRAQ

MASTER THESIS

JABBAR HAMMAD ADE

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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This is to certify that we have read this thesis submitted by Jabbar Hammad Ade titled "Students' and Teachers' Attitudes Towards Using Computer-Assisted Language Learning in English Language Teaching Classes at University Level in Northern Iraq" and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

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ABSTRACT

STUDENTS' AND TEACHERS' ATTITUDES TOWARDS USING COMPUTER-ASSISTED LANGUAGE LEARNING IN ENGLISH LANGUAGE TEACHING CLASSES AT UNIVERSITY LEVEL IN NORTHERN IRAQ

Jabbar Hammad Ade
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The aim of this study was to explore students' and teachers' attitudes towards the use of computer-assisted language learning among university level classes in northern Iraq. The participants of this investigation consisted of 185 individuals, with 170 students (98 males and 72 females) and 15 teachers (11 males and 4 females) from different colleges and institutes. A quantitative approach was used in this study. In order to collect data, two instruments were used, primarily; an attitude questionnaire was given to the participants in order to ascertain the students' attitudes towards the use of computer-assisted language learning. Secondly, an attitude questionnaire was distributed to teachers in order to find out the teachers' attitudes towards the use of computer-assisted language learning. These questionnaires consisted of 35 and 20 items for students and teachers, respectively. Subsequent data analysis was performed using SPSS, 21.

The results of this study demonstrated that the attitudes of students towards the use of computer-assisted language learning were positive, and their attitudes were also positive in terms of listening, speaking, reading and writing skills . In addition, the teachers agreed with the use of computer-assisted language learning in teaching English language. Furthermore, there was a significant difference between genders with respect to the speaking skill. There was an additional significant difference between students of differing schools with respect to the writing skill. Significant differences were determined through the use of an independent t-test. This study showed that there was no significant difference between age levels by the results of a one way ANOVA test. The findings of this study indicate that both students and teachers have a mainly positive attitude towards the use of computer-assisted language learning.

Keywords: Students' and teachers' attitudes, computer-assisted language learning, listening, speaking, reading, writing skills.

ÖZET

KUZEY IRAK'TA ÜNİVERSİTE SEVİYESİNDE İNGİLİZCE ÖĞRETİLEN SINIFLARDA ÖĞRENCİLERİN VE ÖĞRETMENLERİN BİLGİSAYAR DESTEKLİ DİL ÖĞRENİMİNE KARŞI TUTUMLARI

Jabbar Hammad Ade

İngiliz Dili Öğretimi Yüksek Lisans Programı

Danışman: Yrd. Doç. Dr. Nurdan Atamtürk

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Bu çalışmanın amacı, Kuzey Irak'ta üniversite seviyesindeki sınıflar arasında öğrencilerin ve öğretmenlerin bilgisayar destekli dil öğrenimine karşı olan tutumlarını araştırmaktı. Bu araştırmanın katılımcıları, farklı üniversite ve enstitülerden 170 öğrenci ve 15 öğretmen olmak üzere 185 kişiden oluşmuştur. Bu çalışmada nicel analiz yaklaşımı kullanılmıştır. Veri toplamak için iki araç kullanılmıştır, öncelikli olarak; bilgisayar destekli dil öğrenimi kullanımına karşı öğrencilerin tutumlarını belirlemek için bir tutum anketi katılımcılara verilmiştir. İkinci olarak, öğretmenlerin bilgisayar destekli dil öğrenimi kullanımına karşı tutumlarını belirlemek için bir tutum anketi öğretmenlere dağıtılmıştır. Bu anketler sırasıyla öğrenciler ve öğretmenler için 35 ve 20 öğeden oluşmuştur. Sonraki veri analizleri SPPS sürüm 21 kullanılarak gerçekleştirilmiştir.

Bu araştırmanın sonuçları şunu göstermektedir ki, öğrencilerin bilgisayar destekli dil öğrenimine karşı olan tutumları pozitifti ve ayrıca dinleme, konuşma, okuma ve yazma becerilerine karşı olan tutumları da pozitifti. Ek olarak, öğretmenler dil öğretiminde bilgisayar destekli dil öğreniminin kullanımı üzerine hem fikir olmuş l ardır. Dahası, konuşma becerisi üzerine cinsiyetler arasında önemli oranda bir farklılık vardır. Yazma becerisi üzerine okulları farklılık gösteren öğrenciler arasında da ek olarak önemli bir farklılık vardı. Bağımsız bir t-test'in kullanımı üzerine önemli oranda farklılıklar belirlenmiştir. Bu çalışma, tek yönlü bir ANOVA testinin sonuçlarına göre yaş grupları arasında herhangi önemli bir farklılık olmadığını göstermiştir. Bu çalışmanın sonuçları şunu göstermektedir ki, hem öğrenciler hem de öğretmenler bilgisayar destekli dil öğreniminin kullanımına karşı ağırlıklı olarak pozitif bir tutuma sahiptirler.

Anahtar Kelimeler: Öğrencilerin ve öğretmenlerin tutumları, bilgisayar destekli dil öğrenimi, dinleme, konuşma, okuma, yazma becerileri.

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ABBREVIATIONS

CALL : Computer Assisted Language Learning

EFL : English as a Foreign Language

ESL : English as a Second Language

ELL : English Language Learning/ English Language Literature

ELT : English Language Teaching

EPU : Erbil Polytechnic University

KRG : Kurdistan Regional Government

CHAPTER I

INTRODUCTION

Introduction

This chapter presents the background of the study, the problem and the aim of the study, research questions, the significance of the study, definition of terms, and the limitations.

Technology plays an essential role in modern life; the continually developing range of new technological tools and the growing number of active users have made these tools a common educational resource for teachers and learners (Mustafa, 2013). Learning English as a second language in the recent years has been accompanied with the revolution of changes in the field of technologies. One of these changes is the use of computers in learning English or technically speaking, it is Computer-Assisted Language Learning (CALL). Consequently, CALL is one of the most important technologies used to contribute to language learning. It should be pointed out that the computers have caused significant variation to every aspect of education. Even now, the many innovations of the digital revolution, multimedia (e.g., PowerPoint softwares) videos, etc., have affected on the way educators try to teach language (Ghorbani &Marzban, 2013)

CALL can help in the learning and teaching of the English language and in achieving ability in English communication (Al Mukhallafi, 2014). Vrasidas, Georgious & Papanastasious (2007) state that CALL is a computer program

developed particularly for schooling purposes, to assist both students and teachers in English language education. In addition, CALL has become broadly popular due to the affect and influence of information technology on society and education. Thus, "CALL provides opportunities for learning in a cooperative environment, enabling learners to communicate in pairs and in groups, synchronously and asynchronously" (Al Mukhallafi, 2014, p.5).

The diversity of languages used by people all around the world could make it difficult for the people to communicate easily. The use of computer technology could be a solution to overcome this obstacle, especially in the education domain. Computer-assisted language learning (CALL) could provide learners with a better opportunity to apply audio visual aids in both cognitive and communicative approaches. This might contribute more effectively to the process of language learning, compared to the more traditional teaching methods.

Background of the Study

Bebell, O' Conner, O' Dwyer, Russell and Smith (as cited in Önsoy, 2004) state that despite the fact that adopting CALL is still a controversial issue; it provides an effective contribution in the processes of the education system. For instance, some students and teachers agree with the idea, while others have doubts about utilizing this technology in the classrooms. These doubts are mainly due to the inability to acquaint well with the technology. However, many other teachers are quite certain of

using computers in the teaching environment as they have encountered such ideas during their study careers. In some other studies, teachers have a positive attitude towards CALL. Zereyalp (2009) conclude that teachers and educators had a strong positive towards the use of CALL in their instruction. However, there was no indication of a statistical difference in the relationship between teacher educators' ages and their attitudes towards CALL. Başöz, and Çubukçu (2014) state that:

> "The use of CALL and web-based environments are appropriate to the alternative methodologies of modern Foreign-language instruction. Use of a variety of educational technologies both improves the quality of education and strengthens the learning environment in a way to enable students to learn a foreign language effectively" (p. 532).

According to Vrasidas, Georgious and Papanastasious (as cited in Al Mukhallafi, 2014), CALL is a program of computer that was developed with an educational purpose, to help both students and teachers in English language teaching. In the study by Parker (2007), it is shown that CALL was very useful for learning English, particularly for listening practice and useful for reading and writing, too. Furthermore, Constantinescu (2007) states that CALL is one way to improve learner's vocabulary and providing interesting listening material, also CALL appeared to be useful in developing English grammar of the EFL students (Ghorbani & Marzban, 2013).

Moreover, throughout history, using the computer as a tool of information played a significant role as being involved in all aspect of humans' life. Also, the development of computer technology gives a greater consideration to educational technologies in teaching and learning a language. Hence, many countries all around the world have integrated the computer into their educational system (Talebinezhad & Abarghoui, 2013).

In the last few years, CALL has started to play a substantial role in language learning distinct for foreign language learning around the world. In countries such as Japan and Singapore, CALL is the cornerstone of English teaching (Clarke & Gugger, 2007). CALL can be used as an efficient tool for learning vocabulary, reading comprehension, grammar, the development of interactive speaking communication skills, and gives the opportunity for learners for practice writing skills (Rahman, 2013). All of the reasons as described were to find the perception of teachers' and students' attitudes towards using CALL in the classes.

Statement of the Problem

A great deal of research has been conducted to explore how both teachers and students feel about the use of computer-assisted language learning (CALL) in classrooms (AbuSeileek, 2007; Al Mukhallafi, 2014; Hani, 2014 ; Zereyalp, 2009). In addition, the study has looked at the problems both the students and teachers may face through the learning process and language teaching (Başöz & Çubukçu, 2014;

Bulut & Dashtestani, 2014). Nevertheless, only a few studies on the use of computer assisted language learning (CALL) that address both the attitudes of students and teachers contributing to these attitudes in the learning and teaching process.

From many universities, computers are used for internet searches, computer-mediated communication e-mailing, lesson preparation, and grading by teachers and secretaries (Russell, Bebell, O'Dwyer, & O'Connor, 2003 ; Smith, 2003). However, students from the colleges and institutes in Erbil Polytechnic University are studying English language at the first stage while the university does not provide such facilities to its students. Laboratories with limited computers in each, the school has an opportunity to use CALL instruction in English language teaching and learning. Students are studying general English language only two or three hours per week for a period of one year. Likewise, we looked some problems such as technical difficulties, program usage and prejudicial attitudes.

As long as the attitudes of students and teachers play a great role in adopting CALL, this study will find out the attitudes of students and teachers towards the use of computers at the Erbil polytechnic university in order to find out about their attitudes. In spite of having a non- academic laboratories which are not suitable for learning language. In addition, lack of use of CALL instruction in the class depends on quality assurance that should be connecting internet, data show and play multimedia, power point with exercise for reading, writing, speaking and listening.

Besides, teachers have not enough time to perform materials using CALL. To create power point, create and use of portals, web sites, flashes and others, teachers need enough time to organize and arrange those programs properly. For instance, the use of computer programs such as DVD, teaching, software, learning language programs provide a great induce to students to learn the language inside of the classes.

Aim of the Study

This research study aims to investigate students' and teachers' attitudes towards using computer-assisted language learning (CALL) in English language teaching classes at Erbil Polytechnic University in Northern Iraq. More specifically, the study will investigate students' attitudes towards CALL in terms of listening, speaking, reading and writing skills. In order to realize its aim, this study intends to find answers to the following questions:

1. What are the attitudes of students towards the use of computer-assisted language learning (CALL) at Erbil Polytechnic University?
    a. What are the attitudes of students towards CALL concerning listening, speaking, reading and writing skills?
2. What are the attitudes of teachers towards the use of computer-assisted language learning (CALL) at Erbil Polytechnic University?
3. In what ways do students' and teachers' attitudes towards the use of CALL differ in terms of their gender, age and school variables?

Significance of the Study

As students' and teachers' attitudes could play a great role in the process of learning and teaching, this research study attempts to achieve an understanding of their attitudes towards using computer-assisted language learning (CALL). Başöz and Çubukçu, (2014) state:

> "CALL helps students improve their language skills rapidly and helps them study at their own pace and get immediate feedback, corrections, and error analysis. In other words, it gives the student the means to control his or her own learning, to construct meaning, and to evaluate and monitor his or her own performance"(p. 532).

Jaber (1997) also indicates the importance of the computer; students are able to collaborate, to use their critical thinking skills, and to find alternatives to solutions of problems in the student-centered classrooms.

Many researchers have confirmed the uses of CALL when integrated with the educational system, particularly into the curriculum of language learning whereby both the teachers and students are provided with opportunities and resources for greater language achievement (Ghorbani & Marzban, 2013; Gilakjani, & Leong, 2012 ; Olibie, 2010). CALL represents various activities from the education system, which supports ELL learners in helping language learning. CALL gives great opportunities to students. This method is relatively new for Kurdish students and instructors, and assessment consists of gaining a fine understanding of what the

material is used for input and interaction, and then refers to how suitable it is with the learners needs as defined by their preferences and learning goals. Several CALL studies have focused on the software, the duty and the teaching method, and these studies are important because they ask learners and try to determine their attitudes towards CALL (Lin, 2010; Kim, 2012 ; McNulty & Lazarevic, 2012). Numerous studies engage with participants in the field of higher education, such as college students in the university. (Bulut, AbuSeileek, 2007 ; Erkil, 2011).

Definition of Terms

CALL is "the search for and study of application of the computer in language teaching and learning" (Levy, 1997, p. 1).

Attitude: "Wenden (1998) has defined attitude as evaluations, valued beliefs, motivations, what is believed to be acceptable and approaching or avoiding responses towards something". Wenden (as cited in Talebinezhad & Abarghoui, 2013, p. 331).

Limitations

This research study aims to investigate Kurdish students and teachers' attitudes towards CALL. The collected data are limited to the Kurdish students /teachers in different colleges and institutes and from the different areas that include; Erbil, Soran, and Shaqlawa cities in Iraqi Kurdistan Region Government (KRG). The scope of this study is limited to a number of students and teachers, teaching English

language in colleges and institutes. The participants of this study were limited with185 individuals, with 15 teachers (11 males and 4 females) who taught general English language at Erbil Polytechnic University and 170 students (98 males and 72 females) and from different colleges and institutes in the same university. The researcher adapted a questionnaire which was developed by (Talebinezhad &Abarghoui, 2013; Başöz & Çubukçu, 2014; Bulut & AbuSeileek, 2009 ; Dashtestani, 2014), and used it to achieve the aim of the study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter of the research analyzes the previous related research studies and explores some specific tools of computer-assisted language learning (CALL) landscape that are useful in the process of learning and teaching English language.

Moreover, the purpose of the chapter is to highlight the tools of CALL which are involved in this study. The chapter also provides a prior review of CALL and discusses the application of CALL for the purpose of language teaching and learning.

Furthermore, it discusses the arguments for and against the usage of CALL in the process of learning and language teaching. All these issues are related to the research aims which are guided by this study's research questions.

The use of computers has introduced a great revolution in the history of human life in all aspects, including the field of learning a language. Some institutions around the world have integrated CALL to their curriculum, or have attempted to adopt it, and evaluated the involvement of such a challenge to their teaching process (Mahdi, 2013). Thus, it is considered as a useful and quick recognition in the process of learning and teaching of a foreign language.

The Computer

The computer is a tool which can processes information quickly and accurately. The processing information of computers makes that helping to produce the information itself, by recognizing, storing, displaying and communicating information from one computer to other (Gündüz, 2005).

Three decades ago, computers had a great impact on the people's ability to perform their jobs. However, the use of computer technology that involves every aspect and, it has been a constitutive part of our lives. It was necessary that computers would fascinate the helps of pre- service English as a foreign language (EFL) teachers; so that, the computer assisted language learning is the one instrument that uses in the education field (Başöz & Çubukçu, 2014).

Computers-Assisted Language Learning (CALL)

Computers assisted language learning (CALL) is a technique that uses technology in the field of education to learn a language (Januszewski &Molenda, 2013). Or Computer- assisted language learning (CALL) is one of learning and teaching methods (Muir-Herzig, 2004).

According to Chappelle (2010), the educational institution has started a significant effort to install the computer service for the classroom usages in order to improve language learning. For this reason, it is important for researchers, who seek the role of the computer in the learning and teaching environment to critically

evaluate the application of CALL in the classroom. Huizhong (as cited in Olibie, 2010) states, CALL is becoming an instructive instrument so as to progress learning process by aiding students to gain a better understanding of the learning concept.

The use of (CALL) encourages generative grammar within a limited time. It could be very desirable as it helps teachers to create multiple classroom activities that contribute in improving the students' language skills, which could cover all language facets within a very specific time. As Olibie (2010) states "The adoption of CALL can go a long way in reducing the problems of poor grammatical performance of students and CALL can be used to conceptualize grammar or make it interesting through games or other activities" (p. 70).

The History of CALL

Since the 1960s, computers have been used for an educational purpose like language teaching. The history of CALL can be described in three phases: behaviouristic CALL, communicative CALL, and integrative CALL. Each phase corresponds to convince a level of technology and convince educational approach. Behaviouristic CALL, perceived in the 1950s and administered in the 1960s and 1970s, as a possibly studied component of the wide field of computer-assisted instruction (CAI) (Warschauer & Healey, 1998). They also mentioned that the behaviorist learning model educated via CALL prompting repetitious language drills, referred to as drill and practice. For example, in the United States, the computer is deemed fashionable and viewed as a mechanical instructor.

Behavioristic CALL. Behavioristic CALL is the first phase of computer assisted language learning that included repetitious language drills, "referred to as drill-and practice method. It was used widely in the 1960s and 1970s. (Warschauer & Healey 1998). Furthermore, it included extended drill of grammatical clarification and restating at a different interval. Taylor (as cited in Tafazoli &Golshan, 2014) stated that "the role of the computer was the same as a tutor, and the delivered materials were repetitive language drills, vocabulary, grammar and translation tests. The most famous tutorial system was PLATO which was based on a behaviouristic learning pattern" (2014, p.33). In addition, it was first realized and designed in the period for the main and the best mechanic tutorial system. According to Ahmad, Corbett, Rogers and Sussex (as cited in Ghorbani & Marzban, 2013), behavioristic CALL was programmed for clear teaching grammar, extended drill, and tests.

Communicative CALL. Communicative is the second phase of CALL. It was the time when the behavioral approach of language teaching was rejected by communicative CALL on both the theoretical and pedagogical level. It appeared in the 1970s and 1980s. However, individual computers were making the largest contribution to the potential for individual work at schools (Tafazoli & Golshan, 2014). Communicative approach argued that CALL activities are designed to construct intrinsic motivation and promote interaction in learners (Han, 2009). Moreover, it was used for many activities that involve communication such as critical thinking; conversation, written tasks, and activities like, grammar checks,

spelling and text remaking programs were a new model of computers in communicative CALL that refers to the computer as an implement. According to Higgins and Johns (as cited in Tafazoli & Golshan, 2014), it is confirmed that the courseware was based on text reconstruction and the existing differences to close training were communicative. The courseware made it more forceful the learner to discover questions relating to vocabulary use and grammatical collocation (Chapelle, 2001).

Integrative CALL. Integrative CALL is the last phase of computers assisted language learning which appeared in 1990. Educators have moved on from the cognitive view of communicative language teaching to a socio-cognitive situation that stresses authentic language use into meaningful authentic social contexts. It integrated different language learning skills (listening, speaking, writing, and reading). The purpose was to make it conceivable to incorporating technology into language learning and teaching (Warschauer & Healy, 1998). The goal of integrative CALL was to overcome the barrier of language learning and teaching, and so to achieve the opportunities for integrating recent technologies in the language classrooms (Han, 2009). Many educators and academics tried to discover a more integrative method of teaching using a structure-based method, which tried to integrate learners within more authentic environments (Warschauer, 2010). Nowadays, learners have easy an access to multimedia on the internet through the

use of computers and the World Wide Web, two factors that were the base of integrative CALL (Tafazoli & Golshan, 2014)

Importance of CALL

Certainly, technology is affecting how languages are learnt in the current time period. Computer-assisted language learning is the one method used in the present time; it can be discussed that a fully integrated phase of CALL has been entered (Reinders & Thomas, 2012). It has become the prevailing teaching method used for the teaching of a second language, internationally and nationally, and CALL can be linked directly to language teaching in the future (Hubbard, 2008). The use of technology has the opportunity to improve language teaching and learning by balancing the quality of education between contact with both the teacher and the students and not influencing negatively on educational goals (Hoopingarner, 2009). Computers facilitate language learning for the students, as concluded by Bush's (2008) because the learners can use it when they want and when the time is appropriate.

In the education system, new technologies are stimulating changes to the teaching process which exceed the traditional lecture and group work format and introduces an educational environment with games and activities (Alsied, & Pathan, 2013). These environments for new learning prompted students to use a second language in an environment that simulates real life and allow second language

students to take control over their own learning without relying on the teacher (West, 2013). One significant benefit of using CALL from the second language perspective is the promotion of self-technology-based learning, by daily accessibility which gives an opportunity to learners to use their second language often (Warschauerto, 2010). Lin (2010) concluded in his research that the learners accepted a computer-supported environment for learning when they were learning the second language. CALL is very important in a multilingual global society to incorporate technology into the learning of a target language (Godwin-Jones, 2013). The use of CALL in relation to listening and speaking skills is less widespread when compared to reading and writing. For this reason, students have less opportunity to develop and learn autonomy with respect to their speaking and listening skills (SAN, 2007).

Students' Attitudes towards Using CALL in Classes

General attitudes towards using computers for language learning of the EFL students were more influenced on their attitudes towards using CALL, especially for language skills. It was found in some dissertations that students have a positive attitude towards the integration of CALL into the program curricula for teaching basic language skills. According to Önsoy's research (2004), students confirm positive attitudes towards the use of computers in their daily tasks and in the language instructions. On the other hand, the researcher illustrates that there is a statistically obvious difference between the perceptions of students in terms of their levels.

Generally, students have shown positive attitudes towards integrating computer-assisted language learning (CALL) in the curriculum. Their attitudes towards using CALL for teaching EFL receptive skills show that most participants have a positive attitude towards CALL for the development of listening and reading skills (Talebinezhad, & Abarghoui, 2013).

Furthermore, CALL gives feedback and provides an opportunity to practice all skills, which contributes towards a positive attitude to CALL. According to Bulut and AbuSeileek (2009) students in general, have a positive attitude towards the integration of CALL into the curriculum for teaching basic language skills in the institute where they were exposed to CALL for listening, speaking, reading and writing skills. A further study showed that with respect to the students' attitudes towards computer assisted learning, students who believe themselves to be capable and integrated with computers have positive attitudes towards CALL (Tunçok, 2010). Also, in Tunçok investigation, it was demonstrated that providing computer literacy classes, particularly for young students would make a distinction**.** Previously the researchers insinuated CALL, the strong positive attitudes might well achieve CALL and ELL. Therefore, computer literacy classes were more useful because, when the learners are confident enough to use a computer, their attitudes lean towards computer usage become positive in terms of learning a foreign language, and subsequently they probably are encouraged to achieve a great achievement.

Factors related to attitude towards CALL include both psychological and social factors. According to Sshumann (as cited in Önsoy, 2004), it is claimed that psychological and social factors are more important than emotion, hence, learners' reaction for the learning process can be defined by psychological and social factors. Social factors may include wishes and perception of parents. Besides, both the negative and positive attitudes of their peers are influenced on students' attitudes towards learning. Psychological factors could include "self-esteem" and learners' willingness to learn better.

Learners are optimistic attitudes towards the integration of CALL in EFL classes, with some studies demonstrating that all the participant have a positive attitudes towards the integration of CALL (Jalali & Dousti, 2014).

In general, the students have a positive attitude towards integrating CALL in curricula; it was found in the study that revealed current research. Furthermore, a study in students' attitudes towards using CALL for teaching EFL got skills, demonstrated that they have positive attitudes towards CALL for listening and reading skills (Talebinezhad &Abarghoui, 2013). Also, they propose that attitudes towards using computers in learning English are positive, and thus, teachers should motivate that change in attitude for all learners. Moreover, they concluded CALL as a curriculum designer should work with instructors and discuss that curriculum for learners that have adequate references for using CALL in teaching English. However, teachers make sure that what is taught for students in the classroom would be

associated with what is taught using CALL. The role of the teacher is to make sure that CALL in the lab is linked with internal and external facilities, not only locally but globally, through tools like the internet (Nim Park & Son, 2009).

Teachers' Attitudes towards Using CALL in Classes

There are a number of teachers that are not used to technology and computers because they do not realize the usefulness of computers in instruction and do not know how to integrate them with their curriculum in the classroom (Lam, 2000). Many educators perceive the significance of integrating CALL in the education system; however, both internal and external factors play a role in the attitudes of teachers towards the computer. These include a lack of training and access to computers and software, not enough curricula, and the lack of technical support.

The internal and cognitive factors which shape attitudes include: teachers' tendentious beliefs about technology, their efficiency in the use of computers, unwillingness to change their methods because they are unfamiliar with the resource of computer technology, and their self-efficacy. Furthermore, external reasons such as a lack of administrative support and training can result in a feeling of less confidence with the use of technology in the education system (Russell, Bebell, O'Dwyer & O'Connor, 2003).

According to Baylor and Ritchie (as cited in Önsoy, 2004), it was concluded that the adequate use of computer technology depends on teachers exposure for the development and readiness to take risks on their expertise and training of using it.

Başöz, and Çubukçu (2014), found that teachers believed that CALL improved listening skills and knowledge of vocabulary, in addition to providing flexibility to language learning and promoting a more relaxing atmosphere. Besides, they consider CALL to be valuable like traditional language learning, and view CALL as an extension of the classical learning method. They believed that using the CALL method to teach a foreign language enhanced students' intelligence, but does not improve writing skill. The process of language learning is not good via CALL, as an oral practice.

Jalali and Dousti (2014) concluded that teachers' perceptions can have a great effect on learners' attitudes. As a result, it is necessary to promote teachers' attitudes towards CALL to better prepare learners on the computer and to achieve integration into English as a foreign language classes. According to Malar Vasu (2010), teachers have a positive perception on lessons using computer assisted language learning. They also agree that lessons using CALL could provide a good influence on students' understanding.

Teachers showed a positive attitude towards the use of computers in daily tasks and in language instruction. Önsoy (2004) found that teachers believed that

training is required to learn and teach on the computer at first; through the training session, teachers could be made aware of the usefulness of the computer program in learning and teaching a language.

CALL and Language Skills

The integration of technology has changed the practice of teaching in the classroom, and will keep changing language teaching as current technologies develop faster than ever (Hoopingarner, 2009). While CALL is used extensively in the language teaching and some technology, it could be used with more than one language skill (Stockwell, 2007). According to the research carried out by Lin (2010), he states that the video-based CALL had a positive effect on aspects of language learning such as nouns, verbs and adjectives in students with diverse levels of proficiency. There are many sites which provide teachers with materials to provide to the language learners such as social media which provides important interaction with the chosen second language (Istifci, Lomidazde, & Demiray, 2011). CALL is the based on learning and teaching language, it gives benefits to the learner, like multimedia applications and interactive activities which are engaging (Genc, 2012).

Speaking. Speaking is a language skill in which CALL is being used more with the advancement of technology involved with audio applications which can be video, audio, recorded or live. Learners have the opportunity to interact with other learners and in combination with other teaching methods, it provides a great way to

aid in language learning (Levy, 2009). Task-Based Speaking courses to promote the speaking skill of language learners through the use technology to record their speaking provides a useful way of allowing learners to listen and make the corrections in order to improve their pronunciation where needed (Kirkgoz, 2011). The Task-Based language learning concentrates mostly on meaning rather than structure. Furthermore, students can improve their pronunciation through interaction with computer programs and voice recognition software (Hoopingarner, 2009). Kim's study (2012) found that CALL helped to improve pronunciation of students in their second language. In Kim's research, it was found that learners improved their pronunciation language through the use of technology by using "Accent Modification" software, resulting in visual feedback to improve the pronunciation of language. Additionally, Lord's research (2008), stresses that learners have the ability to improve their speaking pronunciation of the language by using period technology. It is important that the learners gain awareness of the phonetic aspects of the language. Bahrani (2012) states that the exposure of learners to audiovisual technology in an easy setting can improve their speaking skill of language. The uses of CALL simultaneously with peer interaction can be used to improve students' speaking skills of language (AbuSeileek, 2007).

Reading. Levy (2009) concluded that technology provides help to the reader to gain a better understanding of texts. A lot of reading materials in the second language can be found on the internet and those materials can be improved by

computer technology, and as a result, improves vocabulary, comprehension, and text reading. Students can use computer technology to search for concepts and information to help to enhance the activity of learning (Hoopingarner, 2009). Chuns' study (2001) confirmed that available tools which help students include the internet, bilingual dictionary and audio narration. These are very useful for reading and understanding, and it is also important to have many alternative options in order to reach more than one education style. Integrating technology into the education process to reading comprehension makes a strong instrument with many possibilities (Constantinescu, 2007).

Listening. Most recent technology has given CALL an increased access to a vast collection of not only audio but video sources too. The teachers and students can access audio files anywhere and anytime. The accessibility of computer programs allocates a very flexible arrangement for the students as they can stop, replay and slow down both video and audio as they learn intonation and sounds of the language (Levy, 2009). The use of CALL expands to language learners the potential of exposure to native speakers, especially via the internet (Hoopingarner, 2009). The CALL programs use repetitive listening activities and students can access these not only in the school and in work, but also individually to improve listening and understanding. In addition, language listening skills can be strengthened by current CALL as the framework used can be targeted to language students at the advanced level (Mayor, 2009). According to a study by Sato, Matsunuma and Suzuki (2013),

listening to CALL audio software facilitated a quicker vocabulary recall by students. Additionally, the students have the ability to improve their listening comprehension skills at the level studied when they use digital stories in the target language (Verdugo & Belmonte, 2007). Recent technologies allow teachers to add a descriptive layer to real live videos/ audios. For example, when the learners listen to a clip more than once, captions may be used on the first listening, but the second time may not include captions, resulting in decreased anxiety amongst students. Winke, Gass and Sydorenko (2010) state that the learners gain a better understanding which reinforces previous knowledge by the use of help caption videos and captions together are able to help listening and understanding.

Writing. Students are discovering and automatically detecting grammatical errors by technology such as spell check among other auto corrections when writing in a second language. Word processing program software demands learners to make corrections when they are writing. As Levy found the technology used that to encourage cooperative writing when writing is performed for e-mails, records or other formats which other learners can review the writings of some of them and give feedback to each other (Levy, 2009). Writing technology for teachers is supplied with attractive opportunities to allow learners to cooperate in writing of a language to improve to the next level (Hoopingarner, 2009).

In the writing of a second language, blogs display the students with an attractive atmosphere that strengthen the students' encouragement and the blogging is

complemented with their peer's feedback (Vurdien, 2013). Wikis or Blogs are new technologies which offer new tools which can support language teaching, particularly writing skills (Warschauer, 2010).

Advantages and Disadvantages of CALL

Advantages of CALL. Computer technology developed quickly from the 1980s, and has been an influential element of language teaching and the educational system. There are many advantages which are n useful for the second language learning and testing. Teachers are aware that the use of computer technology and its related language learning programs can be adapted to make independent and collaborative learning environments and contribute to learners gaining language expertise as they move into different levels of second language acquisition (Kung, 2002). According to Lee (as cited in Lai & Kritsonis, 2006) there are several reasons which allow the integration of computer technology in second language instruction such as; "prove practices for students through the experiential learning, offer students more the learning motivation, enhance students' achievement, increase authentic materials for study, encourage greater interaction between teachers and students and students and peers, emphasize the individual needs, regard independence from a single source of information and enlarge global understanding" (p, 2).

Nowadays, computer technology can supply veritable materials and tasks, many recreational games and communicative and interactive activities. These make

lessons and learning less stressful and allow repeated lessons whenever necessary (Tunçok, 2010). Additionally, the consolidated environment that the computer can provide assists students in the development of a positive attitude towards CALL, and subsequent encouragement. Consequently, this strengthens memory and learning. According to Healey (as cited in Tunçok, 2010), computers are beneficial for developing the students' reading skills such as skimming, recognizing details and understanding of concepts.

The use of computer technology for learning, teaching, practicing and evaluating a foreign language like English, has many benefits, especially in the countries where English is taught as a second or foreign language, and learners get less opportunity for assessing and practicing their language skills. Alsied and Pathan (2013) concluded that the use of computer technology improves all language skills and all aspects of language teaching such as assessment, testing, motivation and learner autonomy. It was concluded in Intratat's study (2006) that CALL is useful for group students and lecturers, and they showed appreciation for that kind of teaching tool. They emphasized that CALL is a good method, particularly in relation to the freedom of studying in unlimited numbers at unlimited times out of class, the topics designated to suit the learners' needs, and the ability to automatically search quickly to find desired exercises.

CALL may help students by providing them with various collections of opportunities for improving their skills in the process of language learning. While it

is often recognized that student-centered education challenges teachers to revise their traditional teaching methods, also students are required to reconsider their learning methods too. Thus, the students change roles from being taught to that of an active learning role, as the student-centered in the classroom and the teacher changes roles from expert to facilitator, guide or collaborator' (Jaber, 1997).

Disadvantages of CALL. In spite of the use of computers as tools for education, current computer technology still has its disadvantages and shortcomings. These shortcomings include internet connection problems, software problems, hardware problems, financial problems and user's weakness and loss of concentration. Gips, DiMattia and Gips (2004) pointed out that the language learning program via computer tools will increase education costs and disadvantage the equality of education. If both teachers and students are not qualified in computer use to some extent, the possibility of success of the program will not be realized (Buabeng-Andoh, 2012). If the basic technology knowledge is lacking, training courses in the utilization of computer technology should be made available to them. Lacking proficiency in computer usage may lead to negative attitudes towards the computers and the study of language as well. Teachers must be able to compensate for the technical issue and where necessary, also be well aware of the shortcomings of the program (Bingimlas, 2009).

Because of restrictions on computers artificial intelligence, the computer may still not be able to deal with unexpected problems like questions and responses as

directly as teachers do. For example, according to Warschauer (as cited in Tunçok, 2010), a program ought to ideally be able to understand user's "spoken", input and evaluate for correctness and appropriateness.

When computer technology tools are used constantly, students promote a dependency on these tools. Those who use computer technology regularly for an activity may experience a decline in their ability to spell and even write by hand. Students should be practicing language skills without technological tools regularly to make sure that their skills do not decline (Kazemi & Narafshan, 2014).

CHAPTER III

METHODOLOGY

Introduction

This research examined the attitudes of students and teachers at the colleges and institutes of Erbil Polytechnic University (EPU) towards the use of computer assisted language learning (CALL) in classrooms to develop English language instruction. In addition, the study was to provide information on how students and teachers perceive the use of technology CALL resources in language learning by exploring the attitudes of students and teachers towards using of CALL.

Moreover, in this chapter, the methodology, procedure of the study and clarifications are presented. The demographic information of the participants, research design, instrumentation, data collection and data analysis procedures are described.

Overall Research Design

In this research, a quantitative method is applied. The quantitative data was collected through questionnaires. Wilson and McLean (as cited in Cohen, Manion & Morrison, 2007), state “The questionnaire is a widely used and useful instrument for collecting information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being

comparatively straight forward to analyze" (p, 245).

The questionnaire instrument was held according to the participants of the study to gain critical information about the identified issue. In addition, this study attempted to reveal diversity of students' and teachers' attitudes according to their gender and proficiency in using the computer. Through the adoption of questionnaires as an instrument, we could gain the necessary standard of descriptive information.

Furthermore, this method is not time consuming and a good amount of data could be collected in a very fast way. Finally, questionnaires are a simple and accurate way to gather data from a big sample of population comparing to other data collection instruments (O"Maley & Chamot,1990).

Context

The participants of this research were students and teachers from Erbil Polytechnic University. This University was public and is backed by the Kurdistan Regional government (KRG). In this university in Northern Iraq, students commence studying English language from their first stage of colleges and institutes. According to the curriculum of the university, English lessons are studied in all colleges and institutes of the first stage and students have 2- 3 compulsory hours of English learning per week in their first stage. This lesson is taught by EFL teachers. However, the learners have the opportunity to enhance their English language in the classroom

by connecting through technology such as CALL. CALL is implementing in colleges and institutes which are administrated according to university instructions for English course and it is improved and designed by teachers. Hence, the time for CALL is decided by teacher's course book. This approach is controlled by teaching quality assurance section in the universities. Furthermore, Erbil Polytechnic University consists of many colleges and institutes including; Erbil Technical Engineering College, Erbil Technical Administration College, Erbil Technical Health College, Erbil Institute of Technology, Erbil Institute of Technical Administration, Koya Technical Institute, Shaqlaw Technical Institute, Soran Technical Institute, Erbil Technical Institute of Medicine, Khabat Technical Institute and Choman Technical Institute. The students who study in the mentioned colleges study for four years, while students in the institutes study for only two years.

Participants

Sampling

This study has been used probability (random) sampling method with respectively simple random sample. According to Ary, Jacobs & Sorensen (2010):

> "Probability sampling is defined as the kind of sampling in which every element in the population has an equal chance of being selected. The possible inclusion of each population element in this kind of sampling takes place by chance and is attained through random selection" (p,150).

The study was conducted with Kurdish university students and teachers. The students are currently studying in the English language classes at Erbil Polytechnic

University. The researcher employed the questionnaire in Erbil Polytechnic University that the majority schools are located in Erbil province and it is divided branches to other cities like Shaqlawa, Soran, Choman, Koya and Khabat. The participants of the study were selected from different colleges and institutes in Erbil polytechnic University. The total number of participants were170, which includes different genders and ages in the first grade of colleges and institutes. Among the participants, 98 of them were males and 72 of them were females (see Table 1, 2).

Table 1

Background Information about Students

Gender	n	**%**
Male	98	57.6
Female	72	42.4
Total	170	100

Table 2

Background Information about Students

Schools	n	**%**
Students College	120	70.6
Students Institute	50	29.4
Total	170	100

Also, 15 teachers were selected from the same colleges and institutes with differences in gender, age and diploma holding status. The teachers were teaching the English language to the university students. With relation to gender, 11 teachers were males and 4 of them were females (see Tables 3and 4).

Table 3

Background Information about Teachers

Gender	n	%
Male	11	73.3
Female	4	26.7
Total	15	100

Table 4

Background Information about Teachers

Schools	Diploma	n	**%**
College Teachers	Ph.D.	9	60
Institute Teachers	MA	6	40
Total		15	100

Instruments

This study is quantitative, and the method and the tool for collecting data were questionnaires. Two different questionnaires are employed.

Students' Questionnaire. It was adapted by the researcher after adjusting some of the items from four other questionnaires. 26 items were taken from Talebinezhad and Abarghoui (2013), 5 items were borrowed from Başöz and Çubukçu (2014) and 4 items were borrowed from Bulut and AbuSeileek (2009). The questionnaires were also divided into three sections. The first section of the questionnaire was designed to collect demographic information about the participants including age, gender and proficiency in using the computer. The second section was designed to disclose the students' perceived attitudes towards using technology and computers and was inclusive of 10 items with five-point Likert scales. Items from 1 to 10 had options assorted as 'strongly disagree, disagree, neutral, agree and strongly agree'. The third section of the questionnaire was designed to disclose students' perceived attitudes towards the usage of CALL, and the items from 1 to 35 had options assorted as 'strongly disagree, disagree, neutral, agree and strongly agree'.

Teacher questionnaire. It was adapted by the researcher after adjusting some of the items from one questionnaire. 20 items with a small change were borrowed from Dashtestani, (2014). The questionnaires consisted of two sections, the first was designed to collect demographic information about the participants including, educational degree, age and gender.

The questionnaire was designed to disclose EFL teachers' perceived attitudes towards the usage of CALL, and the items from 1 to 20 had options assorted as ‘strongly disagree, disagree, neutral, agree and strongly agree’.

Reliability and Validity

A number of researchers have used questionnaires for evaluating teachers' and students' attitudes towards the use of CALL. This tool has been used in some countries such as Iran, Turkey, and Saudia. The measurement of the instrument has been cross-validated in various cultures and contexts. The data was taken from the questionnaire administer reliable, valid by the support of the whole view of them. It is useful information for the teachers and students about method of language learning (Bulut &AbuSeileek, 2009; Talebinezhad & Abarghoui, 2013; Başöz & Çubukçu, 2014).

The researcher measured the reliability and validity of the questionnaire for the study to show the suitability of the questionnaires for Kurdish learners. In order to do this, the researcher gave sample questionnaires to two experts (Ejad and Chya Khurshid in Soran University) who are both English language teachers. They emphasized that the items were suitable for the purpose of the study.

The researcher also selected some of the participants that included 15 students and 5 teachers from Erbil Polytechnic University for pilot study to prove reliability and validity of the questionnaires. The Statistical Package for the Social

Sciences (SPSS) was used to analyze the items in the questionnaires. Descriptive statistics were used by the researcher to find out the Cranach's alpha. They resulted in positive responses without any problems in understanding when filling out the questionnaire in the pilot study. As a result, the pilot study for the students' questionnaire was .958 and for teachers' questionnaires, it was.744. While, Cranach's alpha for the main study for the students' questionnaire was .958 and .744 for teachers' questionnaire (see Tables 5 and 6).

Table 5

Reliability Statistics for Students' and Teachers' Questionnaires

	Cronbach's Alpha	**n of Items**
Students' Questionnaire	.958	40
Teachers' Questionnaire	.744	20

Table 6

Reliability Statistics for Students' Teachers' Questionnaires

	Cronbach's Alpha	**n of Items**
Students' Questionnaire	.927	40
Teachers' Questionnaire	.719	20

Data collection procedure

Initially, the researcher gathered data from Erbil Polytechnic University. However, the researcher then was allowed to collect data from the deans of colleges and the heads of departments. After that, the questionnaires were distributed among EFL teachers and students from various departments of colleges and institutes. These included Erbil Technical Engineering College, Erbil Technical Administration College, Erbil Technical Health College, Erbil Institute of Technical administration, Shaqlaw Technical Institute, Soran Technical Institute, Erbil Technical Institute of Medicine, Choman Technical Institute. This University has more than 2 thousand students in the first stage of colleges and institutes. EFL teachers taught students and the English language lessons consisted of 2-3compulsary sessions per week.

The researcher delivered students' questionnaire by meeting many random groups of students, and clarified the topic of study and how to fill in the questionnaire. The students' questionnaire was to be returned the next day, after completion by the students. The teachers' questionnaire was filled in at their departments. The process of data collection ended after1 week. Finally, the researcher was able to collect data from both 15 EFL teachers and 170 students in different areas. Therefore, the researcher collected 185 filled questionnaires of participants, and subsequent statistical analysis was carried out on the SPSS program.

Ethics

Throughout this study, the researcher was given permission from deans of schools and head of departments after introducing himself and the aim of the study, the researcher gave free choice of participation to the participants of the study and the participants were informed about the purpose behind filling in the questionnaire. They were also insured that the collected data from them would not be used for any purpose except this study.

Data Analysis

The Statistical Package for the Social Sciences IBM (SPSS) version 21 was used to analyze all the items in the questionnaires. Descriptive statistics were used by the researcher to find out the means, frequencies of the variables, percentages and standard deviations. An independent sample t-test was used for determining correlation between two variables like gender of both the participating teachers and students. According to research questions, the data were analyzed of the current study. So, the one way-ANOVA was used to find out the statistically significant results concerning the teachers' age. Where teachers and students declared their attitudes towards CALL, t-tests were conducted to find out if any significant difference between continuous variables like, gender, age and perception of the both teachers' and students' attitudes towards the using computer-assisted language learning existed.

CHAPTER IV

RESULTS AND DISCUSSION

Introduction

This chapter examined the teachers' and students' attitudes towards the use of computer assisted language learning (CALL) at Erbil Polytechnic University by presenting the analysis of data collected by questionnaires in terms of frequencies, percentages, standard deviations and means of items in the questionnaires, In order to obtain the answers for the following research questions:

1- What are the attitudes of students towards the use of computer-assisted language learning (CALL) at Erbil Polytechnic University?

    a. What are the attitudes of students towards CALL concerning listening, speaking, reading and writing skills?

2- What are the attitudes of teachers towards the use of computer-assisted language learning (CALL) at Erbil Polytechnic University?

3- In what ways do students' and teachers' attitudes towards the use of CALL differ in terms of their demographic variables?

Attitudes of Students towards Using CALL.

There are many different standpoints of attitudes of students and teachers towards CALL program in the education system, especially for learning languages. However, the computer could benefit the learning of the language, particularly the English language, as students have showed that they have found computers useful when studying the English language (Dhaif, 2013). Additionally, and the teachers' attitudes towards using computers can affect EFL class (Gilakjani & Leong, 2012).

Students' general attitudes towards the use of CALL. As it can be seen in appendix A, the majority of students accepted 'agree' and 'strongly agree' general attitudes towards the use of CALL'. In the n = 74, 72, 72 participants appeared from each question Q2, Q4, Q8 it means (43.5%, 42.4%, and 42.4%) responded 'agree' options with 30.6%, 26.5%28.2% 'strongly agree', while 13.5%, 19.4%, 14.3% the students answered 'neutral' and 9.4%, 11.8%, 12.9 'disagree'. Because they believed that CALL creates a suitable environment without any stress to learn English, and learners felt relaxed or easily able to share their ideas among one another through CALL classes. They were also able to solve their problems when using computers while learning English. In addition, it was found out that (M= 3.9824, 3.7294, 3.8824) for Q1, Q3, Q10 indicated by participants were confirmed agree option. Learners thought that CALL makes it easier to receive more instructions when learning the English language. Students believed that CALL was an informal way to learn language and the students thought that CALL gives flexibility and allows

construction in learning the English Language. Furthermore, it is clear from Q9, Q11 that most participants stated ‘strongly agree’ as shown in table 8 (n = 62. P= 36.5%) and (M = 3.8706, SD = 1.13355) and (n = 63, P= 37.1%) and (M = 3.9294) with the mentioned questions 31.2%, 32.9% ‘agreed’, 20%, 20% neutral, 7.6%, 5.9% ;disagreed’ and 4.7%, 4.1% ‘strongly disagreed’. The students believed that CALL developed their vocabulary knowledge and led to improving the grammar. Ghorbani & Marzban concluded “that the findings of the study showed that CALL instruction could also be a suitable tool to teach grammar to students” (2013, p. 22).

Pronunciation is an important part of language learning, the presented (n = 62, P= 36.5%) and (M = 3.9235) was seen in the below appendix A with relation to Q17 show that the participants chose ‘strongly agree’ and emphasized that CALL helped to better learn pronunciation of the language, while only 2.9% participants selected ‘strongly disagree’. The findings that CALL was involved in improving pronunciation of the English language are supported by the work of Nadeem, Mohsin, Mohsin & Hussain (2012). Over 51% students either ‘agree’ or ‘strongly agree’ for Q5, Q6 and Q7, and believed that CALL can examine their language skills in class and practiced on it, while only 1.8%, 1.8% and 2.4% of them answered ‘strongly disagree’ (see Appendix A).

These findings are supported by the findings of AbuSeileek who found “the findings of this study also indicated that student’s general attitudes towards use of the CALL for teaching oral skill, listening and speaking, is quite positive. The students

also said that CALL helped that them to extend the time and place of the lesson and found it to be helpful medium to express their opinion" (AbuSeileek, 2007,p.20). The computer could benefit the learning of language, particularly the English language, as students have showed that they have found computers useful when studying the English language (Dhaif, 2013).

Attitudes of Students towards CALL for listening, speaking, reading and writing skills

The highest score was 'Students' attitude toward call for writing skill' as shown in table (7) the (M=4.1314), which means that students at Erbil polytechnic University strongly agree and also have positive attitudes towards the use of CALL for teaching or improving writing skill. After writing skill, the second skill follows, which was listening skills, (M = 3.9529) also the participants agree on a great deal to teach listening skills via CALL. These findings support the findings of Parker (2007) who said that "the results of the questionnaire reinforce the view that while students feel very strongly that CALL is very useful for learning English, they feel its main usefulness is in listening practice" (Parker, 2007, p.133). Reading skill was ranked third with (M = 3.8941), this means that reading skill has positive answers from students and their attitudes towards using CALL for teaching reading skill was good. Similarly, learners also revealed agree positive attitudes towards speaking skill with a mean of 3.8157 (see Table 7)

.

Table 7

The Mean and Standard Deviation of Students' Attitudes towards CALL for skills

Skills	Items	n	M	SD
Students' attitudes towards CALL for listening skill	5	170	3.9529	.63481
Students' attitudes towards CALL for speaking skill	3	170	3.8157	.73605
Students' attitudes towards CALL for reading skill	6	170	3.8941	.63061
Students' attitudes towards CALL for writing skill	6	170	4.1314	.68399

This study's findings support the idea that generally participants had positive attitudes towards CALL (Talebinezhad and Abarghoui, 2013).

Students' attitudes towards CALL for listening skill. Most participants reported to have positive attitudes towards using CALL for listening skill, this result was illustrated by mean and standard division of items (M=3.9529). This means that students of Erbil Polytechnic University demonstrated a positive attitude towards the use of CALL for instructions related to listening skill. According to Q12, 87 (51.2 %) students asserted with 'strongly agree', with n= 43(25.3%) of them answered 'agree' to the statement that they preferred computers to tape recorders in listening classes, while only 17.1% of the participants selected 'neutral', 5.3% 'disagree' and 1.2% 'strongly disagree' . Additionally, 47.6% of the students stated that they 'strongly agree', 22.5% 'agree' with only 17.1 'neutral', 9.4% 'disagree' and 2.9% 'strongly disagree with "listening via computers more useful to understanding the content when supported with visual information".

These findings suggest that students find their listening skills improved when supported by visual information. Other students thought that sound is clearer via CALL, with Over 65% of male and female students answered either ‘agree’ or ‘strongly agree’ while only 20.6 of the students selected ‘neutral’, 11.2% ‘disagree’ and 29.9% ‘strongly disagree’(see Table 8).

Table 8

Students' Attitudes towards Call for Listening Skill

Item n	Items	n	Option	F	%	S.D	Means
S1qu12	I prefer computers to tape recorders in listening classes	170	SA	87	51.2	.98269	4.2000
			A	43	25.3		
			NE	29	17.1		
			D	9	5.3		
			SD	2	1.2		
S1qu13	Sound is clearer via computers in listening classes.	170	SA	63	37.1	1.12876	3.8529
			A	48	28.2		
			NE	35	20.6		
			D	19	11.2		
			SD	5	2.9		
S1qu14	I can understand everything the teacher says via headsets clearly during CALL classes.	170	SA	45	26.5	1.00773	3.7529
			A	63	37.1		
			NE	37	21.8		
			D	25	14.7		
			SD				
S1qu15	Listening via computers is more useful in understanding the content when supported with visual information	170	SA	81	47.6	1.16145	4.0118
			A	39	22.9		
			NE	29	17.1		
			D	16	9.4		
			SD	5	2.9		
S1qu16	Computers help me to identify the key words when listening is supported with visual activities.	170	SA	62	36.5	1.02779	3.9471
			A	56	32.9		
			NE	37	21.8		
			D	11	6.5		
			SD	4	2.4		

In addition, most students said they either strongly agree or agree that computers helped them in recognizing words when listening with support from visual activities. Talebinezhad & Abarghoui (2013) found that students have positive attitudes toward the use of CALL for language teaching and they also indicated that the students have a positive attitude towards CALL for listening skill. This is further supported by AbuSeileek (2007), who pointed out in his findings that students presented a positive attitude towards using CALL for teaching language skills particularly for listening and speaking.

Students' attitude towards CALL for speaking skill. Responses from Erbil Polytechnic University students indicated that they agree with this statement, shown by a general mean of 3.8157and SD .73605, for perception of speaking skills as shown in table 8. The high score M = 3.9824, it means only 37.1% chose ‘agree’ and n= 63, with 35.3% ‘strongly agree’ and n = 60 from Q18, while only 19.4% of the participants selected ‘neutral’, 7.1% ‘disagree’ and 1.2% ‘strongly disagree’. The learners believed that CALL is better than traditional classroom methods for speaking lessons. This can be seen from the low score for Q22 indicated by participants with (M= 3.6765) which means that students felt enjoyable by the way of computers what are like to say and may they had no anxiety and they were express without any stress . The results from Q19 show that over 60% of students either (agree + strongly agree) believe that they can obtain a chance for speaking with

others by way of computers, when involved in courses, while 32.9% of students answered ‘neutral’, 8.2% ‘disagree’ and 3.2% strongly disagree (see Table 9).

Table 9

Students' Attitudes towards Call for Speaking Skill

Item n	Items	n	Option	F	%	S.D	Means
S1qu18	I prefer CALL to traditional classrooms for speaking classes.	170	SA	60	35.3	.96980	3.9824
			A	63	37.1		
			NE	33	19.4		
			D	12	7.1		
			SD	2	1.2		
S1qu19	I have the opportunity to speak with everybody in pairs in speaking courses via computers.	170	SA	53	31.2	1.08343	3.7882
			A	54	31.8		
			NE	43	25.3		
			D	14	8.2		
			SD	6	3.5		
S1qu22	I feel comfortable in expressing what I want to say orally.	170	SA	49	28.8	1.09113	3.6765
			A	44	25.9		
			NE	56	32.9		
			D	15	8.8		
			SD	6	3.5		

The findings of this investigation show that participants have positive attitudes towards the use of CALL for teaching oral skill, speaking and listening (AbuSeileek , 2007). Another study supportive of this, reveals that technology has improved students' oral communication skills, and their perception of integrating technology were positive in lessons, they also demonstrated that using video camera has positive effects on students beliefs and critically assessing their speaking task (Kirkgoz, 2011)

Students' attitudes towards CALL for reading skill. Reading skill is an aspect of language learning, as stated by students of Erbil polytechnic University, they showed attitudes for reading skill as M=3.8941 as shown in table 7. This means that the participants demonstrated a positive attitude towards use of CALL for teaching reading skills. Most students used a dictionary as shown in table 10 the M = 4.1000 for Q29 means that CALL gives an opportunity for students to learn the meaning of words while reading in a CALL based class. Over 65% of participants answered ‘agree’ or ‘strongly agree’for Q26, Q27 and Q28, and favored the computer for reading studies while 26.5%, 15.9% and 14.7% selected ‘neutral’ with 5.9%, 10.6%, 9.4% ‘disagree’ .

Additionally, students thought that visual information is simpler to comprehend when they read via computers and they also supported to better understand intonation. The overall of participants believed that they can easily understand the meaning of words when reading through CALL based classes. Finally, the findings showed that for the reading skill, participants have positive attitudes towards using CALL for the development of reading skill (see Table 10).

Table 10

Students' Attitudes towards Call for Reading Skill

Item n	Items	n	Option	F	%	S.D	Means
S1qu24	It is easy to access the meaning of words while reading in CALL classes.	170	SA	48	28.2	1.06195	3.7647
			A	61	35.9		
			NE	39	22.9		
			D	17	10.0		
			SD	5	2.9		
S1qu25	Computer activities make our job easier in reading textbooks.	170	SA	58	34.1	1.14377	3.7353
			A	38	22.4		
			NE	52	30.6		
			D	15	8.8		
			SD	7	4.1		
S1qu26	In reading courses, listening to the written text helps me comprehend better as I can hear the intonation.	170	SA	67	39.4	.94830	4.0118
			A	48	28.2		
			NE	45	26.5		
			D	10	5.9		
			SD				
S1qu27	I prefer to study reading via computers.	170	SA	67	39.4	1.11549	3.9353
			A	53	31.2		
			NE	27	15.9		
			D	18	10.6		
			SD	5	2.9		
S1qu28	Reading via computers is more interesting when supported with visual information.	170	SA	65	38.2	1.25304	3.8176
			A	51	30.0		
			NE	25	14.7		
			D	16	9.4		
			SD	13	7.6		
S1qu29	I use dictionaries while reading in CALL classes.	170	SA	82	48.2	1.10218	4.1000
			A	46	27.1		
			NE	26	15.3		
			D	9	5.3		
			SD	7	4.1		

Additionally, another study found that students have positive attitudes toward the use of CALL for language teaching, and they also reported that the students have

a positive attitude towards CALL for the development of reading skill (Talebinezhad and Abarghoui, 2013).

Students' attitudes towards CALL for writing skill. Finally, the students of Erbil Polytechnic University demonstrated a positive attitude towards the use of CALL in teaching writing skills. Most participants in this study have an accepting attitude toward teaching writing skills via CALL, with a mean score of 4.1314 see table 7. Additionally, 87 members of this study selected ‘strongly agree’ with 50 of them selected ‘agree’, which means 51% and for Q31, 29.4% thought that the computer played a great role for supporting correct grammar and spelling when they typed English words and they have learnt style error, while 11.8%, 4.1%, 3.5% selected for each neutral, disagree and strongly disagree. On the other hand, the lowest score for the "strongly agree" option was 35.3% and 42% of them selected the "agree" option for Q34, which means that the computers helped students in writing text books, while only 1.2% of them selected ‘strongly disagree’. In addition, many people use computers for chatting together and this action lead to experience in writing, so the students asserted that computers were useful to promote writing skills. This is shown by the responses to Q30 and Q35, where a great number of learners chose ‘strongly agree’ M= 4.1176, 4.3471. The Microsoft word program helps users when they want to write paragraphs in computers as it can give feedback directly regarding writing mistakes, and it is a reason that over 70% of participants of the study responded with ‘strongly agree’ and ‘agree’ while only 7.6% responded with

neutral, 7.6% disagree and 1.8% strongly disagree for Q32 and 38. According to the result of this study, students have positive attitudes towards writing skill (see Table 11).

Table 11

Students' Attitudes towards Call for Writing Skills

Item n	Items	n	Option	F	%	S.D	Means
S1qu30	Computer-based in-class chatting with my classmates helps me write and learn from them.	170	SA	85	50.0	1.13484	4.1176
			A	48	28.2		
			NE	16	9.4		
			D	14	8.2		
			SD	7	4.1		
S1qu31	Computers help me self-correct my spelling, grammar and style errors.	170	SA	87	51.2	1.03716	4.2059
			A	50	29.4		
			NE	20	11.8		
			D	7	4.1		
			SD	6	3.5		
S1qu32	I can get immediate feedback with my writing.	170	SA	76	44.7	.95861	4.1000
			A	65	32.2		
			NE	13	7.6		
			D	13	7.6		
			SD	3	1.8		
S1qu33	I can organize my paragraphs better when I write via computers.	170	SA	74	43.5	1.14089	3.9882
			A	48	28.2		
			NE	27	15.9		
			D	14	8.2		
			SD	7	4.1		
S1qu34	I prefer computers to a textbook in writing courses.	170	SA	60	35.3	.95723	4.0294
			A	73	42.9		
			NE	21	12.4		
			D	14	8.2		
			SD	2	1.2		
S1qu35	CALL encourages quick writing.	170	SA	86	50.6	.79392	4.3471
			A	64	37.6		
			NE	13	7.6		
			D	7	4.1		
			SD				

The CALL program motivated students and indicated that their language learning skills like writing, reading, listening, vocabulary and grammar were improved by the system (Genc, 2012). The new technology included in CALL based material can be used to assist the teaching of second language writing skills (Warschauer, 2010).

Teachers' attitudes towards (CALL)

The EFL teachers responded positively as it can be seen in appendix B. The score of teachers' attitudes was indicated by a mean of 4.7333 and in general, participants chose ‘strongly agree’ as a response to question 11, with a percentage of 73.3% , and they completely rejected the strongly disagree and disagree categories. This is because they thought that CALL will promote learners to engage in independent learning. According to the study of Mutlu & Eroz-Tuga (2013), it can be concluded that CALL can help to improve learners of the taught language, and it can motivate learners to be autonomous outside the classroom too. Similar to the Q1, the second highest score of 66.7% of teachers answered strongly agree, 20% agree and 13.3% neutral with a mean of 4.5333. These findings are supported by studies elsewhere that reported that teachers believed that CALL is helpful for the advancement of their practical teaching skills and self-confidence (Nim Park & Son, 2009).

In total, EFL teachers accepted either only ‘strongly agree’ or ‘agree’ to Q12, with a mean of 4.6000. this result showed that, overall, the participants have a

positive attitude towards the use of CALL. There was a neutral attitude observed in teachers' attitudes towards CALL in Q19, with a mean score of 2.8000. The participants were not decided on a positive or negative side, and therefore preferred a neutral option because their beliefs rejected the idea ‘that EFL teachers do not need using CALL material for educational supervisors and institutions”. In addition, over 65% of the EFL teachers selected ‘strongly agree’ or ‘agree’ for Q3, Q4 and Q5, and debated that the use of CALL can motivate in the EFL classroom, while 26.7%, 33.3% and 20% participants selected ‘neutral’ . They also felt traditional material was available less readily than CALL material, and view CALL as an important expansion of traditional learning method. The participants disclosed their attitudes towards CALL as "agree" that using computers for learning language improves ‘teachers’ proficiency’.

Furthermore, the participants' answers for items 14 and 15 were close to the "agree" option. This was because they thought that EFL teachers have to take time to become proficient in using CALL, as well as to adopt CALL, with means of 3.4667and 3.2000 respectively. The candidate also stated that a teachers' development process can easily be made by using a CALL program, with a score of M= 3.8000, as it can be seen in the appendix B. Likewise, they believed that the duration of a lesson is not enough to progress the use of CALL in the classroom, and the training instruction of EFL teachers is not enough to develop CALL based material, as seen in Q18. Finally, the general attitude of teachers towards the use of

CALL at Erbil Polytechnic University is positive, as demonstrated by the majority of teachers selecting ‘agree’ and strongly agree with a mean score of 3.9167, while 40% of them answered neutral option (see Appendix B).According to Park and Bae son (2009) Korean EFL teachers had good favorable attitudes towards the use of computers and conceive the usefulness of using CALL in the classroom for language teaching

Demographics of Students and Teachers

Students' demographics. The researcher used an independent t-test to analyze the responses from the third research question to determine if responses differ based on the demographic of participating students. This test shows a statistically significant difference among male and female students (see Table 12).

Table 12

Gender Differences of Students’ Attitudes Regarding the Skills

Skills	Gender	n	M	SD	P
Students' attitude toward call for listening skill	Male	98	3.9347	.59119	.075
	Female	72	3.9778	.69327	
Students' attitudes towards call for speaking skill	**Male**	98	**3.8095**	**.79517**	**.016**
	Female	72	3.8241	.65236	
Students' attitude toward call for reading skill	Male	98	3.8078	.60560	.942
	Female	72	4.0116	.63191	
Students' attitude toward call for writing skill	Male	98	4.0986	.71630	.501
	Female	72	4.1759	.63965	

The mean difference is significant at the 0.05 level.

In some circumstances, gender appears to affect participants' attitudes, as it can be seen in table (12). Lai and Kuo (2007) found that gender differences affected students' attitudes towards the use of CALL, with both male and female participants confirmed CALL helpful in improving their English language skills, but with male participants having a more positive leaning perception.

There was only one difference observed in tested skills, with a statistically significant difference between male and female attitudes on CALL with relation to their speaking skills (p=.016) .The mean of the male students is 3.8095 and the mean of the female students is 3.8241, demonstrating that male attitudes are more positive than female attitudes with respect to speaking skills. The mean score indicated from 'Students' attitudes towards CALL for writing skill' for females is 4.1759 (SD= .63965) and mean for males is 4.0986 (SD=.71630), with a p value of.501, meaning that there is no significant difference between genders for this skill. Additionally, there is no significant difference in the 'Students' attitudes towards CALL for reading skill', with a score of the male participants (M=3.8078), and mean of the female participants (M = 4.0116).

Finally, the 'Students' attitudes towards CALL for listening skill' has no significant difference between gender even though females exhibited a positive attitude than males with means of 3.9778 (SD-.69327), and 3.9347 (SD= 59119) respectively.

Due to Erbil Polytechnic University consisting of collages and institutes, the researcher has performed an independent t-test to establish whether any significant differences exist in the attitudes of participants from either collages or institutes (see Table13).

Table 13

Influence of Schools on Students' Attitudes towards the Skills

Skills	Study location	n	M	SD	P
Students' attitude toward call for listening skill	College	120	3.9100	.63609	.769
	Institute	50	4.0560	.62602	
Students' attitude toward call for speaking skill	College	120	3.7361	.73957	.241
	Institute	50	4.0067	.69820	
Students' attitude toward call for reading skill	College	120	3.8111	.63287	.588
	Institute	50	4.0933	.55651	
Students' attitude toward call for writing skill	**College**	**120**	**4.0722**	**.74213**	**.048**
	Institute	50	4.2733	.49688	

The researcher found a significant difference in the 'Students' attitudes towards CALL for writing skills', with p = .048 and a mean of the college students (M = 4.0722) and a mean of institute students (M = 4.2733). This result indicates that the collage participants have a strong positive attitude when compared to institute participants.

A p value of.769 was observed for the 'Students' attitudes towards CALL for listening skill'. Despite having no significant difference between college and institute

students, both sets of students have a positive attitude, with a mean of 3.9100 (SD= .63609) for college students, and4.0560 (SD= .62602), for institute students. This result demonstrates that both groups have similar attitudes. In addition, 'Students' attitude toward CALL for speaking skill' for colleges is 3.7361 and mean for institute is 4.0067 with a p value of.241, meaning that there is no significance difference between schools (colleges and institutes) for this skill. Additionally, there is no significant difference in the 'Students' 'attitudes towards CALL for reading skill', with a score of the college participants (M = 3.8111), and mean of the institutes participants (M = 4.0933).

One- way ANOVA test used in order to obtain an answer for a part of the third research question and to reveal the effect of age on the attitudes of students towards the use of CALL for several skills. The degree of difference between the level of groups (18.22), (23-28) and +29 ages was determined and is in table 14 (see Table 14).

Table 14

Means and Standard Deviation of Students' Attitudes towards CALL regarding Ages

Skills	Age	n	M	SD	P
Students' attitude toward call for listening skill	18-22	105	3.9295	.72482	.806
	23-28	51	3.9804	.43682	
	+29	14	4.0286	.53698	
Students' attitude toward call for speaking skill	18-22	105	3.7778	.79752	.266
	23-28	51	3.8105	.68070	
	+29	14	4.1190	.24832	
Students' attitude toward call for reading skill	18-22	105	3.8476	.68372	.423
	23-28	51	3.9510	.52841	
	+29	14	4.0357	.42956	
Students' attitude toward call for writing skill	18-22	105	4.0841	.80301	.227
	23-28	51	4.1503	.41933	
	+29	14	4.4167	.37411	

As it can be seen, there is no significant difference between the level of ages of students and their attitudes for different skills. According to 'Students' attitudes towards CALL for listening skill' the mean of the +29 group is 4.0286, and means for the 23-28 and 18-22 groups are 3.9804and 3.9295, respectively. This means all groups had agreeable attitudes, but there is no significant difference (p = .806) between groups. Similarly, there is no significant difference (p = .266) for 'Students' attitudes towards CALL for speaking skill', with the means for 18-22, 23-28 and 29+ being 3.7778, 3.8105, and 4.1190 respectively. Furthermore, there was no significant difference between age groups with respect to their attitudes towards reading skill

(ps=.423) and writing skill (p = .227), with all groups having similar mean values in both skills.

Teachers' Demographics. The researcher used an independent t-test to analyze responses from the third research question to determine if responses differ based on the demographic of participating teachers. This test shows a statistically significant difference between male and female teachers (see Table 15).

Table 15

Means and Standard Deviation for Teachers' Gender Variation towards CALL

Item n	Gender	n	M	SD	P
20	Male	11	3.8545	.25735	.120
	Female	4	4.0875	.47500	

The mean score indicated from 'Teachers' attitudes towards CALL' for females is 4.0875 (SD = .47500), and the mean for males is 3.8545 (SD =.25735), with a p value of .120, meaning that there is no significance difference between genders in this area.

The researcher has also applied an independent t-test to establish whether any significant differences exist in the attitudes of participants from either collages or institutes (see Table 16).

Table 16

Means and Standard Deviation for School Teachers towards CALL

Items n	Teacher location	n	M	SD	P
20	Colleges	9	3.9222	.31336	.712
	Institutes	6	3.9083	.37738	

A p value of .712 was revealed for the 'Teachers' attitudes towards (CALL)' with respect to the location of teachers. Despite having no significant difference between college and institute teachers, both sets of teachers have a positive attitude, with a mean of 3.9222 (SD = .31336) for college teachers, and 3.9083 (SD = .37738), for institute teachers.

To reveal the effect of the educational degree on the general attitudes of teachers towards CALL, the researcher conducted an independent t-test to test if there is a significance difference between groups (see Table 17).

Table 17

Means and Standard Deviation for Teachers' education towards CALL

Items n	Education	n	M	SD	P
20	Master	9	3.8333	.38816	.309
	PhD	6	3.9722	.29059	

The p value is .309, meaning that there is no significant difference between participants holding different educational degrees with regards to their attitudes

towards ‘General teachers attitudes towards CALL’. The mean of those holding a Master degree is 3.8333 (SD= .38816) and mean for those with a PhD degree is 3.9722 (SD=.29059). However both Masters and PhD holders have an overall positive attitude.

The researcher also carried out an independent t-test to analyze the second part of the teacher demography and to see if the ages of participants influence the teachers’ attitudes towards CALL. This analysis presents the degree of difference for age groups (29-34) and (35-40) (see Table 18).

Table 18

Means and Standard Deviation for Teachers’ Age Variation towards CALL

Item n	Age	n	M	SD	P
20	29-34	9	3.8667	.38487	.084
	35-40	6	3.9917	.22675	

It can be seen in table (23) that the mean of the group (29-34) is 3.8667 (SD =.38487), and the mean of group of (35-40) was 3.9917 (SD .22675). Even though no significant difference (p = .084) exists between age levels, both groups demonstrated a general positive attitude towards CALL.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

In this chapter, the summary of findings, practical implications for education, and recommendations for further research are presented.

This study examined both students' and teachers' attitudes towards using computer-assisted language learning (CALL) in English language teaching classes at university level in northern Iraq. The researcher for this study performed a survey by using a 35 item questionnaire to be given to students who were assembled using questions from four published questionnaires by Talebinezhad and Abarghoui (2013), Başöz and Çubukçu (2014) and Bulut and AbuSeileek (2009). A total of 20 items used for the questionnaire to be given to teachers which were taken from a questionnaire developed by Dashtestani (2014).

Conclusion

General attitudes towards the use of CALL. The participating students reported agreeable attitudes towards CALL. Additionally, the researcher found participants to have a positive attitude towards the 'General attitudes towards (CALL)'. This was because they believed that CALL creates a suitable environment without any stress to learn English, and learners felt relaxed or easily able to share their ideas between one another through CALL classes. They were also able to solve their problems when using computers while learning English. Students thought that

CALL makes it easier to receive more instructions when learning the English language.

Students also thought that CALL gives flexibility and allows construction in learning the English Language. The students believed that CALL developed their vocabulary knowledge and led to improvement of the grammar and emphasized that CALL helped to better learn pronunciation of the language. This means that students of Erbil Polytechnic University demonstrated a positive attitude towards the use of CALL for instructions related to listening skills. Talebinezhad and Abarghoui (2013) found that students have positive attitudes towards the use of CALL for language teaching and they also indicated that the students have a positive attitude towards CALL for listening skill.

Listening skill. This study found favorable attitudes with relation to 'Students' attitudes towards CALL for listening skills, the students of Erbil Polytechnic University demonstrated a positive attitude towards the use of CALL for instructions related to listening skills. These findings suggest that students find their listening skills beneficial when supported by visual information. Most participants said they either strongly agree or agree that CALL helped to recognize words when listening with support from visual activities. Additionally, they believed that CALL assisted the recognition of language accent. These findings showed similarity to the results of a study by AbuSeileek (2007), who presented that participants have positive attitudes towards using CALL to learn listening skills.

Speaking skill. The results of students' attitude towards CALL for speaking skill by Erbil Polytechnic University student's show that they agreed that CALL is better than traditional classroom methods for speaking lessons. The participants believed that they can obtain a chance to speak with others by way of computers.

Reading skill. The participants at Erbil Polytechnic University demonstrated a positive attitude towards using CALL for teaching reading skills. Most students used a dictionary, and also believed that CALL gives an opportunity for students to learn the meaning of words while reading in a CALL based class. Most participants thought that they can easily understand the meaning of words when reading within CALL based classes. It is therefore of no surprise that a great number of participants have positive attitudes towards using CALL for the development of reading skills.

This finding is supported by a study that concluded that the students have a positive attitude towards CALL for the development of the reading skill (Talebinezhad & Abarghoui, 2013).

Writing skill. The students of Erbil Polytechnic University showed a positive attitude towards the use of CALL in teaching writing skills. Most participants in this study have an accepting attitude towards teaching writing skills via CALL. Students thought that the computer played a great role for supporting correct grammar and spelling when they typed English words. In addition, many students use computers for chatting together, and this action lead to experience in writing, and therefore the

participants asserted that computers were useful to promote writing skills. According to the result of this study, students have positive attitudes towards writing skills.

Teachers' attitudes towards CALL. This study attempted to explore the EFL teachers' attitudes towards the use of CALL at Erbil Polytechnic University. The participating teachers answered positively, demonstrated by the majority of teachers selecting 'agree'. Teachers also thought that CALL promotes learners to be independent when learning. Teachers indicated that CALL simplifies language teaching and facilitates learning. On the other hand, the participants responded close to a neutral option because they rejected the belief that EFL teachers do not need to use CALL based material for educational supervisors and institutions. They also felt tradition material was less available than CALL material, and view CALL as an important expansion over traditional learning methods. In addition, they believed that the time of a lesson is not enough to progress the use of CALL in the classroom, and the training of EFL teachers is not enough to develop the usage of CALL material. Park and Baeson (2009) found that teachers have a positive attitude towards the use of CALL which is supportive of findings of this study.

Gender differences of students' attitudes regarding the skills. As a result to the skills of this study, both male and female participants mostly have a positive attitude towards CALL. Also, an independent t-test was used for this study to find out whether differences exist in gender attitude towards the use of the CALL. There was no significant difference found in any skill except for the speaking skills, where

a significant difference was found between male and female responses. The findings indicated that male students have more positive attitudes when compared to female attitudes with respect to speaking skills.

Influence of schools on students' attitudes towards the skills. Participants of demography schools (colleges and institutes) indicated attitudes towards CALL depending on the skills. This study found the perception of students' attitudes from both colleges and institutes were similarly positive, as demonstrated by an independent t-test. There is only one significant difference found in 'students' attitudes towards call for writing skills. This result indicates that the collage participants have a stronger positive attitude in comparison to institute participants.

Students' attitudes towards CALL regarding ages. The findings of this study for age of the students showed that they have positive attitudes towards CALL regarding the skills. One- way ANOVA test was used in order to obtain an answer for a part of the demographic and to reveal the effect of age on the attitudes of students towards the use of CALL for several skills. Even though there is no significant difference between the level of ages of students and their attitudes for different skills.

The Influence of Gender. The findings of this study, both male and female participating teachers have a positive attitude towards CALL. Also, an independent t-test was used for this study to find out whether differences existed in gender attitudes towards the use of CALL. There was no significant difference found for use of the CALL and no correlation existed between groups.

The Influence of School . The participating teachers of demography schools (colleges and institutes) indicated attitudes toward CALL. This study found the perception of students' attitudes from both college and institutes were similarly positive, as demonstrated by an independent t-test. There were no difference teachers' attitudes of schools towards CALL

The Influence of Age. The findings of this study for teachers' age indicated both of groups that have positive attitudes towards the use of CALL. An independent t-test was used in order to gain an answer for demographic and to reveal the effect of age on the attitudes of teachers towards the use of CALL. Even though there is no significant difference between the level of age of the teachers and their attitudes for CALL.

Recommendations

The researcher revealed that in this investigation, CALL has a great importance for the education system, particularly in the process of learning and language teaching. Through these findings, it is illustrated that CALL has a good impact and seemed to improve language, when it is integrated within a class. However, the findings of this study indicated both Kurdish teachers and students have positive attitudes towards CALL, even though no correlations existed between them.

The researcher believes that CALL is a tool that helps to promote knowledge of learners with equality, demonstrated by a lack of significant differences existing between gender, age, and different school demographic. Moreover, the usage of CALL would be beneficial for the development of pronunciation, vocabulary and grammar. Thus, the researcher believes that students at university level learn a better understanding of the language via the use of CALL.

The findings also suggest it may be worthwhile to increase the number of hours of CALL usage in classes each week to raise the level of learning and language teaching. Or even incorporating CALL material into their classes would be a good way to see the results of CALL on the progress of the students.

A language center with an academic lab to provide the development of teaching / learning English language within universities needs to be established. Or within a department, the staff can assist each other to promote CALL material and its usage in their classes, they can also exchange ideas to better understand and put the CALL into their programs.

Another suggestion would be to administrate a special curriculum for the teaching of English language with training courses for teachers and students in universities. Or the department can run workshops and seminars for their instructors to aware them of using CALL and showing them the advantages and disadvantages also encourage them in using CALL as it has quick results and students learn better and faster.

The researcher believes that EFL teachers seem more valuable with CALL to empower their education practice. The findings of this study indicate that EFL teachers with integration of CALL programs gain clarity in instruction of teaching education, and also encourage the advancement of learning of language skills. Finally all EFL teachers should be involved in modern technology courses to aid in working with CALL.

Suggestions for further research

The participants of this study were limited from Erbil Polytechnic University. The researcher conducted a survey of 170 students at the first level (freshmen) from different colleges, and 15 EFL teachers in the same university. Further research to develop the field of education is needed to see if the results of this investigation are reproducible when tested in different universities from other cities in northern of Iraq. A similar study could be conducted with a larger cohort of participants to validate ‘teachers' and students' attitudes towards the use of CALL’. In this study, the researcher also used a quantitative method to assess the perception toward CALL, but further research could examine their studies by using many tools with a mixture of quantitative and qualitative methods.

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Appendix A

General Attitudes towards the Use of CALL

Item n	Items	n	Option	F	%	S.D	Means
S2qu1	I can access extra information more easily during a CALL class.	170	SA	60	35.3	.98193	3.9824
			A	63	37.1		
			NE	35	20.6		
			D	7	4.1		
			SD	5	2.9		
S2qu2	CALL is a stress-free environment to learn English.	170	SA	52	30.6	1.03802	3.8941
			A	74	43.5		
			NE	23	13.5		
			D	16	9.4		
			SD	5	2.9		
S2qu3	CALL is a more casual way of learning.	170	SA	42	24.7	.98975	3.7294
			A	62	36.5		
			NE	46	27.1		
			D	18	10.6		
			SD	2	1.2		
S2qu4	I feel comfortable enough to share my ideas in English during CALL classes.	170	SA	45	26.5	.95269	3.8353
			A	72	42.4		
			NE	33	19.4		
			D	20	11.8		
			SD				
S2qu5	My achievement can be measured in different ways in a CALL class.	170	SA	47	27.6	.99836	3.7176
			A	45	26.5		
			NE	64	37.6		
			D	11	6.5		
			SD	3	1.8		
S2qu6	I can practise English language skills in a CALL environment.	170	SA	34	20.0	.95086	3.6000
			A	53	31.2		
			NE	67	39.4		
			D	13	7.6		
			SD	3	1.8		
S2qu7	I can understand everything we do in CALL classes.	170	SA	48	28.2	1.11572	3.6118
			A	41	24.1		
			NE	52	30.6		
			D	4	14.7		
			SD	25	2.4		
S2qu8	I have become a better problem-solver after using the computer while learning English.	170	SA	48	28.2	1.03976	3.8235
			A	72	42.4		
			NE	25	14.7		

			D	22	12.9		
			SD	3	1.8		
S2qu9	Computer- assisted language learning develops my vocabulary knowledge.	170	SA	62	36.5	1.13355	3.8706
			A	53	31.2		
			NE	24	20.0		
			D	13	7.6		
			SD	8	4.7		
S2qu10	Computer- assisted language learning gives flexibility to language learning.	170	SA	51	30.0	.93469	3.8824
			A	62	36.5		
			NE	43	25.3		
			D	14	8.2		
			SD				
S2qu11	Computer- assisted language learning develops my grammar.	170	SA	63	37.1	1.08555	3.9294
			A	56	32.9		
			NE	43	20.0		
			D	10	5.9		
			SD	7	4.1		
S2qu17	CALL helps me learn pronunciation better.	170	SA	62	36.5	1.07143	3.9235
			A	57	33.5		
			NE	32	18.8		
			D	14	8.2		
			SD	5	2.9		
S2qu20	I get immediate feedback with my pronunciation.	170	SA	46	27.1	1.13146	3.5294
			A	34	20.0		
			NE	59	34.7		
			D	26	15.3		
			SD	5	2.9		
S2qu21	I have the options to hear different accents for the pronunciation of a word.	170	SA	52	30.6	1.04512	3.8059
			A	54	31.8		
			NE	9	28.8		
			D	49	5.3		
			SD	6	3.5		
S2qu23	I practise pronunciation via CALL.	170	SA	42	24.7	1.14667	3.5412
			A	49	28.8		
			NE	45	26.5		
			D	27	15.9		
			SD	7	4.1		
Total		170				.53474	3.7784

Appendix B

Teachers' Attitudes towards the Use of Call

Item n	Items	n	Option	F	%	S.D	Means
Qu1	Teachers should be able to develop CALL materials for teaching.	15	SA	10	66.7	.74322	4.5333
			A	3	20.0		
			NE	2	13.3		
			D				
			SD				
Qu2	CALL materials are more authentic than traditional EFL materials.	15	SA	6	40.0	.91548	4.1333
			A	6	40.0		
			NE	2	13.6		
			D	1	6.7		
			SD				
Qu3	The use of CALL encourages interaction in EFL classrooms.	15	SA	5	33.3	.96115	3.9333
			A	5	33.3		
			NE	4	26.7		
			D	1	6.7		
			SD				
Qu4	CALL materials are more accessible than traditional materials.	15	SA	5	26.7	.79881	4.0667
			A	6	40.0		
			NE	4	33.3		
			D				
			SD				
Qu5	Computer-assisted language learning is a valuable extension of classical learning methods.	15	SA	5	33.3	.96115	4.0667
			A	6	40.0		
			NE	3	20.0		
			D	1	6.7		
			SD				
Qu6	Teachers' proficiency of using computers in language learning largely defines my own attitude to CALL.	15	SA		33.3	.79881	3.9333
			A	6	40.0		
			NE	5	26.7		
			D				
			SD				
Qu7	I have faith in computer-based language tests.	15	SA	4	26.7	.86189	3.8000
			A	4	26.7		
			NE	7	46.7		
			D				
			SD				
Qu8	Producing CALL materials costs less.	15	SA	3	20.0	.70373	3.9333
			A	8	53.3		
			NE	4	26.7		

			D				
			SD				
Qu9	Immediate feedback can be provided by using CALL.	15	SA	1	6.7	.98561	3.4000
			A	7	46.7		
			NE	5	33.3		
			D	1	6.7		
			SD	1	6.7		
Qu10	CALL can be easily developed.	15	SA	5	33.3	.83381	4.1333
			A	8	53.3		
			NE	1	6.7		
			D	1	6.7		
			SD				
Qu11	Using CALL will empower learners to be more autonomous.	15	SA	11	73.3	.45774	4.7333
			A	4	26.7		
			NE				
			D				
			SD				
Qu12	The use of CALL facilitates language teaching.	15	SA	9	60.0	.50709	4.6000
			A	6	40.0		
			NE				
			D				
			SD				
Qu13	Producing CALL by teachers facilitates the process of teacher development.	15	SA	2	13.3	.53452	4.0000
			A	11	73.3		
			NE	2	13.3		
			D				
			SD				
Qu14	Teachers do not have the expertise to develop CALL.	15	SA	5	33.3	1.24595	3.4667
			A	1	6.7		
			NE	5	33.3		
			D	4	26.7		
			SD				
Qu15	Teachers do not have time to produce CALL.	15	SA			.77460	3.2000
			A	6	40.0		
			NE	6	40.0		
			D	3	20.0		
			SD				
Qu16	There is not enough funding for teachers to develop CALL.	15	SA	3	20.0	.98561	3.6000
			A	5	33.3		
			NE	5	33.3		
			D	2	13.3		
			SD				

Qu17	There are cultural resistances to the use of CALL in the Iraqi-Kurdistan teachers EFL context.	15	SA	5	33.3	1.12546	3.8667
			A	6	40.0		
			NE	1	6.7		
			D	3	20.0		
			SD				
Qu18	There is not enough training /education on CALL materials development for EFL teachers.	15	SA	3	20.0	.77460	3.8000
			A	6	40.0		
			NE	6	40.0		
			D				
			SD				
Qu19	EFL teachers are not required to use CALL materials by their educational supervisors and institutions.	15	SA	5	33.3	1.69874	4.6000
			A	3	20.0		
			NE	1	6.7		
			D	2	13.3		
			SD	4	26.7		
Qu20	There are not enough computer-based facilities for the EFL teachers to use/produce CALL materials in Iraqi-Kurdistan region.	15	SA	5	33.3	1.09978	3.9333
			A	7	46.7		
			NE	3	20.0		
			D				
			SD				
	Total	15				.32714	3.9167

Appendix C

Student Questionnaire

Dear Student,

The purpose of this investigation is to collect information concerning the students' attitudes toward the use of Computer-Assisted Language Learning (CALL) in English language classes at Erbil Polytechnic University. Filling out this questionnaire is optional. Your cooperation is greatly appreciated and needless to say, all responses will be kept confidential and be used for research purpose only.

Please tick (√) the appropriate choices and provide the necessary information below.**Section1: Demographics**

1. Age: 18-22 ( ) 23-28 ( ) 29+ ( )
2. Gender: Male ( ) Female ( )
3. Faculty: _____
4. How much proficient are you in using computer?

Very weak ( ) Weak ( ) Average ( )

Good ( ) Very good ( )

Section 2
1= strongly disagree 2= Disagree 3= neutral
4= Agree 5= strongly agree

N	Items	1	2	3	4	5
1	I can access extra information more easily during a CALL class.	( )	( )	( )	( )	( )
2	CALL is a stress-free environment to learn English.	( )	( )	( )	( )	( )
3	CALL is a more casual way of learning.	( )	( )	( )	( )	( )
4	I feel comfortable enough to share my ideas in English during CALL classes.	( )	( )	( )	( )	( )
5	My achievement can be measured in different ways in a CALL class.	( )	( )	( )	( )	( )
6	I can practise English language skills in a CALL environment.	( )	( )	( )	( )	( )
7	I can understand everything we do in CALL classes.	( )	( )	( )	( )	( )
8	I have become a better problem-solver after using the computer while learning English.	( )	( )	( )	( )	( )
9	Computer- assisted language learning develops my vocabulary knowledge.	( )	( )	( )	( )	( )
10	Computer- assisted language learning gives flexibility to language learning.	( )	( )	( )	( )	( )
11	Computer- assisted language learning develops my grammar.	( )	( )	( )	( )	( )
12	I prefer computers to tape recorders in listening classes	( )	( )	( )	( )	( )
13	Sound is clearer via computers in listening classes.	( )	( )	( )	( )	( )
14	I can understand everything the teacher says via headsets clearly during CALL classes.	( )	( )	( )	( )	( )
15	Listening via computers is more useful in understanding the content when supported with visual information	( )	( )	( )	( )	( )
16	Computers help me identify the key words when listening is supported with visual activities.	( )	( )	( )	( )	( )

17	CALL helps me learn pronunciation better.	( )	( )	( )	( )	( )
18	I prefer CALL to traditional classrooms for speaking classes.	( )	( )	( )	( )	( )
19	I have the opportunity to speak with everybody in pairs in speaking courses via computers.	( )	( )	( )	( )	( )
20	I get immediate feedback with my pronunciation.	( )	( )	( )	( )	( )
21	I have the options to hear different accents for the pronunciation of a word.	( )	( )	( )	( )	( )
22	I feel comfortable in expressing what I want to say orally.	( )	( )	( )	( )	( )
23	I practise pronunciation via CALL.	( )	( )	( )	( )	( )
24	It is easy to access the meaning of words while reading in CALL classes.	( )	( )	( )	( )	( )
25	Computer activities make our job easier in reading textbooks.	( )	( )	( )	( )	( )
26	In reading courses, listening to the written text helps me comprehend better as I can hear the intonation.	( )	( )	( )	( )	( )
27	I prefer to study reading via computers.	( )	( )	( )	( )	( )
28	Reading via computers is more interesting when supported with visual information.	( )	( )	( )	( )	( )
29	I use dictionaries while reading in CALL classes.	( )	( )	( )	( )	( )
30	Computer-based in-class chatting with my classmates helps me write and learn from them.	( )	( )	( )	( )	( )
31	Computers help me self-correct my spelling, grammar and style errors.	( )	( )	( )	( )	( )
32	I can get immediate feedback with my writing.	( )	( )	( )	( )	( )
33	I can organize my paragraphs better when I write via computers.	( )	( )	( )	( )	( )
34	I prefer computers to a textbook in writing courses.	( )	( )	( )	( )	( )
35	CALL encourages quick writing.	( )	( )	( )	( )	( )

Appendix D

Teacher Questionnaire

Dear Teacher,
The following questionnaire is part of a research project that investigates the teachers' attitudes toward the use of Computer-Assisted Language Learning (CALL) in English language classes at Erbil Polytechnic University. Filling out the questionnaire is optional. Your cooperation in completing this questionnaire is greatly appreciated and needless to say, all responses will be kept confidential and be used for research purposes only.

Please tick (√) what applies to you.

1. Name of institution/university/school attended: _____

2. Educational degree earned:
a. Diploma in education ( ) c. Master's ( )
b. Bachelor's ( ) d. PhD ( )

3. Gender: Male ( ) Female ( )

4. Age: 22-28 ( ) 29-34 ( ) 35-40 ( ) + 40 ( )

1 = Strongly disagree 2 = Disagree 3= neutral
4 = Agree 5 = Strongly agree

	Mark the best choice with (x).	**1**	**2**	**3**	**4**	**5**
1	Teachers should be able to develop CALL materials for teaching.	( )	( )	( )	( )	( )
2	CALL materials are more authentic than traditional EFL materials.	( )	( )	( )	( )	( )
3	The use of CALL encourages interaction in EFL classrooms.	( )	( )	( )	( )	( )
4	CALL materials are more accessible than traditional materials.	( )	( )	( )	( )	( )
5	Computer-assisted language learning is a valuable extension of classical learning methods.	( )	( )	( )	( )	( )
6	Teachers' proficiency of using computers in language learning largely defines my own attitude to CALL.	( )	( )	( )	( )	( )
7	I have faith in computer-based language tests.	( )	( )	( )	( )	( )
8	Producing CALL materials costs less.	( )	( )	( )	( )	( )
9	Immediate feedback can be provided by using CALL.	( )	( )	( )	( )	( )
10	CALL can be easily developed.	( )	( )	( )	( )	( )
11	Using CALL will empower learners to be more autonomous.	( )	( )	( )	( )	( )
12	The use of CALL facilitates language teaching.	( )	( )	( )	( )	( )
13	Producing CALL by teachers facilitates the process of teacher development.	( )	( )	( )	( )	( )
14	Teachers do not have the expertise to develop CALL.	( )	( )	( )	( )	( )
15	Teachers do not have time to produce CALL.	( )	( )	( )	( )	( )
16	There is not enough funding for teachers to develop CALL.	( )	( )	( )	( )	( )
17	There are cultural resistances to the use of CALL in the Iraqi- Kurdistan teachers EFL context.	( )	( )	( )	( )	( )
18	There is not enough training /education on CALL materials development for EFL teachers.	( )	( )	( )	( )	( )
19	EFL teachers are not required to use CALL materials by their educational supervisors and institutions.	( )	( )	( )	( )	( )
20	There are not enough computer-based facilities for the EFL teachers to use/produce CALL materials in Iraqi-Kurdistan region.	( )	( )	( )	( )	( )

Appendix E

Permission request

jabar soran <jabar.la1992@gmail.com> Dec 3 (10 days ago)

to Rdashtestani

I am a graduate student at Near East University in Northern-Cyprus pursuing my MA in English Language Teaching. I would like to use the questionnaire which you have used in your study " EFL teachers 'knowledge of the use and development of computer-assisted language learning (call) materials"

I appreciate your facilitation of the development of research in this area.

regards

Reza Dashtestani Dec 3 (10 days ago)

to me

Dear Jabar,

Thank you for your interest in my work. You may use the questionnaire if you acknowledge the source in your writing.

Wish you luck

Appendix F

Permission request

jabar soran <**jabar.la1992@gmail.com**> Dec 1 (12 days ago)

to mrezatalebinej.

I am a graduate student at Near East University in Northern-Cyprus pursuing my MA in English Language Teaching. I would like to use the questionnaire which you have used in your study " The Iranian High School Students‟ Attitude toward CALL and the Use of CALL for EFL Receptive Skills"

I appreciate your facilitation of the development of research in this area.

regards

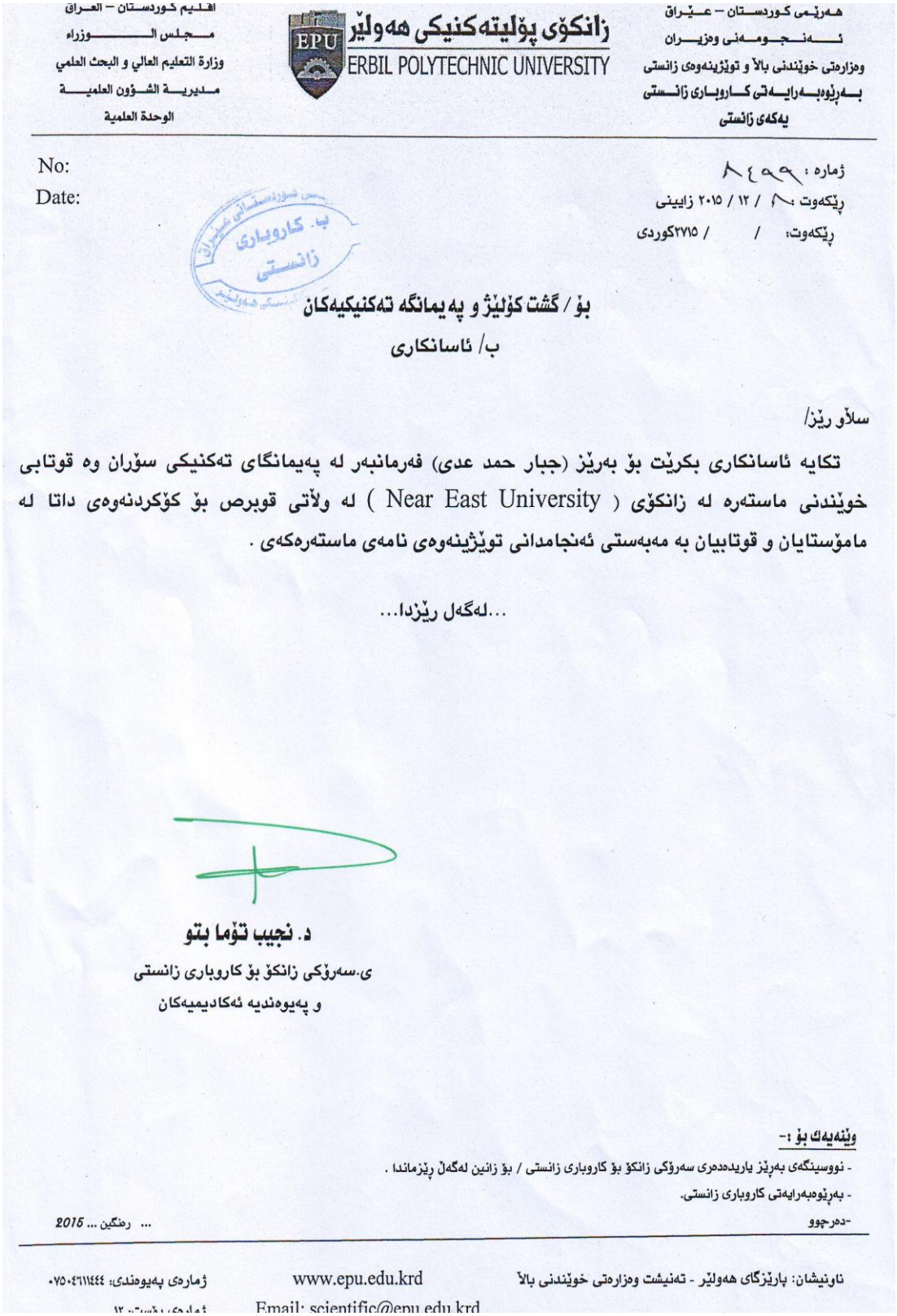
m. Reza Talebinejad Dec 1 (12 days ago)

to me

If it fits your study, go ahead and use it but please mention the source. Good luck

Appendix G

Permission request



هەرێمی کوردستان – عێراق
نەخشەی وەزیران
وەزارەتی خوێندنی باڵا و توێژینەوەی زانستی
بەڕێوەبەرایەتی کاروباری زانستی
یەکەی زانستی

زانکۆی پۆلیتەکنیکی هەولێر
ERBIL POLYTECHNIC UNIVERSITY

اقليم كوردستان – العراق
مجلس الوزراء
وزارة التعليم العالي و البحث العلمي
مديرية الشؤون العلمية
الوحدة العلمية

ژمارە : ٨٤٩٩
ڕێکەوت : ٨ / ١٢ / ٢٠١٥ زایینی
ڕێکەوت: / / ٢٧١٥کوردی

No:
Date:

بۆ / گشت کۆلێژ و پەیمانگە تەکنیکیەکان
ب/ ئاسانکاری

سلاو ڕێز/

تکایە ئاسانکاری بکرێت بۆ بەڕێز (جبار حمد عدی) فەرمانبەر لە پەیمانگای تەکنیکی سۆران وە قوتابی خوێندنی ماستەرە لە زانکۆی (Near East University) لە وڵاتی قوبرص بۆ کۆکردنەوەی داتا لە ماموّستایان و قوتابیان بە مەبەستی ئەنجامدانی توێژینەوەی نامەی ماستەرەکەی .

...لەگەل ڕێزدا...

د. نجیب تۆما بتو
ی.سەرۆکی زانکۆ بۆ کاروباری زانستی
و پەیوەندیە ئەکادیمیەکان

وێنەیەک بۆ :-
- نووسینگەی بەڕێز یاریدەدەری سەرۆکی زانکۆ بۆ کاروباری زانستی / بۆ زانین لەگەڵ ڕێزماندا .
- بەڕێوەبەرایەتی کاروباری زانستی.
-دەرچوو

... ڕەنگین ... 2015