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**The Impact of CALL Instructions in English Language  
Teaching:  
The Case of Salhi Ahmed University Centre, Naama**

*Dissertation submitted to the Department of English as a partial fulfilment of the  
requirement of the 'Master' Degree in Linguistics*

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# **DEDICATION**

This humble work is dedicated:

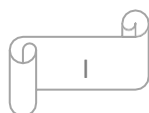
To the persons that we admire most, our parents

To our sweet sisters and brothers

To our amazing Families

To our dear teachers

Also, to our beloved friends



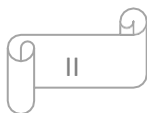
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## ABSTRACT

Technology has evolved significantly over the years and has become an integral part of human life. The integration of Computer-Assisted Language Learning (CALL) in English language teaching has significantly transformed traditional language learning methodologies. CALL refers to the integration of technology, such as computers, mobile devices, and multimedia resources, into language learning and teaching. The present study aims at highlighting how using CALL tools in English classrooms can enhance the education process for both teacher and student. It focuses on integrating different types of these tools to enhance students' and teachers' learning and teaching process. Based on an exploratory case study, the researchers addressed English students and teachers at the University Centre Salhi Ahmed this research used questionnaires to be filled then the collected data are analyzed both qualitatively and quantitatively. In general, the results show that the integration of CALL instructions in English language teaching has had a profound impact on language learning pedagogy. It empowers learners, increases students' motivation, promotes learner-centred environments, and facilitates collaboration and communication.

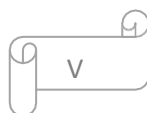
Keywords: CALL tools, English language teaching, computer-assisted language learning, technology integration.



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## List of Abbreviations and Acronyms

**CALL:** Computer-Assisted Language Learning

**CMC:** Computer-mediated-communication

**EFL:** English Foreign Language

**ELT:** English Language Teaching

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# **GENERAL INTRODUCTION**

### GENERAL INTRODUCTION

Using of technology in human life has changed the way people live; the field of education is no exception, especially in teaching English language. CALL is an abbreviation of Computer-Assisted Language Learning which is used to describe the use of technology to enhance language learning and teaching. The widespread availability of technology materials such as computers, mobile devices, and the internet, help CALL tools to become a major instrument for English language educators and learners to use in their classrooms.

For a long time, the incorporation of computer technology into education has been a concern among researchers. The introduction of computer technology into English classes has resulted in substantial changes in teachers' techniques, methodologies, and strategies for teaching foreign languages such as English. With numerous practical benefits for both English teachers and learners, the use of computertechnology in English language teaching and learning has grown in popularity.

Research showed that technology provides a lot of resources that can assist students in their education and provide teachers with a lot of materials that they can use in their teaching such as videos, podcasts, and online articles to help students to understand the target language and increase real-life communication skills.

Respectively, many teachers use CALL tools in their English classrooms. Thus, the present research work is an endeavour to the CALL instruction effect on both process of teaching and learning. This work, therefore, could contribute to the field of applied linguistics by setting two goals. The first one is to investigate the method used by teachers to adapt CALL tools in their English language classrooms. The second goal is to point out the effect of that tools on their students.

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Consequently, this research attempts to answer the following questions:

- 1) What are the benefits and challenges of using CALL instruction in English language teaching?
- 2) What are the attitudes of English language teachers and students towards CALL instruction?

In parallel, these two hypotheses have been put forward to answer the above-mentioned questions:

- 1) The benefits of using CALL instruction in English language teaching include increased student engagement, personalized learning, and access to authentic materials, while the challenges include: technical issues, limited teacher training, and potential distractions.
- 2) Teachers' and students' attitudes towards CALL instruction may evolve over time as technology continues to evolve and as they gain more experience using it in their teaching and learning.

Therefore, for the sake of answering the research questions and reaching the previous objectives, the researchers have adopted an exploratory case study dealing with using technology in ELT. In this case study, the researchers have collected a set of both quantitative and qualitative data using the questionnaire as a research instrument.

Concerning the organization of this work, it is structurally divided into two chapters.

The first one deals with the theoretical background of the subject which is under investigation. It also provides the definitions of the key concepts and ideas which are related to the topic of research. It deals with the use of technology and CALL instructions in English classrooms and its impact on language skills, teachers, and student attitudes toward using it in English language teaching process.

The second chapter, which is regarded as the practical one, deals with the collected data, its analysis, description and interpretation. Additionally, it provides the impact of CALL instruction in English language teaching. Moreover, this chapter seeks to answer the research questions that were raised by either confirming or rejecting the research

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hypotheses. It also provides the research findings. The research ends up by providing general for the impact of CALL instruction in English language teaching.

# CHAPTER ONE

## Review of Literature

### 1.1 Introduction

### 1.2. The Use of Technology in English Language Teaching

#### 1.2.1 Reasons for Using Technology in English Classes

#### 1.2.2 Advantages for Using Technology in Language Teaching

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### 1.3 Computer-Assisted Language Learning (CALL)

#### 1.3.1 History of CALL

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### 1.6 The Impact of CALL on Language Four Skills

### 1.7 Attitudes of EFL Teachers Toward Using Technology in ELT

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#### 1.7.2 The Impact of CALL Instruction on English Language Teachers

### 1.8 Previous Studies on Using Computer-Assisted Language Learning (CALL)

### 1.9 Conclusion

### 1.1 Introduction

In recent years, the development of technology and communication has brought about many changes not only in society but also in the field of education. The use of computers and internet resources in classrooms has increased, which has further developed the educational process. Computer-assisted language learning (CALL) is one of the tools and techniques that have a significant impact on improving students' language skills. The effect of CALL on teaching and learning English has been examined in numerous studies around the world. Most research has shown a positive role for CALL in language learning and teaching. Nowadays, the use of computers in the learning and teaching process is becoming an indispensable tool for language learning, which receives a lot of attention in the field of education.

### 1.2 The Use of Technology in English Language Teaching

The technology has been defined by various researchers. According to İŞMAN (2012) this is called practical application of knowledge particularly in a specific area and is a means of accomplishing a specific task with processes, methods or expertise.

Technology is a powerful learning tool. Learners must use technology into their learning process. Teachers should demonstrate how to use technology to assist the curriculum so that students can increase their use of technology in learning language skills (Costley, 2014; Murphy, DePasquale, & McNamara, 2003).

The use of technology has significantly altered English teaching methods. It provides numerous options for making education more exciting and productive in terms of advancement (Patel, 2013). Teachers in traditional classrooms stand in front of students and deliver lectures. Using a chalkboard or whiteboard for explanation and instruction. With the advancement of technology, these methods must be modified.

The use of multimedia texts in the classroom helps students get familiar with vocabulary and language structures. We can see from this that technology develops the skills of teachers and helps them to have a wide range of opportunities to teach English to students such as: Print texts, films, and the internet are also used in the application

of multimedia to improve learners' language expertise. The usage of print, video, and the internet allows learners to gather knowledge, understand, and get a better idea of the topic, and provides them with various materials for the study and interpretation of the language (Arifah, 2014).

The use of technology in the classroom encourages English language students to increase their success in English. In addition to traditional methods, technology offers many learning opportunities. Therefore, teachers have many resources and materials for their classes. Students are more motivated when working on computers and using modern equipment than textbooks (Cutter, 2015). They are often less distracted and the teacher can choose individual lessons for each student according to their needs.

Technology has always been an important factor in the educational environment. It is an important part of the teaching profession that can be used to facilitate student learning. With technology being part of our daily lives, it is time to reconsider the idea of incorporating technology into the curriculum and incorporating technology into the classroom to support learning. If teachers don't use technology in their classes, they can't keep up. Therefore, teachers should have extensive experience teaching language skills in these technologies (Pourhosein Gilakjani, 2017; Solanki & Shyamlee, 2012).

### 1.2.1 Reasons for Using Technology in English Classes

The use of technology in the classroom is becoming very important. Dudeney and Hocky (2008:7) relate this to many reasons, to mention just some:

- Younger students grow up with technology... For these students, the use of technology is a way of bringing the outside world into the classroom. And some of these younger students become teachers themselves.
- Technology, especially the internet, gives us new opportunities for authentic tasks and materials, as well as access to a wealth of ready-to-use ELT materials.
- The technology is provided with published materials such as textbooks and resource books for teachers.
- Students are increasingly expecting language schools to integrate technology into the classroom.



- Technology offers new opportunities to practice language and turn to acting.
- Technology is becoming more and more mobile. It can be used not only in the classroom, conference room, computer room or self-study center, but also at home, on the way to school and in an Internet cafe.
- Using a variety of ICT tools can give students the opportunity to demonstrate and practice the four main language skills: speaking, listening, writing and reading.

### 1.2.2 Advantages of Using Technology in Language Teaching

In recent years, technology has become an integral part of language teaching. From language learning software to online language courses, technology offers many benefits to teachers and students.

Here are some of the advantages of using technology in language teaching:

- 1) Improved Engagement:** one of the main advantages of using technology in language teaching is the ability to make language learning more engaging and interactive. Traditional classroom courses often rely on textbooks and lectures, which can be boring and intimidating for some students. Technology can provide a variety of interactive activities and multimedia materials that can increase student motivation and engagement (Blake, 2013).
- 2) Enhanced Language Skills:** Technology can also facilitate the development of language skills by providing access to authentic language materials, interactive exercises, and personalized feedback. Language learning software often includes speech recognition technology, which can help learners improve their pronunciation and speaking skills. Online courses can also provide learners with access to authentic texts and videos, which can improve their reading and listening skills (Blake, 2013).
- 3) Increased Autonomy:** technology can also empower students by empowering them to take control of their learning and tailor their learning to their individual needs. Online language courses allow students to progress at their own pace and focus on the areas that best suit their needs. In addition, language learning apps can provide personalized learning recommendations based on student performance, help them identify areas for improvement, and suggest appropriate exercises and activities (Thorne & Reinhardt, 2008).
- 4) Flexibility and Accessibility:** technology can provide students with anytime,

anywhere access to language learning materials, which can be especially beneficial for students who cannot take traditional classroom courses. Online language courses can be accessed from anywhere with internet access, allowing students to study independently. In addition, language learning apps can be downloaded to smartphones and tablets, allowing learners to study on-the-go (Kukulska-Hulme & Shield, 2008).

**5) Collaborative Learning:** technology can facilitate collaboration and communication between students, which can contribute to the development of their language and intercultural skills. Online language courses can include discussion forums and group projects that can help students practice their speaking and writing skills with other students. Additionally, language learning apps may include social features that allow students to connect with other students and native speakers, providing opportunities for authentic language practice and cultural exchange (Lamy & Hampel, 2007).

### 1.2.3 Challenges of Using Technology in Language Teaching

The integration of technology into language teaching has become increasingly popular in recent years. While technology can offer significant benefits for language teaching and learning, it also presents several challenges that must be addressed for it to be used effectively.

However, there are several challenges associated with the use of technology in language teaching

One of the primary difficulties in using technology for language teaching is the limited access to necessary technology, which can be a major obstacle for language learners, especially those from low-income backgrounds or remote areas (Warschauer & Matuchniak, 2010). This may be due to the absence of computers, tablets, smartphones, or other devices, or unreliable internet connections. Another challenge is the possibility of technical problems with hardware or software, which can interrupt the learning process and cause frustration for both teachers and students (Levy & Stockwell, 2006). Lack of training also is a challenge that face many language teachers may not have the necessary training or experience to integrate technology into their teaching effectively. This can lead to ineffective use of technology, which may not support language learning goals (Zhao & Bryant, 2013). There is also the teacher attitudes and comfort level, some teachers may not be comfortable with using technology or lack the necessary skills to

integrate it into their teaching practice (Moussu & Simpson, 2018). Teachers must be willing to adapt and learn new technology, as well as receive adequate training and support to do so.

Another challenge is Integration with curriculum wish is integrating technology into language teaching also requires careful planning and alignment with curriculum goals and objectives, which may be challenging for some teachers (Meskill & Anthony, 2010). Additionally, the cost of maintaining and upgrading technology can be a barrier for schools and institutions.

Also, we have the digital divide, or the gap between those who have access to technology and those who do not, can create unequal access to educational resources and opportunities for language learners from disadvantaged backgrounds. Addressing this divide is crucial to ensure equal access to technology and its benefits (Warschauer & Matuchniak, 2010). The cost of maintaining and upgrading technology also a challenge facing the learning and teaching process it can be a significant barrier for schools and institutions. These include hardware upgrades, software updates, and ongoing technical support. Wish making it difficult to integrate into language teaching effectively (Warschauer & Matuchniak, 2010; Warschauer, 2003).

There is a challenge that cannot be ignored which is the use of technology in language teaching raises concerns about online safety and privacy for students. Teachers must take steps to ensure student safety and protect personal information when using social media or other online platforms (Liaw, 2008).

### 1.2.4 Ways of using Educational Technology

Hammad, M. A., & Sarraf, H. A. (2020) in their research named several ways to incorporate information and technology into the classroom, such as:

**Social Media:** Posting interesting articles on various websites, updating the classroom, and communicating with parents.

**Popular Video Display Sites:** Uploading educational videos and recorded lessons to these sites.

**Email:** Using email to communicate with students outside of the classroom environment,

discussing topics and encouraging participation in the course.

**Flipping the Classroom:** This method involves preparing the lesson using modern techniques such as the internet, videos, or media for students to view at home via computers, tablets, or smartphones. The time in class is then allocated for discussion, exercises, and projects, allowing for direct interaction between the teacher and the learner and amongst the students themselves.

**Smart Board:** An electronic projector connected to a personal computer, equipped with a microphone and speakers to transmit pictures and sounds, and displays data, illustrations, or images.

**Student Computers and Tablets:** With the proliferation of modern technologies, students can use what they like in the educational process, increasing opportunities for comprehension and engagement in the class. Tablets can also be connected to data projectors or PCs to enhance the learning experience.

**learning platform:** a learning platform is an online space where teachers can organize their work and the work of the students. It is a program that enables easy and efficient management of the content of any type (text, image, sound, video), and is therefore very suitable for e-learning.

Most learning platforms provide the ability to assign roles in the system and define the workload for each role. For example, there may be the roles of administrators, teachers, teaching assistants and students (and, even, guests).

Learning platforms can be password protected, so only authorized participants can have access.

By utilizing these various methods, teachers can enhance their students' learning experience and provide them with the necessary tools and resources to succeed. (Schwartz, J. E., & Beichner, R. J., 1998).

### 1.3 Computer-Assisted Language Learning (CALL)

CALL is short for Computer Assisted Language Learning, a term used by educators and students alike to describe the integration of computers in language courses.

Originally, it was viewed as a tool for "presenting, reinforcing, and testing" specific

language concepts. The learner would be introduced to a rule and examples before being tested with a series of questions. The computer would provide feedback and assign a grade, which could be saved for future teacher review.

Jones & Fortescue (1987) argue that this traditional definition of CALL is limiting. Instead, they suggest that the computer can serve as a flexible classroom aid, which can be utilized in various ways and for different purposes, both inside and outside the classroom. Nevertheless, like any other teaching tool, incorporating technology in language learning requires careful planning and coordination with traditional classroom instruction.

### 1.3.1 History of CALL

Warschauer and Healey (1998) note that Computer-Assisted Language Learning (CALL) has a long and varied history, can be traced back to the 1960s when researchers first began exploring the use of computers for language instruction. While early experiments were relatively simple, such as vocabulary drills, they laid the foundation for more complex applications of technology in language education.

CALL grew throughout the 1970s and 1980s as new technologies such as interactive video and CD-ROMs were created and incorporated into language classes, offering students with more flexibility and engagement. The rise of online language resources such as websites, email exchanges, and chat rooms, as well as new instruments for language training such as multimedia courseware and virtual learning environments, heralded a new era in CALL in the 1990s.

With the arrival of mobile devices, social media, and other digital technologies in the 2000s and beyond, CALL has continued to advance, introducing both opportunities and challenges for language educators.

As technology advances, CALL will most likely continue to play an important part in determining the future of language learning.

CALL evolution, according to Warschauer and Healey, is divided into three stages: behaviouristic CALL, communicative CALL, and integrative CALL.

### 1.3.1.1 Behaviouristic CALL

Warsaw and Healey in 1992 named the behavioural phase as the first of Computer-Assisted Language Learning (CALL) This phase was developed in the 1950s and deployed in the 1960s and 1970s, might be considered a sub-field of computer-assisted instruction. characterized by a focus on using computers in the classrooms to provide immediate feedback and reinforcement for language learning by students.

This technique of CALL included repetitive language drills known as drill—and- practice (or, more negatively, 'drill-and-kill'), which were designed to help students develop both accuracy and fluency in the target language. These activities typically involved a series of multiple-choice or fill-in-the-blank questions, which learners would answer on the computer.

The behaviourist CALL later migrated to the personal computer, it was first devised and implemented in the mainframe era. PLATO, the most well-known tutorial system, ran on its own specific hardware, which included a central computer and terminals, and included comprehensive drills, grammatical explanations, and translation examinations at regular intervals (Ahmad, Corbett, Rogers, & Sussex, 1985). The behavioural phase of CALL was focused on using technology in the English classrooms to provide the students with repetitive practice and immediate feedback to improve their language proficiency. Although this approach has been criticized for focusing too much on routine practice and not providing opportunities for authentic communication which led to the developments of CALL that emphasized more communicative and interactive approaches in the future.

### 1.3.1.2 Communicative CALL

This phase of CALL was emerged in the late 1970s and early 1980s, at a time when this phase was a shift away from the earlier behavioural phase of CALL, because at both the theoretical and pedagogical levels, behaviouristic approaches to language education were being rejected, there was a focus on leveraging technology to foster true conversation and interaction among students This involved using personal computers were enabling more individual work to use communication tools, such as email, chat rooms, and discussion forums, to give the learners the opportunity connect with native speakers and other learners of the target language. CALL emphasized that computer-based activities

should emphasize the use of forms rather than the forms themselves, teach grammar implicitly rather than explicitly, allow and encourage students to generate original utterances rather than simply manipulating prefabricated language, and use the target language predominantly or even exclusively (Jones & Fortescue, 1987; Phillips, 1987; Underwood, 1984). Also, this phase was characterized by a focus on promoting meaningful communication and interaction between English language students, rather than simply providing them with opportunities for repetitive practice.

### **1.3.1.3 Integrative CALL**

This phase was considered by Warsaw and Healey as an extension of the previous phase in integrative approaches, students learn to use a variety of technological tools a lot as a necessary part of the process of language learning and use. The integrative approach emphasizes the integration of technology with students in the classroom to create a comprehensive language learning environment.

The multimedia networked computer-with a range of informational, communicative, and publishing tools now potentially at the fingertips of every student-provides not only the possibilities for much more integrated uses of technology, but also the imperative for such use, as learning to read, write, and communicate via computer has become an essential feature of modern life in the developed world.

### **1.3.2 Advantages of Using CALL in English Language Teaching**

AbuSeileek & Abu Sa'aleek (2012) argue that computer assisted language learning and teaching has entered to a new era, specifically with the emergence of microcomputer and the Internet. Computers can facilitate different learning tasks and have enormous potency as teaching aids. They can assist both students and teachers because of their special characteristics.

Therefore, when we attempt to apply CALL programs to improve teaching or learning EFL, we have to recognize what the merits and demerits are in modern CALL programs so as to avoid misemploying CALL programs and get its maximum benefits for our EFL teaching and learning.

Koua (2012) emphasizes that the computer assisted learning technology, such as the

internet, is deemed an ideal tool for language teaching and learning. It supports a learner-centered and functional approach to knowledge but may present an easy but also a culturally limited, learning medium.

However, that CALL can be an adequate medium for improving the quality of teaching and learning the language. According to Bani Hani, Nedal. (2014). This is due to the following leverage points:

- 1) The computer may be suitable for provoking fruitful classroom activities which help in the acquisition of the four language skills.
- 2) CALL can help students learn inside as well as outside the classroom.
- 3) It may also provide individualized, continuous and authentic teaching activities.
- 4) It reduces learners' apathy and lack of involvement in the learning process. So, CALL supports the latest pedagogical theory which is learner-centered approach.
- 5) It may also be a tool for the integration of the four skills.
- 6) The computer can provide learners with immediate feedback.

### **1.3.3 Disadvantages of CALL in English Language Teaching**

As for the disadvantages of CALL, Levy (1997: 2) lists several criticisms of CALL use in the language classroom. The most important are: (1) material produced by inexperienced teachers (software), (2) insufficient development of natural language processing techniques, (3) poor linguistic modeling, and (4) false starts and incomplete realizations of CALL. Levy also maintains the computer's limited ability in handling natural language.

Ravichandran (2000) & Bollin (2003) argue that language teachers can be more comfortable with traditional textbooks since it is what they are used to do, and there is the idea that the use of computers threatens traditional literacy skills since they are heavily tied to books. They claim that this situation emerged in part because there is an indispensable generation gap between teachers (many of whom did not grow up with computers) and students (who did grow up with computers). It is worth mentioning that teachers who are not technologically competent tend to believe that computers are worthless. On the contrary, most teachers who are technologically competent think that computers can facilitate language learning.



Lu & Powell (2004) propose a methodology to discover the barriers that influence EFL teachers in the use of computers in their classroom. The findings demonstrate that there are three key barriers that influence teachers who use CALL programs to teach EFL. These barriers are: (1) technology skills, (2) funding, and (3) the acceptance of technology.

To sum up, the disadvantages of inhibiting the implementation of CALL can be classified into the following linchpin, common categories: (1) financial barriers, (2) availability of computer hardware and software, (3) technical and theoretical knowledge, and (4) acceptance of the technology (Bani Hani, 2009:12). The researcher believes that most of the problems that appear in the literature on CALL have to do with teacher expectations and apprehensions about what computers can do for the language learner and teacher.

### **1.4 Difficulties of Using CALL in English Language Teaching**

In their research, Warsaw and Healey (1998) claimed that using CALL in ELT will not be easy because it will go by many challenges which delay the teaching process.

And there are some difficulties mentioned by Warsaw and Healey:

**1) Integration with classroom teaching:** Integrating CALL into the classroom can be challenging for teachers, as careful planning and coordination is required to ensure the technology is used in a way that supports the learning objectives of the course. Additionally, some teachers may be reluctant to use technology in their classrooms, or may lack the training and support needed to successfully integrate technology into their classroom practice.

**2) Technical issues:** Technical problems that learner face with hardware, software, or internet connectivity can disrupt lessons and frustrate teachers and students. This can be particularly problematic in contexts where the technological infrastructure is unreliable or limited.

**3) Lack of access to technology:** The biggest problem that delay using CALL in ELT classrooms is that not all students may have access to the technology and resources needed to use CALL effectively in language learning. This can lead to inequality and reduce the effectiveness of technology-enhanced language learning initiatives.

**4) Overreliance on technology:** Overreliance on technology can be problematic as it can

lead to less emphasis on other important aspects of language learning, such as interaction and communication. It is important to find a balance between using technology as a tool to support language learning and considering the communicative aspects of language use.

**5) Lack of research on effectiveness:** While there is growing research into the effectiveness of CALL in language learning, there is still much ambiguity about how the technology can most effectively be used to support language learning. As such, it can be challenging for teachers and developers to design and implement effective technology-enabled language learning initiatives.

### 1.5 Future of CALL

According to Warschauer and Healey (1998), the future of CALL is likely to be shaped by several trends, including the following:

**1) Personalization:** technology is growing faster and with the advances in technology it will make it possible to tailor language learning to the needs and preferences of individual students. This can include using artificial intelligence (AI) and machine learning to create personalized learning paths or give students access to resources and tools tailored to their learning styles and goals.

**2) Mobile Learning:** Warschauer and Healey claimed that the widespread use of mobile devices such as smartphones and tablets is going to change the way students will learn languages, because mobile learning in the future will allow students to access language resources and tools anytime, anywhere, which can make learning more flexible and convenient.

**3) Gamification:** games also will involve incorporating game elements into language learning activities to help increase motivation and engagement in the learning process. As game-based learning becomes more popular, more language learning programs are likely to include elements of gamification.

**4) Virtual and Augmented Reality:** Virtual and augmented reality technologies will merge reality with imagination in other words reality will be integrated with the digital world.

Offer new opportunities for language learning by allowing students to immerse themselves in a simulated environment and interact with virtual objects and characters. This can be particularly useful for practicing practical language skills in a safe and controlled

environment.

### 1.6 The Impact of CALL on Language Four Skills

Studies have been done on the advantages of using technology in English language teaching and learning. Hennessy (2005) stated that ICTs act as a catalyst in motivating teachers and learners to work in new ways. Computer Assisted Language Learning (CALL) changes learners' learning attitudes and enhances their self-confidence.

Gillespie (2006) said that the use of technology increases learners' cooperation in learning tasks and assists them in gathering information and interacting with resources such as videos. Warschauer (2000) described two different views about how to integrate technology into the class.

Baytak, Tarman, and Ayas (2011) conducted a study on the role of technology in language learning, which revealed that students' learning was improved by integrating technology into the classroom. The results revealed that technology makes learning enjoyable and helps them learn more, making it interesting, enjoyable, and interactive. Additionally, the use of technology increases learners' motivation, social interactions, learning and engagement.

Baytak, Tarman, and Ayas (2011) found that learners increased their learning through incorporating technology into their classes, while Peregoy and Boyle (2012) found that using technology can improve learners' reading and writing skills. This text discusses the use of technology tools to improve learners' reading and writing skills. It is found that technology tools are user-friendly and provide a faster and more effective learning environment. Another study was done by Alsaleem (2014) on using WhatsApp applications in English dialogue journals to improve learners' writing, vocabulary, word choice, and speaking ability.

Godzicki, Godzicki, Krofel, and Michaels (2013) found that students were more likely to engage in the classroom when technology is used as an educational tool inside the class. Lin and Yang (2011) conducted a study to investigate whether Wiki technology would improve learners' writing skills. They found that learners learned vocabulary, spelling, and sentence structure by reading the work of their classmates.

CALL is an effective tool for enhancing language learning in the four key areas of listening, speaking, reading, and writing.

**A) Speaking:** Technology can help with L2 speaking in two ways: tutorial CALL and CMC. While classroom instruction essentially encourages interactions and assists students in identifying gaps in L2 knowledge. CALL provides opportunities for learners to practice their speaking skills, which can be challenging to do in a traditional classroom setting. Online voice and video chats allow learners to interact with native speakers and other learners globally, and to receive feedback on their speaking skills. Digital storytelling tools offer a unique way for learners to practice speaking skills by creating and sharing multimedia stories (Blake, Robert. (2016).

**B) Listening:** CALL offers a range of listening practice activities, such as online videos, podcasts, and interactive listening exercises. These activities can be customized to meet the needs and interests of individual learners and provide immediate feedback on comprehension. Some CALL programs use speech recognition technology to analyse a learner's pronunciation and intonation, and offer feedback for improvement (Blake, Robert. (2016).

**C) Reading:** CALL provides learners with a wide variety of reading materials, such as e-books, online articles, and social media posts. These materials can build reading comprehension skills, expand vocabulary, and improve understanding of cultural and linguistic nuances. Translation tools and online dictionaries are also available in some CALL programs to support learners in their reading activities (Blake, Robert. (2016).

**D) Writing:** CALL supports learners' writing skills through word processing tools and grammar checkers, which provide instant feedback on writing (Blake, Robert. (2016).

Online writing communities and collaborative writing tools allow learners to receive feedback and engage in peer review activities. CALL programs also offer opportunities for learners to practice writing for different genres and purposes, such as academic writing or business writing (Blake, Robert. (2016).

### 1.7 Attitudes of EFL Teachers Toward Using Technology in ELT

EFL teachers' attitudes towards technology Many teachers are sometimes afraid of new technologies and reluctant to use them, but this is not the case for younger students. For

this reason, the term "mesh generation" has recently been clearly defined. Prensky (2000:1) states that members of the Net Generation are digital natives because they have spent their entire lives using and from computers, video games, digital music players, cell phones, and all the other toys and tools of the digital age to be surrounded. In other words, the term Digital Natives refers to those who grew up using technology and feel comfortable and confident with it. On the other hand, the term "digital immigrants" is also defined as latecomers to the world of technology. In many cases, especially when it comes to technology applications, teachers are digital immigrants and younger students are digital natives. Although teachers know from various research journals that technology offers new ways of teaching and learning and new avenues for everyone involved in education, much of their negative attitude toward technology stems from a lack of trust, a lack of facilities, or a lack of training programs. Naturally, this leads to teachers failing to see the benefits of using technology in the classroom.

### **1.7.1 Attitude of EFL Students Toward Using CALL**

The disposition of students towards the utilization of Computer-Assisted Language Learning (CALL) is a crucial element in language acquisition. Almahboub's (2000) research suggests that the attitude of students towards a new technology is a significant indication of their acceptance of it. Similarly, lasagabaster and Sierra (2003) advocate for the consideration of students' attitudes while evaluating CALL programs. They conducted a survey of 59 university students and discovered that CALL is viewed by students as a supplementary tool for language learning and creates a less stressful learning environment.

EFL students have a positive attitude regarding using technology for learning. According to Dang and Nguyen (2014), the most of students indicated good attitudes about using ICT tools in EFL learning, however Liu (2009) discovered that some students exhibited negative views due to a lack of experience with ICTs in EFL classes. This conclusion that a lack of experience utilizing ICT in EFL classrooms may contribute to unfavorable attitudes towards ICT among EFL students (Dang & Nguyen, 2014). There are mixed results regarding attitudes towards technology between male and female college students. Male students were less positive about the use of ICT than female students, while female students showed more interest and confidence in learning English (Liu, 2009). In a study of 200 Taiwanese college

students, men were more supportive of using information technology and CALL programs (Lai & Kuo, 2007).

Student motivation is one of the reasons why technology integration in classrooms is encouraged. The use of computer technology in English as a Foreign Language lessons has resulted in a high percentage of students demonstrating increased motivation (Izadpanah & Alavi, 2016). According to Jaber (1997), the use of computers and the Internet in student-centered classrooms allows students to collaborate, think critically, and work together to find solutions to problems they face. In these technologically advanced classrooms, students can independently gather information, make decisions, and become more independent (Lam & Lawrence, 2002). Teachers who have access to sufficient computers and the educational technology required in schools have more positive attitudes towards integrating technology into their lessons (Becker & Riel, 1999). In other words, just as children who learn a language early tend to achieve higher proficiency levels than children who start learning as adults, people who grow up in a technological environment benefit more than those who learn them later in life. Characterized by an innate ability to surf the Internet, this generation is highly able to integrate new technologies into their daily lives (Conole, 2008; McBride, 2009; Stockwell and Tanaka-Ellis, 2012). When we use technology to learn a language, we need to focus on how students use it and what attitudes they have from their experience of using technology (Blake, 2008). It's safe to say that young adults as a group are more comfortable with technology than older generations in general (Thomas, 2011).

### **1.7.2 The Impact of CALL Instruction on English Language Teachers**

Serval's research has shown that teachers like to integrate technology into their lessons. However, what they have done in computer science courses may not make using CALL-based courses any easier. Desjardins and Peters (2007) examined whether a single course approach would be sufficient to prepare teachers to use technology, and the results indicated that the training, while helping them develop their technological skills, was not enough. Technology for your future activities. Several studies (Peters, 2006; Wong & Benson, 2006; Lambert, Gong & Cuper, 2008) came to similar conclusions, showing that a course approach or a short introductory course can be sufficient to train teachers preparing

to teach technology. Fisher's 2009 study found that teachers were initially reluctant due to a lack of confidence, but after instilling good teaching practice in them, they adopted a methodical approach to their own teaching. technology can provide language learners with the tools they need to make language learning more enjoyable, effective and efficient. To achieve this goal, language teachers need to be equipped with the skills and strategies to integrate CALL technology into their teaching before and during their work.

### **1.8 Previous Studies on Using Computer-Assisted Language Learning(CALL)**

The digital age has transformed the way people communicate in recent decades, and this has had a significant impact on education, including language learning.

Incorporating computer technologies into educational and instructional settings is a compelling idea, as students dedicate a considerable amount of time to online networking activities (Mazman, 2010).

Getkham (2005) conducted a study on vocabulary development among two groups of students, one using a computer program and the other using traditional printed texts. The results revealed that both groups demonstrated improvement in their vocabulary knowledge after engaging in vocabulary practices. However, one month later, students in both groups experienced some forgetting of the vocabulary they had learned. The group using printed texts forgot more words than the group using multimedia.

Yunus, Hasim, Embi, and Lubis (2010) conducted a study on the effectiveness of the Tell Me More software for improving English proficiency among 85 university learners and four lecturers in a Malaysian university. The learners reported finding the software useful for improving their communication, grammatical, and lexical skills.

The lecturers also expressed positive attitudes toward the software, citing its ease of use and usefulness.

In a separate study, Nielson (2011) investigated the use of Rosetta Stone and Tell Me More for improving proficiency in Spanish, Arabic, and Chinese languages. The results indicated that learners were dissatisfied with the resources due to technological problems and insufficient support for autonomous learning, which led to a gradual loss of interest in the systems.

Bagheri, Roohani, and Nejad Ansari (2012) conducted a study comparing the

effectiveness of CALL-based and non-CALL-based approaches in teaching vocabulary to 61 Iranian EFL learners. Participants were randomly assigned to either the CALL or non-CALL group, with the CALL group taught using the Phonics software in a language laboratory equipped with computers, and the non-CALL group taught using traditional methods such as paper, pictures, cassette players, and flash cards.

After twenty sessions of instruction, both groups were given a vocabulary test to evaluate their learning. A delayed post-test was administered to both groups 20 days later to assess the long-term effects of the instruction. The results showed that both the CALL and non-CALL groups had similar effects on vocabulary learning in both the immediate and delayed post-tests. Additionally, both approaches significantly increased learners' lexical knowledge in both the short and long term.

A study was conducted by Akhlaghi and Zareian (2015) to investigate how PowerPoint presentations affected the grammar and vocabulary learning of Iranian EFL learners. The study employed both quantitative and qualitative methods, with PowerPoint software, pre- and post-tests, and interviews used as instruments. 54 female learners were randomly divided into two groups of 27 participants. The experimental group was taught using PowerPoint presentations, while the control group was taught using traditional methods of instruction. Results showed that PowerPoint presentations enhanced learners' grammar and vocabulary knowledge.

Jafari and Chalak (2016) conducted a study to examine the impact of Whats App on Iranian EFL learners' vocabulary knowledge. The study employed a mixed method design and included 60 junior high school students, 30 males and 30 females, from two schools in Isfahan, Iran. A pre-test and post-test were used to assess students' vocabulary knowledge. The experimental group received electronic vocabulary instruction four days a week for four weeks using Whats App, while the control group received traditional classroom instruction from their textbook. The findings indicated that the use of Whats App had a significant positive effect on students' vocabulary learning. Additionally, there was no significant difference in vocabulary knowledge between male and female students after using Whats App.



### 1.9 Conclusion

In conclusion, the focus of this chapter is to shed light on the literature grounding for this research work. It introduced a background of the fundamental concepts related to the research topic; beginning with the use of technology, the reasons, the advantages and disadvantages of using it, and some information about CALL such as history, the advantages and disadvantages, the difficulties, and the future of CALL also Previous Studies and Students' Attitude toward Using CALL.

To understand the impact of CALL instructions in English language teaching. Furthermore, it showed how the impact of CALL instructions in English languageteaching and how improve the education process.

# CHAPTER TWO

## Data Collection, Results and Analyses

2.1 Introduction

2.2 The Aim of the Research

2.3 Participants

2.4 Research Instruments

2.4.1 The Questionnaire

2.4.2 Data Collection and Design

2.4.2.1 Administration of Data Collection

2.4.2.2 Description of the Students' Questionnaire

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2.4.3 Questionnaires' Data Analysis and Interpretation

2.4.3.1 Students' Questionnaire Results

2.4.3.2 Teachers' Questionnaire Results

2.5 Interpretation of the Results

2.6 Recommendations and Suggestions

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### **2.1 Introduction**

The present chapter is mainly devoted to the practical part of this research work. It focuses on data collection, analysis, and interpretation. Also, it highlights the differences and similarities between the answers of the participants. It is, in actual fact, a case study about the impact of CALL instructions in English language teaching. To investigate this case, a schedule was implemented as an instrument for both students and teachers.

It also describes the tool used for data collection as well as the results of this research work. These results will enable the researcher to have a clear view about the hypotheses set before.

### **2.2 The Aim of the Research**

The research seeks to gain insight on the impact of CALL instruction in English language teaching of LMD students and teachers of English language at the University Centre Salhi Ahmed and investigate and evaluate the use of technology in language teaching and learning. Therefore, the data collected of the study aims at the following:

- Figure out how can CALL tools be used to improve English language teaching and learning
- The role of teachers in the applications of CALL instructions in the classroom.

### **2.3 Participants**

At the University Center Salhi Ahmed in Naama, Algeria, the sample for the study consisted of 47 LMD students and 6 teachers. For the purpose of representativeness and generalization, they were randomly chosen. Students between the ages of 19 and 33 were selected as study participants for a variety of reasons. These include the researcher's ability to quickly contact them and consideration of their ages and the number of years they spent studying English.

Since this study focuses on the impact of CALL instruction in English language teaching, the main objective of working with EFL teachers is to examine their perspectives on how learning inside the classroom through CALL tools might help their students to overcome the challenges they confront inside the classrooms. Because they are

more knowledgeable about this skill and can draw more findings about the subject under discussion, EFL teachers of different modules were chosen.

### 2.4 Research Instruments

In order to accomplish the goals of this study, the researcher opted for the use of a schedule to conduct the present work. Only one research tool was used during the investigation. English language students and professors at the Salhi Ahmed University Center were given a questionnaire to find out how Call instruction in English language teaching effect their teaching and learning.

#### 2.4.1 The Questionnaire

A questionnaire is a research instrument that consists of a series of structured or semi-structured questions designed to collect data from individuals or groups. It is used to gather information, opinions, attitudes, or behaviors related to a specific topic or research objective. The primary purpose of a questionnaire is to obtain quantitative or qualitative data by asking respondents to provide their responses to the questions. It can be administered through various methods such as paper-based surveys, online surveys, or face-to-face interviews. To ensure the effectiveness of a questionnaire, careful consideration must be given to its design. This involves formulating clear and concise questions that are easy for respondents to understand and answer. The questionnaire should also include appropriate response options that cover the range of possible answers (Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. 2012).

The researchers made use of different types of questions which are mainly close-ended and open-ended questions. The first type displays a set of suggested answer options, while the second type asks the participants to answer as they want.

- Close-ended questions:

Eg: How comfortable do you feel when do you use technology in your language teaching?

- o Very comfortable
- o Somewhat comfortable
- o Not very comfortable

- o Not at all comfortable
- Open-ended questions:

Eg: How have learning platforms enhanced your teaching and student learning?

### 2.4.2 Data Collection and Design

The research design is said to be the framework of research. This research work represents a case study which helps the researcher by facilitating the process of linking the collected data and the conclusions so as to build a coherent and cohesive investigation. Therefore, this part of the chapter spotlights on how the data collection was indicated. It also denotes and gives further explanation on the content of the research questionnaire.

#### 2.4.2.1 Administration of Data Collection

For the sake of achieving the purpose of the present study and reach the conclusions, the schedule was submitted to thirty (47) English students at the University Centre Salhi Ahmed, and six (6) questionnaires were given to English teachers. It consists of fifteen (15) questions to know the impact of CALL instruction in English language teaching for both teachers and students.

#### 2.4.2.2 Description of the Students' Questionnaire

A questionnaire with fifteen questions was given to the participants to complete (see the Appendix).

The schedule items belong to four main categories:

It first starts by asking the participants about their age, gender, and level of English proficiency in order to gain a general understanding of the participants. Then the second category (part two) is concerned with Attitudes Toward Technology in

Language Learning. It includes two questions: the first is close-ended question students must select one response from: very comfortable, somewhat comfortable, not very comfortable, and not at all comfortable. And for the second and third questions

students were given an open-ended question to respond to in the second and the third questions.

The third category (part three) is concerned with the use of technology in language learning. It includes two questions (close-ended questions). Students must select one response from: almost every day, 2-3 times per week, once a week, rarely, and never to all questions.

The fourth category (part four) is concerned with Impact of CALL on Language Learning. It includes three questions. The first question is close-ended question students must select one response from yes, no, don't know. And for the second and third questions students were given an open-ended question to respond to in the second and the third questions.

### **2.4.2.3 Description of Teachers' Questionnaire**

A questionnaire with fifteen questions was given to the participants to complete (see the Appendix).

The schedule items belong to four main categories:

It first starts by asking the participants about their age, gender, and years of teaching experience in order to gain a general understanding of the participants. Then the second category (part two) is concerned with attitudes toward technology in language teaching. It includes two questions: the first is close-ended question teachers must select one response from: very comfortable, somewhat comfortable, not very comfortable, and not at all comfortable. And for the second and third questions teachers were given an open-ended question to respond to in the second and the third questions.

The third category (part three) is concerned with the use of technology in language teaching. It includes five questions, the first and second questions are close-ended questions. Teachers must select one response from: almost every day, 2-3 times per week, once a week, rarely, and never. The third question is yes/no question. And for the fourth and fifth questions teachers were given an open-ended question to respond.

The fourth category (part four) is concerned with Impact of CALL on Language teaching. It includes four questions. The first question is close-ended question teachers must select one response from yes, no, don't know. And for the second, third, and fourth questions teachers were given an open-ended question to respond.

### 2.4.3 Questionnaires' Data Analysis and Interpretation

This section will present the collected results of the teacher's questionnaire and the student's as well as their interpretation.

#### 2.4.3.1 Students' Questionnaire Results

forty-seven students of English at the English department of At the University Centre Salhi Ahmed in Naama, Algeria have answered the questionnaires. In the nextpart, the researcher shows the findings of the questionnaire.

##### Part one: Respondent's Profile:

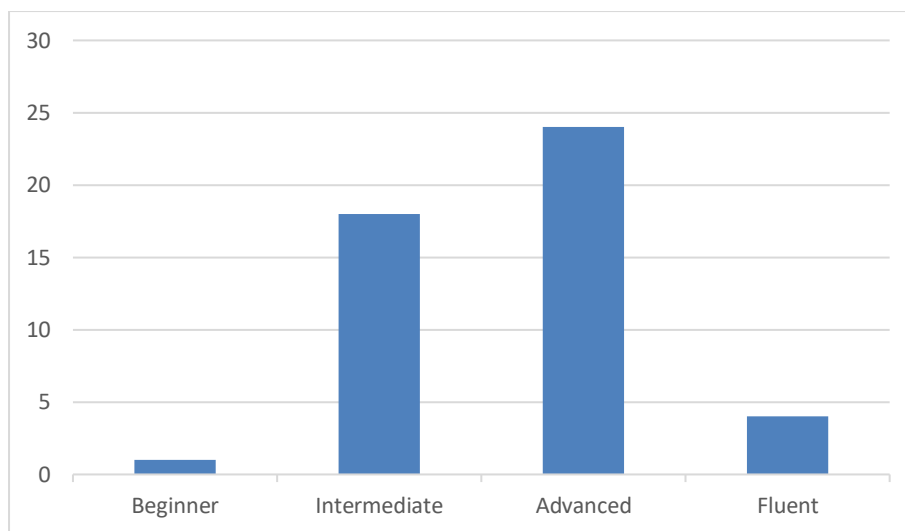
**Questions 01 and 02:** The two questions are concerned with students' age and gender. The following table represents the findings

Gender		Age
Female	Male	Ranged from 19 to 33
36	11	
76.6%	23.4%	

**Table 2-01:** Respondents' Gender and Age

The table reveals that female students are more than male with 35 (76.6%) females and 11 (23.4%) males, and their ages ranged from 19 to 33 which means that they are mature enough to understand the questionnaire's questions.

##### Questions 03: Level of English Proficiency

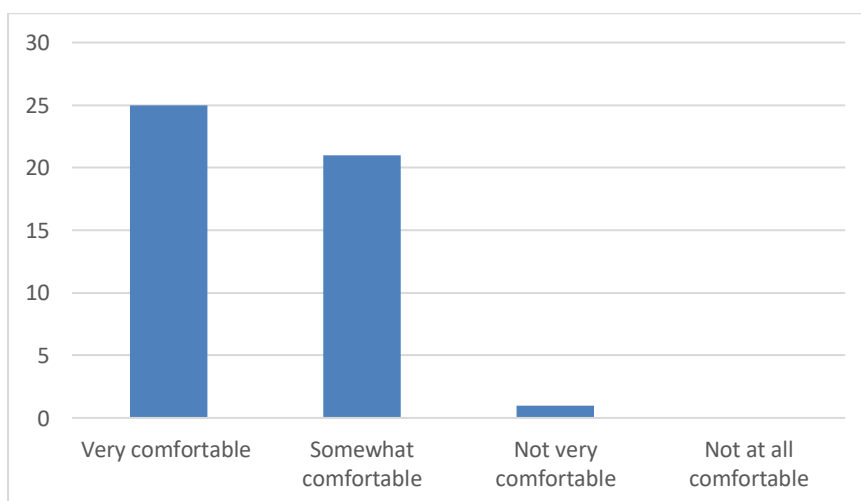


**Figure 2- 01:** level of English Proficiency

The purpose of this question was to know the level of English proficiency of each student. The results showed that there is diversity in their levels. 4 students (8.5%) said they are fluent in English, 24 students (51.1%) said they are advanced in English, 18 students (38.8%) students said that their level in English is intermediate, and 1 student (2.1 %) reported that he is a Beginner in English.

**Part Two:** Attitudes Toward Technology in Language Learning

**Questions 01:** How comfortable do you feel when do you use technology in your language learning?



**Figure 2-02:** Comfort Level with Technology Use in Language Learning

The purpose of this question was to know how comfortable the learners are with using technology in their language learning. From the Figure shown above, more than half of students 53.2% are comfortable with using technology in their language learning, 44.7%



are somewhat comfortable, 1 student (2.1%) is not very comfortable with using technology in language learning, and none of the participants said they are not at all comfortable with using technology in language learning.

**Questions 02:** What do you think are the advantages of using technology for language learning?

Since this was an open question, most of the students answered that the use of technology in language learning has many advantages. Some of the advantages are:

Making the lesson clearer, Development of the speaking skill, it makes it easier to research a given topic, it allows the students to become more independent learners. Interesting, motivated, optimal use for learning time. Provide teachers with an opportunity to connect with their students in new way, It facilitates the process of learning everywhere and everywhen, saving efforts and money, and it is more flexible, and enjoying.

**Questions 03:** What do you think are the disadvantages of using technology for language learning?

Also since this was an open question, most of the students answered that the use of technology in language learning has many disadvantages. Some of the disadvantages are:

The majority of students agree about distraction, laziness, wasting time, dependence on technology, neglect to be creative and do their touch in every work, and disconnecting student from social relationships.

### **Part Three:** Use of Technology in Language Learning

**Questions 01:** How often do you use technology for language learning?

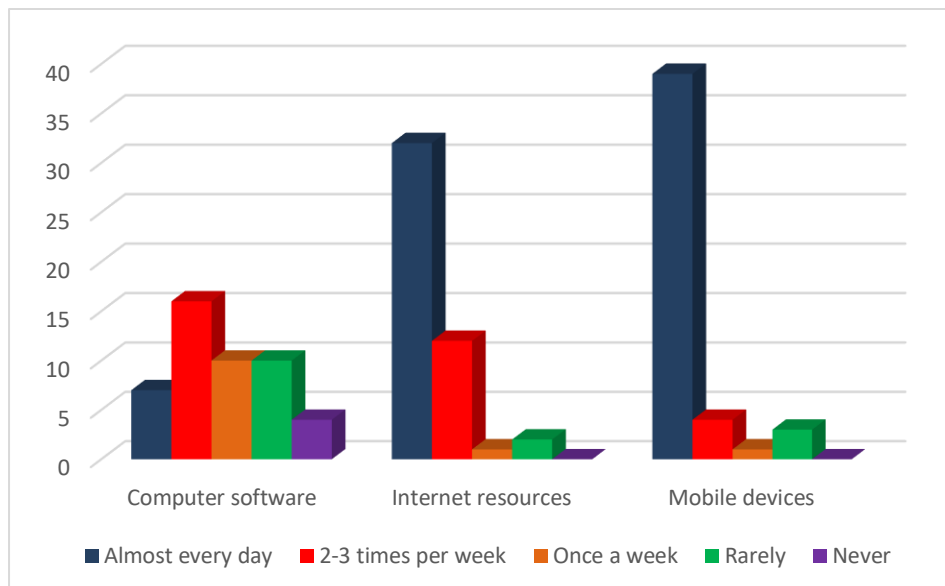
statements	Number	Percentage
Almost every day	21	44.7%
2-3 times per week	18	38.3%

Once a week	5	10.6%
Rarely	3	6.4%
Never	0	0%

**Table 2-02:** Technology usage in language learning

The above table shows how often student use technology in language learning. The results showed that 21 of students (44.7%) use technology almost every day, 18 of them (38.3%) use it 2-3 times per week, 5 student (10.6%) said they use technology once a week, and 3 student (6.4%) rarely use technology in language learning.

**Questions 02:** How often do you use the following types of technology for language learning?



**Figure 2-03:** Frequency of Technology Usage for Language Learning by Type

The purpose of this question was to know what type of technology students use in their language learning. The results from this question show that:

When comes to computer software only 7 students said they use computer software almost every day, 16 students use computer software 2-3 times per week, 10 students rarely use computer software, other 10 students use computer software once a week, and 4 students said they never use computer software in their language learning.

As for internet resources, 32 students said they use it almost every day, 12 students use internet resources 2-3 times per week, one student uses internet resources once a week,

and 2 students rarely use it in their language learning.

Finally, mobile devices the majority of students use mobile devices (39 students) almost every day, 4 students said they use mobile devices 2-3 times per week, and 3 students never use mobile devices in their language learning.

**Part Four:** Impact of CALL on Language Learning

**Questions 01:** In your opinion, has using technology in language learning improved your English proficiency?

Options	Number of answers	Precent
Yes	45	95.7%
No	0	0%
Don't know	2	4.3%

**Table 2-03:** Effectiveness of Technology in Improving Students' English Proficiency

The above table shows that the majority of 45 students (95.7%) agree that using technology in language learning improved their English proficiency, and 2 students (4.3%) said they don't know if that using technology in language learning improved their English proficiency.

**Questions 02:** How do you think using technology in language learning has impacted your language learning experience?

Since this was an open question, the respondents showed that use of technology in language learning it is a good experience and had a positive impact on language learning. many students reported that due to technology they improved many skills especially through mobile applications, improved vocabulary, listening, reading and pronunciation. Bring more resources and made language learning more fun and flexible.

**Questions 03:** What, if any, challenges have you faced while using technology for language learning?

Also since this was an open question, a few students said they don't face any

challenges, but the majority of participants claimed that they face some challenges while using technology for language learning. Technical issues such as slow and lack of internet connectivity and lack of signal. The biggest challenge is the need to pay for courses on most educational platform's difficulty accessing to them. lack of human interaction, distractions from other online content and being addicted to the phone. Also, student mention one of most important challenge is the right source of information and the honesty of the educational web site.

### 2.4.3.2 Teachers' Questionnaire Results

Six teachers of English at the English department of At the University Center Salhi Ahmed in Naama, Algeria have answered the questionnaires. In the next part, the researcher shows the findings of the questionnaire.

#### Part one: Respondent's Profile:

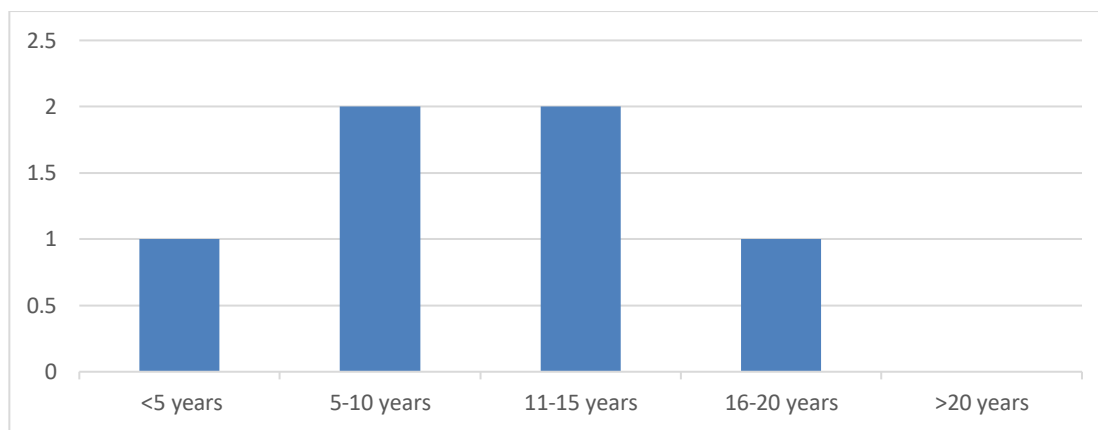
**Questions 01 and 02:** The question is concerned with teachers' age and gender. The following table represents the findings

Gender		Age
Female	Male	Ranged from 29 to 41
4	2	
67%	33%	

**Table 2-04:** Teachers' Gender and Age

The table reveals that female teachers are more than male with 4 (67%) females and 2 (33%) males, and their ages ranged from 29 to 41 which means that they are mature enough to understand the questionnaire's questions.

#### **Questions 03:** Years of teaching experience

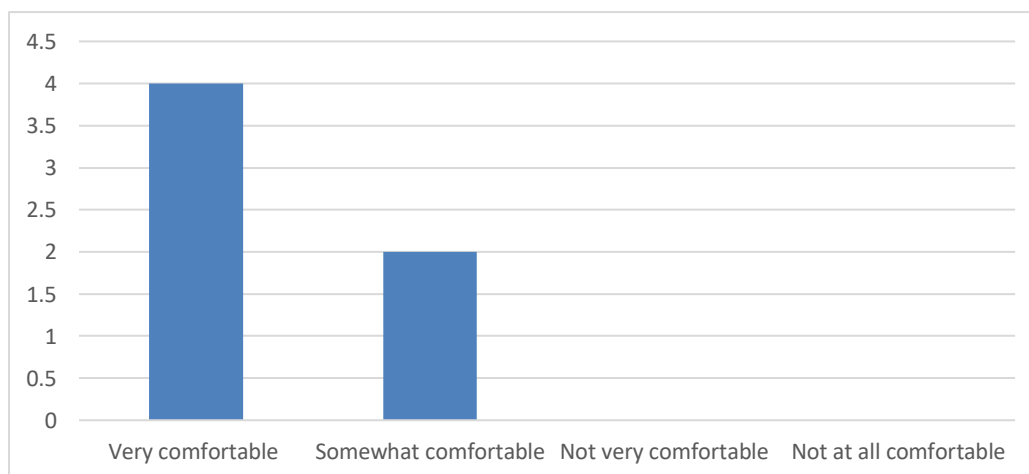


**Figure 2-04:** Years of Teaching Experience

The purpose of this question was to know Years of teaching experience of each teacher. The results showed that 2 teachers have teaching experience from 11 to 15 years, 2 teachers have experience from 5 to 10 years, 1 teacher have experience from 16 to 20 years, and 1 teacher have experience less than 5 years.

**Part Two:** Attitudes Toward Technology in Language Teaching

**Questions 01:** How comfortable do you feel when do you use technology in your language teaching?



**Figure 2-05:** Comfort Level with Technology Use in Language Teaching

The purpose of this question was to know how comfortable the teachers are with using technology in their language teaching. From the Figure shown above, the majority of teachers 67% are comfortable with using technology in their language teaching, and 33% are somewhat comfortable.

**Questions 02:** What do you think are the advantages of using technology in language teaching?

Since this was an open question, most of the teachers answered that the use of technology in language teaching has many advantages. Some of the advantages are: Saving time and makes student motivated, facilitates the operation of research and easy access are the most common answers between the teachers.

**Questions 03:** What do you think are the disadvantages of using technology in language teaching?

Also since this was an open question, most of the teachers answered that the use of technology in language learning has many disadvantages. Some of the disadvantages are:

Makes students lazier and rely only on CALL tools which prevents students from thinking since they found every information easily and faster.

Big quantity of info makes students confused.

lack of training Some students may lack digital literacy.

**Part Three:** Use of Technology in Language Teaching

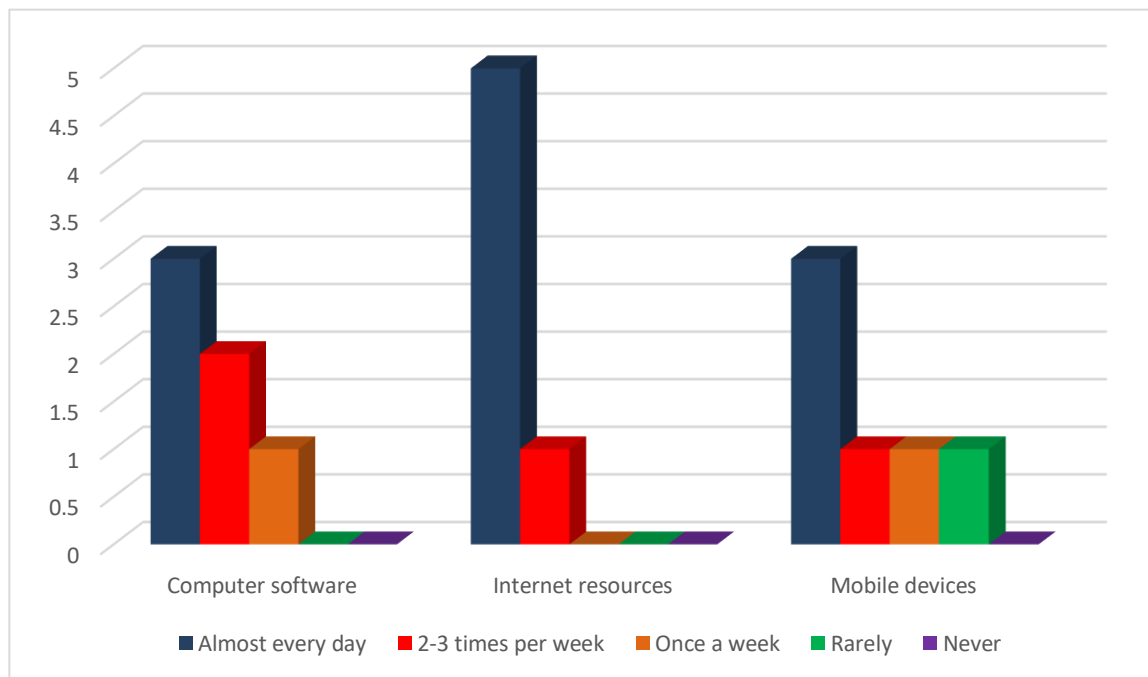
**Questions 01:** How often do you use technology in your language teaching?

statements	Number	Percentage
Almost every day	1	16.5 %
2-3 times per week	0	0 %
Once a week	4	67 %
Rarely	1	16.5 %
Never	0	0 %

**Table 2-05:** Technology usage in language Teaching

The above table shows how often teachers use technology in language teaching. The results showed that 4 of teachers (67%) use technology almost every day, and the rest 2 (33 %) teachers one of them use it almost every day while the other rarely use technology in his language teaching.

**Questions 02:** How often do you use the following types of technology in your languageteaching?



**Figure 2-06:** Frequency of Technology Usage for Language Teaching by Type

The purpose of this question was to know what type of technology students use in their language learning. The results from this question show that:

When comes to computer software 3 teachers use technology almost every day and 2 teachers use it 2-3 times per week and one teacher use it once a week.

As for internet resources, the majority of teachers (5) use technology almost every day and one teacher use it 2-3 times per week.

Finally, mobile devices 3 teachers said they use technology almost every day and one teacher use it 2-3 times per week, one teacher use it once a week and one teacher rarely use mobile devices for Language Teaching.

**Questions 03:** Have you used any computer-assisted language learning (CALL) tools or software in your English language teaching, such as language learning apps, websites, or programs or platforms?

Options	Number of answers	Percent
Yes	5	83 %
No	1	17 %

**Table 2-06:** Use of Computer-Assisted Language Learning Tools and Software in English Language Teaching

The above table shows that most of the teachers (5 teachers) have used and one teacher doesn't use computer-assisted language learning (CALL) tools or software in their English language teaching.

**Questions 04:** What challenges have you encountered when using CALL tools in your English language teaching?

Since this was an open question, most of the teachers stated that they faced challenges when they used CALL tools in their English language teaching, which are: Lack of internet connection, not all student has computers, using CALL tools lower teacher role and become unimportant, teachers not well informed they don't master using CALL.

**Questions 05:** Have you experienced any technical issues or difficulties when using CALL tools in English language teaching?

Since this was an open question. The results showed that most of the teachers have reported they experienced technical issues or difficulties when using CALL tools in their English language teaching.

#### **Part Four:** Impact of CALL on Language Learning

**Questions 01:** In your opinion, has using technology in language learning improved your English proficiency?



Options	Number of answers	Precent
Yes	5	83 %
No	0	0 %
Don't know	1	17 %

**Table 2-07:** Effectiveness of Technology in Improving Students' English Proficiency

The above table shows that the majority of 5 teachers (83%) agree that using technology in language learning improved their student's English proficiency, and 1 teacher (17 %) said he don't know if that using technology in language learning improved his students' English proficiency.

**Questions 02:** How have learning platforms enhanced your teaching and student learning?

Through this question the teachers stated that learning platforms enhanced their teaching and student learning because learning platforms save time and facilitates learning process and makes teachers staying in contact with students out of class which gives the teachers opportunity to send lectures to students to prepare them and prepare their questions, and help student to be aware of their lectures.

**Questions 03:** How do you think using technology in language teaching has impacted the language learning experience of your students?

The teachers stated that using technology in language teaching has impacted the language learning experience of their students they said technology impacted them positively and motivate them to research, give them some changes in performance, but also negatively when they found information easily and they don't know how to use it as it is (copy/ past).

**Questions 04:** What, if any, challenges have you faced while using technology for language teaching?

The results of this question showed that some teachers have faced challenges while using technology for language teaching, they mention that selecting suitable

resources and organizing the way of using technology is one of the challenges they faced and technical issues such as slow internet, lack of class materials in class, and some difficulties by students when using technology.

### 2.5 Interpretation of the Results

After analyzing the results obtained from the two schedules addressed by both teachers and students, we found that both teachers and students were comfortable with using technology in English classrooms but sometimes they faced issues and challenges with using it in the learning/teaching process.

**A) Students' results:** From students results, the most used CALL by students inside and outside the classroom are internet resources and mobile devices, most students use ICT tools Almost every day and 2-3 times per week, when comes to using technology in English language learning most of the students claimed that technology improved their English proficiency, especially through mobile applications, improved vocabulary, listening, reading and pronunciation which provide them opportunity to interact with native speakers.

The majority of students claimed that they face some challenges while using technology for language learning such as technical issues, slow and lack of internet, and the need to pay for courses which make it difficult for students to use CALL instructions in their English language learning.

**B) Teachers' results:** The most used CALL tools by teachers are internet resources and then computer software and mobile devices.

Saving time, facilitating the operation of research, and easy access are the most common answers among teachers. When it comes to the personal experience of the teachers with ICTs, all of the teachers faced some problems when working with CALL tools in their teaching process. The major problems are technical issues such as slow internet, lack of class materials in class, and some difficulties by students when using technology because not all student has computers. The majority of teachers agree that using technology in language learning improved their student's English proficiency.

They said technology impacted them positively and motivate them to research, giving them some changes in performance. They stated that technology enhanced their teaching

and student learning because technology helps them to save time and facilitates the learning process and makes teachers stay in contact with students outside of class which allows the teachers to send lectures to students to prepare them, and help student to be aware of their lectures.

### 2.6 Recommendations and Suggestions

Eventually, there is some recommendations are suggested to help both teachers and students to use Computer assisted language learning instruction in English classrooms:

- ✓ Awareness of the importance of technology in learning languages among students and teachers.
- ✓ Providing a suitable educational environment for technology use and offering guidance and support to learners and teachers ensures their full benefit from these educational tools.
- ✓ Teachers need to take appropriate training and engage with technology to overcome the lack of confidence and anxiety in order to fully benefit from technology and facilitate education.
- ✓ The administration should always provide internet connection, computers, and tablets for both the professor and the students.
- ✓ Provide comprehensive training and professional development programs for teachers to integrate technology into teaching process.
- ✓ Teachers should not use technology in education until they ensure that all students have the ability to access and use technology.
- ✓ Teachers should use social media platforms to create online forums and collaborative groups. Students can participate in discussions, share ideas, and engage in activities with their teachers.
- ✓ Using English language apps on smartphones and laptops allows learners to practice and learn the language continuously and easily.
- ✓ Using online communication services, such as virtual Skype, WhatsApp and audio-visual chat, enables learners to communicate with native speakers from around the world and improve their language skills.

### 2.7 Conclusion

This chapter showed the data obtained from the analysis of the research instrument i.e., students and teachers' "questionnaire". In The current work the investigative and the analysis used were both quantitative and qualitative. This research aims at investigating the CALL instruction effect on the both process of teaching and learning English at Salhi Ahmed University Centre. It was found out that the majority of students and teachers value using CALL tools in their classrooms, as they increase student's motivation, provide them easy access to information, and allows them to communicate with their teachers and classmates. Therefore, the research hypotheses were confirmed.

# **GENERAL CONCLUSION**

# **GENERAL CONCLUSION**

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## **GENERAL CONCLUSION**

In the past decades, technology has developed significantly and expanded to enter all areas of human work, and it was necessary to introduce technology to raise and develop the level of education and make it easier for both teachers and students.

The present study aims at highlighting how using CALL tools in English classrooms can enhance the education process for both teachers and students in order to learn how teachers and students at the University Centre Salhi Ahmed in Naama use technology in their English classroom, the collected data are analyzed both qualitatively and quantitatively method.

Therefore, this research work was made of two main chapters.

The first one was more concerned with the theoretical grounding of the study. It first started by mention the use of technology in English classrooms, reasons, advantages, and challenges of using it. Then the researchers talked about CALL, advantages and disadvantages, difficulties, and future of CALL, as well as impact of CALL on teachers, finally attitude of student toward using CALL.

The second chapter, on the other hand, dealt with the practical part of this research the impact of CALL instructions in English language teaching. At the University Centre Salhi Ahmed and their teachers answered a questionnaire and their answers gave the researchers an overview about how technology impacted their learning/ teaching process. Also, the results revealed that both teachers and students agree that using technology has affected the language learning experience.

Due to the use of an exploratory case study, the researchers were authorized to gather data and thus the two hypotheses set before were confirmed. The obtained results demonstrated that both teachers and students agree that using technology has impacted the language learning experience (this has confirmed the first hypothesis). Also, the results revealed that, teachers' and students' attitudes towards CALL

## **GENERAL CONCLUSION**

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instruction may evolve over time as technology continues to evolve (this confirmed the second hypothesis).

Also, this research helped the researchers to detect the University Centre Salhi Ahmedin Naama students and teachers' problems of using CALL, the major problems are technical issues such as slow internet, lack of class materials in class, and some difficulties by students when using technology because not all student have computers.

This humble research work, with all its positive points and limitation as well, issaid to be a good helpful start for further research works in the future. Other investigators may consider its main ideas to work, for instance, on other linguistic processes such as CALL in different skills.

With no doubt, limitations differ from one study to another. In this research work, the main obstacle was the sample size which is limited because some teachers have not responded their emails, and the contribution of students was also limited in filling in their questionnaire because the majority were at home in Ramadan.

To sum up, in the light of the previous discussion, the impact of CALL in English language teaching has been significant, providing learners with new opportunities, making the learning process more engaging and interactive, and improving learners' motivation, confidence, and autonomy. But also, it is highly challenging for both teachers to integrate technology in their classrooms with the difficulties and challenges it entails, which they must overcome first.

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# Appendices

# Appendices

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## Appendix I: Students' Questionnaire

We are conducting this research aiming at exploring the impact of CALL instruction on English language teaching. This work cannot be achieved without your contribution, thank you for being part of our study. You are kindly asked to answer the questions bellow and to tick where appropriate. This schedule is anonymous and its collected data will be private so please feel free to answer as honest as possible.

### Part one: Respondent's Profile:

1. Gender:      a. Male                            b. Female     

2. Age:

3. Level of English Proficiency:

a. Beginner     

b. Intermediate     

c. Advanced     

d. Fluent     

### Part Two: Attitudes Toward Technology in Language Learning

1. How comfortable do you feel when do you use technology in your language learning?

a. Very comfortable     

b. Somewhat comfortable

## Appendices

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c. Not very comfortable

d. Not at all comfortable

2. What do you think are the advantages of using technology for language learning?

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3. What do you think are the disadvantages of using technology for language learning?

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### Part Three: Use of Technology in Language Learning

1. How often do you use technology for language learning?

a. Almost every day

b. 2-3 times per week

c. Once a week

d. Rarely

e. Never

## Appendices

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2. How often do you use the following types of technology for language learning?

A. Computer software

I. Almost every day

II. 2-3 times per week

III. Once a week

IV. Rarely

v. Never

B. Internet resources

I. Almost every day

II. 2-3 times per week

III. Once a week

IV. Rarely

v. Never

C. Mobile devices (e.g., tablets, smartphones)

I. Almost every day

II. 2-3 times per week

III. Once a week

IV. Rarely

v. Never



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## Part Four: Impact of CALL on Language Learning

1. In your opinion, has using technology in language learning improved your English proficiency?

a. Yes                       No                       c. Don't know

2. How do you think using technology in language learning has impacted your language learning experience?

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3. What, if any, challenges have you faced while using technology for language learning?

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**Thanks for your collaboration**

# Appendices

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## Appendix II: Teachers' Questionnaire

We are conducting this research aiming at exploring the impact of CALL instruction on English language teaching. This work cannot be achieved without your contribution, thank you for being part of our study. You are kindly asked to answer the questions bellow and to tick where appropriate. This schedule is anonymous and its collected data will be private so please feel free to answer as honest as possible.

### Part one: Respondent's Profile:

1. Gender:      a. Male                            b. Female     

2. Age:

3. Years of teaching experience:

a. <5 years                     

b. 5-10 years                     

c. 11-15 years                     

d. 16-20 years                     

e. >20 years                     

### Part Two: Attitudes Toward Technology in Language Teaching

1. How comfortable do you feel when do you use technology in your language teaching?

a. Very comfortable                     

b. Somewhat comfortable

## Appendices

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c. Not very comfortable

d. Not at all comfortable

2. What do you think are the advantages of using technology in language teaching?

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3. What do you think are the disadvantages of using technology in language teaching?

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### **Part Three:** Use of Technology in Language Teaching

1. How often do you use technology in your language teaching?

a. Almost every day

b. 2-3 times per week

c. Once a week

d. Rarely

e. Never

## Appendices

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2. How often do you use the following types of technology in your language teaching?

A. Computer software

I. Almost every day

II. 2-3 times per week

III. Once a week

Iv. Rarely

v. Never

B. Internet resources

I. Almost every day

II. 2-3 times per week

III. Once a week

Iv. Rarely

v. Never

C. Mobile devices (e.g., tablets, smartphones)

I. Almost every day

II. 2-3 times per week

III. Once a week

Iv. Rarely

v. Never

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3. Have you used any computer-assisted language learning (CALL) tools or software in your English language teaching, such as language learning apps, websites, or programs or platforms?

a. Yes

b. No

4. What challenges have you encountered when using CALL tools in your English language teaching?

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5. Have you experienced any technical issues or difficulties when using CALL tools in English language teaching?

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### **Part Four:** Impact of CALL on Language Teaching

1. In your opinion, has using technology in language teaching improved the language proficiency of your students?

a. Yes

b. No

c. Don't know

## Appendices

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2. How have learning platforms enhanced your teaching and student learning?

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3. How do you think using technology in language teaching has impacted the language learning experience of your students?

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4. What, if any, challenges have you faced while using technology for language teaching?

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**Thanks for your collaboration**