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The Effectiveness of CALL in the Palestinian Schools

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Abstract

This study aimed at investigating the effect of CALL on primary school learners' achievement in reading comprehension. It also investigated the effect of CALL on the learners' attitude in four areas: The importance of computer and Internet in learning, their attitudes toward using the computer and Internet in learning, the role of computer and Internet is improving the learners' language skills, and learners' anxiety towards using computers and the Internet. It also examines whether the availability of the computer, the Internet access, and the number of hours of using computer and Internet affect learners' attitudes and achievement. Finally, it investigates whether gender has an effect on the achievement or attitude in using CALL. The participants of the study are 265 EFL students of the eighth and tenth grades in Hebron; 127 females and 138 males. Their native language is Arabic. Two schools from the four schools participating in the experiment were chosen: one for boys and the other is for girls to form the experimental groups of 131 participants. The other two boys' and girls' schools form the control group of 134 participants. Results of the study which were collected through pre and post questionnaires and pre and post tests show that CALL affects EFL learners' achievement and attitudes in the four dimensions positively. Besides, attitudes and achievement aren't affected by gender. Therefore, results revealed that there were no statistically relationship between the attitudes of the students and their achievement due to gender.

Keywords: Reading, motivation, CALL, anxiety, interaction

Introduction

Computers and Internet play a great role in the modern way of life. No doubt that they have changed the way people work, learn, communicate, and play. Therefore, computers and Internet, are used by learners, teachers, and researchers "as a learning tool all over the world, as well as by individuals at home to study, work and entertain" (Gündüz, 2005, p.195). Therefore, the great relationship of computers with language learning is undeniable. The sensible integration of computers and language learning can produce rewarding results in language learning (Jayachandran, 2007). These results could be achieved by enabling learners to organize and process their knowledge at the touch of keyboard and mouse buttons.

Therefore, there is a need for investigating and studying this new approach of learning, especially its effectiveness in language learning.

What is CALL?

Computer Assisted Language Learning (CALL) is an educational field related to the role of technologies in language learning. There are various different terms related to this theme like Computer Assisted Instruction (CAI), and Computer Mediated Communication (CMC), with delicate differences among them (Farrah & Tushyeh, 2010).

CALL is considered as a language teaching approach. Computers, which form a basis for this approach, have been used for language teaching since the 1960's. This period -from the 1960's until now- is divided into three main stages according to the level of technology and pedagogical theories: behaviorist CALL, communicative CALL, and integrative CALL (Warschauer & Healey, 1998).

Statement of the Problem

We live in the age of technology where computers lie in its core, not only in our daily life but also in our way of teaching. Besides, there is increasingly more emphasis on integrating various technologies into various ways of teaching. Consequently, computers are becoming more and more an essential tool of in-class learning instrumentation, and out-of-class learning with a great significance for what they offer in language learning. Despite CALL effectiveness and spread, it is not widely used in the Palestinian schools. Of course there are a lot of challenges for learners and teachers that hinder using computers, but there should be more effort towards integrating such technologies in our new way of teaching. Therefore, the effectiveness of integrating CALL programs in our way of learning has to be ensured beforehand to remove the controversy which swirls around the serious integration of computers, compared to the traditional methods and techniques of language learning. There are a number of questions that were raised about the effects of computers, like: Can schools improve their teaching effectiveness by implementing CALL? Shall our Ministry of Education invest more heavily in technology for our schools? How can schools use computers beneficially? Thus, this study can be considered as a part of this recent trend of integrating computers in language learning.

Purpose of the Study

This study attempts to serve a number of purposes. They are the following:

1. To investigate whether there is a significant difference in the attitudes between the experimental and control group in the four areas (CALL importance, attitudes towards CALL, language skills, and anxiety towards CALL).
2. To investigate whether there is a significant difference for the group's attitudes due to the use of the computer at home, having Internet access, and the number of hours used for academic purposes.
3. To examine the effects of using CALL on the achievement of EFL students in reading comprehension.
4. To investigate whether there is a significant difference for the group's achievement in the post test due to the use of the computer at home, having Internet access, and the number of hours used for academic purposes.
5. To investigate whether there is a correlation between learners' attitudes towards CALL and their level of achievement in reading comprehension.
6. To find out the general attitudes of primary school EFL students towards CALL in reading skill?

Research Questions

Thus, the present study investigates the following research questions:

1. Is there a significant difference in the attitudes between the experimental and control groups in the four dimensions (CALL importance, attitudes towards CALL, language skills, and anxiety towards CALL)?
2. Is there is a significant difference in the group's attitudes due to the use of the computer at home, and having Internet access?
3. What are the effects of using CALL on the achievement of the EFL students in reading comprehension?
4. Is there is a significant difference for the group's achievement in the post test due to the use of the computer at home, and having Internet access?
5. Is there a correlation between learners' attitudes towards CALL and their level of achievement in reading comprehension?
6. What is the general attitude of primary school EFL students towards CALL in reading skill?

Significance of the Study

To the best of the researchers' knowledge, this study is among the first to be conducted in the Palestinian context. The researchers were looking forward to coming up with conclusions that help the teachers in the field, the Directorate of Education, and The Ministry of Education in Palestine. The researchers aimed at providing them with some of the needed information about the effectiveness, problems, and challenges in using CALL as a new way of learning in our schools, especially in this technological era where computers have become widespread not only in our schools, but also in most of our homes. Besides, their uses have expanded noticeably and teachers can't abandon them in many of their applications related to their job.

Literature Review

This section provides a brief historical background about CALL, the theoretical framework of CALL, its advantages, and a literature review of some of the empirical studies that used it.

History of CALL

The use of computers started from 1930s. Large computers were used during World War II to guide missiles and for cryptography (Last, 1992). In 1940s they were used for machine translation. Because of the development of computers and programming in 1950s and 1960s, linguists used computers for text analysis (Last, 1992). The Brown electronic corpus of Standard American English which consisted of about one million words was carried out during this time (Fotos & Browne, 2004).

During 1950s, computers were first used in learning in the USA. They had limited use in language learning. The use of the term Computer Assisted Language Learning (CALL) was coined around 1981 (Davies, 2003). However, it was agreed to use this term during the Teachers of English to Speakers of Other Languages (TESOL) conference in 1983, where it was decided to use CALL in the field of using technology in language teaching and learning (Chapelle, 2001).

Theoretical Framework of CALL

Over 30 years after the 1960s, and side by side with the development of computers, CALL has been developing gradually. This development can be categorized into three phases: behavioristic CALL, communicative CALL, and integrative CALL (Farrah & Tushyeh, 2010; Warschauer, 1996). The first generation of CALL programs was based on the behavioristic learning method, where the computer was used as a tutor with repetitive language drills (Warschauer and Healy, 1998). CALL in this phase is based on habit formation which is based on structural linguistics and the audio-lingual method, and its programs were considered as a supplement to the learning process not as a replacement (Richards and Rodgers, 2001).

The second phase of CALL, communicative CALL, started in the late 1970s. It focused on meaning rather than formal instruction (Richards & Rodgers, 2001). Supporters of the communicative approach emphasize that activities based on computers have to concentrate on the function of the form more than the form itself (Jones and Fortescue, 1987).

Some of the communicative CALL applications were deficient in providing the learners with the needed feedback to improve their proficiency (Kern and Warschauer, 2000). The criticism towards communicative CALL, and the improvement of CALL programs and computers development, paved the way to the transmission of CALL to the third phase, i.e. integrative CALL in the early 1990s. This phase witnessed different models of CALL programs, which were based on a cognitive model of language learning leading to stimulating learners' "motivation, critical thinking, creativity, and analytical skills rather than the achievement of a correct answer or the passive comprehension of meaning" (Richards & Rodgers, 2001. p. 6); (Healey & Johnson, 1995). Integrative CALL is the last stage where the learning process moved to a sociocognitive view that emphasizes the use of language in an authentic context by

integrating the four skills of language learning in technology more fully into the language learning process, in an authentic environment (Warschauer & Healey, 1998).

Advantages and Limitations of CALL:

A number of researchers discussed the advantages and limitations of CALL. First of all Ehsani and Knodt (1998) mentioned that CALL programs enabled learners to communicate authentically with others, and got them feel empowered and fearless of contacting others. Stepp (2002) found that it improved the mastery of basic skills, more learner-centered process, and contributed to the learning process. These elements contributed to critical thinking skills and better recall. Jayachandran (2007), Steinberg, (1990), and Yaakub (1998) state that computers help learners find and check their answers and learn from their mistakes. The immediate feedback given by CALL programs helps them to analyze patterns in the language and increases their motivation in learning. Thus, with CALL methods, learners learn more words with their usage at their own pace and in their own time using their own learning strategies. Moreover, learners also have computer literacy which helps them in future career which is considered as a vital requirement in this technological era.

A number of researchers also discussed the limitations and disadvantages of CALL. First of all, Gips et al. (2004), Vi (2005), Lai and Kritsonis (2006) discuss the financial barrier. Setting up computers and its requirements and facilities are expensive. This issue forms an obstacle for its benefits, not only for institutions but also for the learners themselves. Besides, the financial barrier includes the cost of the training courses needed for the teachers. The use of the computer and CALL programs requires training for both teachers and learners. Roblyer (2003), (cited in Lai & Kritsonis, 2006), says, that if we lack the needed training and familiarity with computer programs and applications by the students and their teachers, the benefits and aims of CALL cannot be fulfilled. Besides, as Gündüz (2005) says, when establishing a computer laboratory, it would be impossible for it to be renewed for many years. Steinberg (1990) cited in Yaakub (1998) mentions other limitations related to CALL methodology. First of all, the communication mode of CALL is visual. There is no use for physical modes, like using body language or gestures to encourage learners to respond or to give approval or disapproval. Furthermore, CALL programs lack flexibility in judging the learners' answers; they cannot differentiate between similar meanings of responses. Besides, as Warschauer (1996) says, CALL programs cannot deal with learners' response in the speaking skill like dealing with the other skills, so the learner's speaking skills cannot be evaluated or corrected.

Empirical Studies

Various research studies have investigated the effect of CALL on EFL learners' attitudes and reading comprehension.

Little research has been done on the effect of CALL on EFL school learners' attitudes and achievement in reading comprehension in Palestine. One of these studies was empirical study conducted at university level by Farrah and Tushyeh (2010). It investigated the differences in the

attitudes of the English majors towards computer anxiety, importance, use, and productivity. Besides, it investigated the effect of using CALL on improving the reading skill. Results of the study revealed that the participants showed improvement in their attitudes, productivity, computer importance, reading skills and proficiency. In addition to that, the results showed that using CALL increased the participants' improvement in reading motivation, self-confidence, and decreased their feeling of anxiety. Similar results were shown in Faqha (2002) who found that using CD-ROM based software had a significant positive effect on the students' achievement in the class learning. Besides, there was no difference related to gender. Likewise, Abbas (2008) examined the importance of utilizing modern technology in enhancing learning in general, and English language teaching in particular. She described two experiments in the field; co-project which was running a training course in English language teaching through videoconferencing, and "Remedial English" course. Results showed that using technology in teaching is a favorable thing. Besides, implementation of such projects is encouraging for the teachers to increase their knowledge in online learning.

Many studies have been conducted in the Arab countries related to CALL and its effects on the attitudes and achievement in reading comprehension with different results. Bulut and AbuSeileek (2009) investigated first year students' attitudes in the English department at King Saud University towards CALL. Results showed that there are positive attitudes towards CALL and the usefulness of its activities. However, the results showed that there is no relationship between the participants' attitudes and their achievement. In another study, Al-Jarf (2007) investigated the effects of using the web-based course on the reading skills combined with traditional in-class reading instruction in King Saud University. Results showed that this combination improved reading achievement. Besides, participants reported that online reading is useful and fun. Moreover, results showed that there was a correlation between the frequency of using online learning and their achievement. This is in line with Marzban (2008) who investigated the impact of using CALL on the female intermediate students' comprehension. Results showed that using CALL can improve the students' quality of reading comprehension. Finally, Ali (2004) investigated the effectiveness of using CALL to improve undergraduate Arab learners' reading skill in English. Results showed that CALL had a positive effect on reading. Besides, participants who used CALL in reading had a positive impact on their achievement regardless of their initial attitudes.

A lot of international studies have been conducted investigating CALL and its effects on the attitudes and achievement in reading comprehension with various results. First of all, Coiro (2008) investigated the relationship between adolescents' attitudes towards reading on the internet, the frequency of using internet, and online comprehension achievement. Besides, she investigated possible gender differences among 120 7th grade participants. She found that there was a correlation between online reading attitudes and online reading comprehension ability. Moreover, there was a correlation between frequency of using the internet and online reading comprehension ability. Besides, she found that there were no differences related to gender in online reading ability or Internet Likewise, Lim (2004) reported that participants had positive

attitudes towards CALL. They understood their learning atmosphere, which offered collaboration and mutual support and interaction with interesting and useful materials and tasks. In a similar study, Arroyo (1992) examined the effectiveness of intensive use of computers on the reading achievement of elementary school learners. Results showed a statistically significant improvement in the reading achievement for the experimental group. Shaver and Wise (1990) reported that computers had an impact on early reading, and students were ready for formal reading instruction by computers. Moreover, students showed increased motivation and self confidence.

Methodology

This section describes the participants in the study as well as the validity and reliability of the instruments used for the experimentation.

Participants

The participants of the study are 265 EFL students of the eighth and tenth grades; 127 females and 138 males. Their native language is Arabic. They are from four schools in Hebron, two for boys, and two for girls. One boys' school and one girls' school were chosen to form the experimental group, while the other boys' and girls' schools form the control group. The experimental group was chosen upon the availability of the facilities to conduct the study. Table 3.1 shows the distribution of the participants according to the group, school, gender, and grade.

Table 1. ***Distribution of participants***

Group	School	Gender	Grade	Number	Total
Experimental group	Rushdiyyah	Female	8	55	131
	Shariyyah	Male	10	76	
Control group	Zainab	Female	8	72	134
	Taffouh	Male	10	62	
Total					**265**

Experimental Group

The study was conducted at two experimental schools in Hebron after having the needed permission to conduct the study. The first school is a governmental one named Rushdiyyah Muhtaseb School for Girls. The participants of the study were two sections (a, b) of the eighth grade of 55 students. They started studying English from the first grade. The researchers approached the principal of the school and the English teacher in order to facilitate conducting the research in the school. The researchers gave details about the research and its requirements, the setting of CALL class, and the needed efforts for implementing the experiment as an additional tool for teaching. Besides, Rocket Reader (see endnote (1)) application was installed onto the teacher's laptop, for it is the main application for reading. As an additional aid, the researchers provided her with some video materials about CALL classes, and PowerPoint slides. Moreover, she had some practical training classes on CALL to guide her in implementing the

experiment. The second school is a private one called Al-Shariyyah School for Boys. The participants were two sections of the tenth grade of 76 students. They started studying English from their first grade. The researchers chose this school because it contained the basic infrastructure needed for running such a study. This school was provided with an up-to-date computer lab of twenty computers all connected to one LAN, and to the Internet. In addition, the computer lab had an LCD projector with a white screen connected to the main computer. The final number of the participants of the two schools is 131.

Control Group

The control group schools were chosen randomly. They were as same as the experimental schools in gender and level. The researchers chose two schools in their research for the control group in order to make a balance between the number of males and females. The first one is Zainab School for Girls. Two classes from the eighth grade consisting of 72 participants were randomly selected to form the control group. They studied English from their first grade. The second one is Taffouh School for Boys. 62 tenth grade male students at Taffouh School for Boys, studied in two classes were selected randomly. They studied English from their first grade. All of them form 134 male and female participants. After having the needed permission from The Directorate of Education in Hebron, the researchers approached the principals and the two English language teachers in the two schools, and illustrated why and how those schools were chosen, and what their role was in the experiment. The teachers of the two schools used the traditional way of teaching without any changes, and without using computers.

Participants Equivalency

In order to make sure that the control and experimental groups are equivalent concerning using the computer and Internet for learning purposes learning, a t-test was carried out for the two groups to examine their attitudes using the pre-questionnaire as seen in Table 2.

Table 2. ***t-test for pre-general attitudes due to group***

Group Statistics					Independent Samples Test		
		N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Group	Control	134	3.50	0.41	262	0.30	0.76
	Experimental	130	3.50	0.50			

As shown in Table 2, there is no significant difference at ($\alpha \leq 0.05$) on pre-general attitudes questionnaire due to the group, which means that the two groups are equivalent concerning their attitudes towards using the computer and the Internet in learning.

Then, to investigate the equivalency of the two groups' attitudes in the four dimensions, the researchers conducted a t-test for Equality of Means for pre-attitudes in the four dimensions. Table 3 shows the results.

Table 3. ***t-test for pre-general attitudes in the four dimensions***

Group Statistics					Independent Samples Test		
Dimension	Group	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Pre Importance	Control Experimental	134 130	3.78 3.91	0.57 0.60	262	-1.74	0.08
Pre Attitudes	Control Experimental	134 130	3.47 3.46	0.60 0.60	262	0.16	0.88
Pre Language Skills	Control Experimental	134 130	3.71 3.74	0.57 0.77	262	-0.26	0.80
Pre Anxiety	Control Experimental	134 130	3.53 3.66	0.88 0.87	262	-1.25	0.21

As shown in Table 3.3, results show that there are no significant differences at ($\alpha \leq 0.05$) between the control and experimental groups in the four dimensions. This shows that the two groups are equivalent in their general attitudes in the four dimensions concerning using the computer and the Internet in learning EFL.

Likewise, in order to make sure that the control and the experimental groups are equivalent in their language competence, a t-test was carried out for the achievement in their pre-test results. Table 3.4 shows the results.

Table 4. ***t-test for the pre-test due to group***

Group Statistics					Independent Samples Test		
		N	Mean	Std. Deviation	df	t	Sig.(2-tailed)
Group	Control Experimental	134 131	4.45 4.66	1.75 2.46	263	-0.80	0.43

As can be seen in Table 4, there is no significant difference at ($\alpha \leq 0.05$) on pre-test results due to the group, which means that the two groups are quasi-equivalent. So, considering the pre-attitudes results and the pre-test results for the two groups which show no significant differences, we can consider that the results of the treatment which targets the experimental group show exactly the difference that happens and can be compared to the control group.

Attitudes Questionnaire Development and Content Validation

The questionnaire was prepared to get the quantitative data for the study. It checked the students' attitudes towards CALL, and obtained the needed demographic data about the participants. It was administered to the participants in the experimental and control groups before and after conducting the study. The draft of the questionnaire was adopted and adapted from

various resources: (Awad 2010; Farrah & Tushyeh, 2010; Chudasama, et al., 2009; Osodo et al., 2010; Despotakis et al., 2007; Bryant and Shonkwiler, 2004; Son, 1998; Howard et al., 1986; Loyd and Gressard, 1984). The questionnaire items were categorized into under four dimensions: computer and Internet importance, attitudes towards using computer and Internet, the role of the computer and the Internet in improving language skills, and the participants' anxiety towards using computers and Internet. It was given to two referees of the English Department at Hebron University and one from the Faculty of Education at Hebron University, too. They were requested to evaluate the suitability, clarity, and sufficiency of the items. After reviewing them, they gave the researchers their first remarks, and their comments and suggestions were taken into consideration (See Appendix no. 1). The final copy of the questionnaire consisted of two parts. The first part contained demographic data with 7 items. The second part consisted of 35 items. These items were divided into four dimensions:

1. Computer and Internet importance: it consisted of 8 items (1-8). They examined the extent of the participants' attitudes towards the computer and Internet importance in learning.
2. Attitudes: it consisted of 8 items, too (9-16). They examined the participants' specific attitudes towards using computer and Internet in learning, the extent of enjoyment, preference, and motivation.
3. Language skills: it consisted of 14 items (17-30). These items examined the participants' specific attitudes towards the role of the computer and the Internet in improving their language skills.
4. Anxiety: it consisted of 5 items (31-35). They examined the extent of the participants' anxiety towards using the computer and Internet in learning language.

A five-point Likert scale was utilized for rating the respondents from 1= strongly disagree to 5= strongly agree (5= strongly agree, 4=agree, 3=uncertain, 2=disagree, and 1= strongly disagree).

Reliability of the Questionnaire

The researchers conducted the reliability statistics for the questionnaire using Cronbach Alppha Coefficient for the control and the experimental groups. The result revealed that the Cronbach Alppha Coefficient of the questionnaire is (0.88), indicating a high degree of internal consistency.

Reading Texts Development and Validation

Two reading texts were chosen, adapted, approved and were given to the control and experimental groups; one at the beginning, and the other at the end of the study. These texts had to have the same level of difficulty, and they had to meet the students' level: the eighth and tenth graders. The results of the questionnaires and tests were analyzed by using the SPSS Program.

Results and Discussion

The results of the questionnaire are presented first, and then they are followed by the results of the post test.

Results of the Post Questionnaire

Question One: Is there a significant difference in the attitudes between the experimental and control group in the four dimensions (CALL importance, attitudes towards CALL, language skills, and anxiety towards CALL)?

First of all, the researchers investigated the effects of CALL on the experimental group's general attitudes after treatment. To see whether there is a significant difference at ($\alpha \leq 0.05$) in the general attitudes between the control and experimental groups, a t-test was carried out to analyze the answers of the post-general attitudes. The results are shown in Table 5.

Table 5. ***t-test for the post-general attitudes in all of thequestionnaire items due to group***

Group Statistics					Independent Samples Test		
		N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Group	Control	130	3.55	0.54	256	-4.19	0.001
	Experimental	128	3.83	0.54			

The result of Table 5 shows that there is a significant difference between the two groups at ($\alpha = 0.001$). Their means are (Control group=3.55, Experimental group=3.83), which indicate that using CALL affects the experimental group positively after the treatment.

Then, the researchers investigated the effects of using CALL on the experimental group's attitudes towards using CALL compared to the control group in the four dimensions. A t-test was used to see the dimensions that have significant difference at ($\alpha \leq 0.05$) between them. Table 6 shows the results.

Table 6. ***t-test for the post-attitudes in the four dimensions due to group***

Group Statistics					Independent Samples Test		
Dimension	Group	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Post Importance	Control	130	3.53	0.72	256	-3.60	0.001
	Experimental	128	3.84	0.64			
Post Attitudes	Control	130	3.38	0.72	256	-2.50	0.013
	Experimental	128	3.59	0.62			
Post Language Skills	Control	130	3.68	0.66	256	-3.13	0.002
	Experimental	128	3.94	0.68			
Post Anxiety	Control	130	3.48	0.70	256	-4.17	0.001
	Experimental	128	3.89	0.88			

Table 6 shows that there are significant differences at ($\alpha \leq 0.05$) for all dimensions between the control and experimental groups in their attitudes towards using CALL after treatment.

This is in line with the literature that shows that participants have positive attitudes towards CALL, as shown by (Farrah & Tushyeh, 2010; Bulut & AbuSeileek, 2009; Marzban, 2008; Al-Jarf, 2007; Taylor, 2006; Ali, 2004; Lim, 2004; Kramarski and Feldman, 2000; Son, 2003; Faqha, 2002; Porter, 2001; Caldrone et al., 1995; Arroyo, 1992; Shaver and Wise, 1990). These studies concluded that CALL is useful, fun, increases the learners' reading ability, supports comprehension, and raises their self-esteem.

The results are also in agreement with Farrah and Tushyeh (2010) who found that CALL increases motivation and confidence and decreases anxiety. Besides, CALL has a positive effect on the learners' attitudes towards computer's importance by improving their productivity, reading skills and proficiency. Similarly, this is also in line with the findings of Shaver and Wise (1990) who found that learners showed increased motivation to study and had self confidence.

Question Two: Is there is a significant difference for the group's attitudes due to the use of computers at home and having Internet access?

First of all, a t-test was carried out to see whether there is a significant difference for the group's attitudes due to using the computer at home. Table 7 shows the results.

Table 7. ***t-test for the post-general attitudes due to the using of computer at home***

Group Statistics					Independent Samples Test		
		N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Using computer at home	Yes	211	3.73	0.52	256	2.71	0.007
	No	47	3.49	0.68			

As can be seen clearly in Table 7, there is a significant difference at ($\alpha = 0.007$) for the post general attitudes towards CALL due to using the computer at home. The means are (Yes=3.73, No=3.49), which means that using the computer at home affects *Yes* group positively. Participants who use the computer at home have more positive attitudes towards CALL than the participants who don't use computers at home.

Moreover, to investigate whether there is a significant difference in the participants' general attitudes due to having Internet access at home, a t-test was carried out and the results are shown in Table 8.

Table 8. ***t-test for the post-general attitudes due to the Internet access at home***

Group Statistics					Independent Samples Test		
		N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Internet access	Yes	130	3.80	0.55	256	3.01	0.003
	No	128	3.59	0.55			

As can be seen clearly in table 8, there is a significant difference at (α =0.003) in the participants' general attitudes towards having Internet access at home. The means are (Yes=3.80, No=3.59), which means that having Internet access at home affects participants positively. Participants who have Internet access at home have more positive attitudes towards CALL than others.

Results of the Post Test

Question Three: What are the effects of using CALL on the achievement of the EFL students in reading comprehension?

In order to find the effects of using CALL on the achievement of the EFL students in reading comprehension, and to see whether there is a significant difference, a t-test was carried out to analyze the answers of the post-test, as shown in Table 9.

Table 9. ***t-test for the post-test due to group***

Group Statistics					Independent Samples Test		
		N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Group	Control	130	4.02	2.38	256	-8.19	0.001
	Experimental	128	6.39	2.26			

As can be seen in Table 9, there is a significant difference at (α = 0.001) due to group (experimental and control) in their achievement after conducting the study. Their means are (C=4.02, E=6.39) which means that the group under treatment achieved significantly higher than the control group. This indicates that using CALL for the experimental group improves their level of comprehension in reading more than using the traditional way of teaching without using the computer and the Internet.

These findings are in line with the literature studies from the literature such as (Farrah & Tushyeh, 2010; Marzban, 2008; Coiro, 2008, Al-Jarf, 2007; Taylor, 2006; Ali, 2004; Lim, 2004; Son, 2003; Faqha, 2002; Porter, 2001; Caldrone et al., 1995; Arroyo, 1992; Shaver and Wise, 1990) that reveal the positive impact of CALL on learners' achievement. They found statistically significant differences between experimental and control groups.

Question Four: Is there a significant difference for the group's achievement in the post test due to the use of computer at home and having Internet access?

First of all, in order to find out whether there is a significant difference in the post-test results due to using the computer at home, a t-test was carried out, and the results are shown in Table 10.

Table 10. ***t-test for the post-test due to the using computer at home***

Group Statistics				Independent Samples Test		
	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)

Computer at home	Yes No	211 47	5.21 5.15	2.59 2.67	256	0.14	0.89

As can be noticed in Table 10, there is no significant difference at ($\alpha \leq 0.05$) in the post-test results due to the using of a computer at home. After making a focus group to interpret this result, the members of the focus group came with the following indication: the presence and the use of the computer at home do not mean that it is used in learning. Learners may use it for various goals, for fun, playing games, watching movies and other things. So, the post-test's results are not necessarily affected by it.

Moreover, to find out whether there is a significant difference in the post-test results due to the presence of Internet access at home, a t-test was carried out, and the results are shown in Table 11.

Table 11. ***t-test for the post-test results due to the Internet access at home***

Group Statistics					Independent Samples Test		
		N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Internet access	Yes No	130 128	5.71 4.68	2.55 2.57	256	3.23	0.001

As can be seen clearly in Table 11, there is a significant difference at ($\alpha = 0.001$) for the post-test results due to the presence of Internet access at home. The means are (Yes=5.71, No=4.68) which means that having Internet access at home affects participants positively. Students who have Internet access at home have better results in the post-test than the others.

These results are in line with Porter's 2001 study, which confirms that the Internet made the tasks and activities of reading comprehension more efficient and effective.

Question Five: Is there a correlation between learners' attitudes towards CALL and their level of achievement in reading comprehension?

To investigate whether there was a correlation between the post-test and the post-general attitudes, a Bivariate Correlation Test was carried out according to Pearson Correlation for the Means and Standard Deviation. Table 12 shows the results.

Table 12. ***Bivariate Correlation Matrix Test between the Post-Test and the Post-General Attitudes***

	Mean	Std. Deviation		post test	Post General Attitudes
Post Test	5.20	2.60	Pearson Correlation Sig. (2-tailed) N	1 258	0.292(**) 0.001 258
Post General Attitudes	3.69	0.56	Pearson Correlation Sig. (2-tailed) N	0.292(**) 0.001 258	1 258

** Correlation is significant at the 0.01 level (2-tailed).

As can be seen in Table 12, there is a correlation (α = 0.001) between the post-test and the post-general attitudes. This means that there is a direct relationship between the post-test and the post-general attitudes. Learners who had positive attitudes towards CALL, their level of education became better, and vice versa.

The results are in agreement with Boser et al. (1998), who confirmed that learners who have a positive experience with computers will have positive attitudes towards the computer and would be more interested in studying technology. However, the result is in contrast with Bulut and AbuSeileek (2009) who found that there is no significant relationship between participants' attitudes and their achievement.

Question six: What is the general attitude of primary school EFL students towards CALL for learning purposes?

To answer this question, descriptive statistics of the post questionnaire were carried out. By investigating the means of the items for the post questionnaire, the researchers noticed that there are four items that have higher means than others, and three lower means than others (See Appendix 2). Table 13 shows the four highest means of the questionnaire items.

Table 13. ***Descriptive Statistics of the post questionnaire***

N	Items	N	Mini mum	Maxi mum	Mean	Std. Deviation
27	I can access extra information more easily by using the computer and Internet in learning English.	258	1.00	5.00	4.18	1.01
25	Using the computer and Internet in learning increases my creativity.	258	1.00	5.00	4.10	1.08
9	Using the computer and Internet in learning is interesting and enjoyable.	258	1.00	5.00	4.09	1.01
21	Using the computer and Internet increases my comprehension of idiomatic expressions.	258	1.00	5.00	4.00	1.03

Table 13 shows that the items which got the highest means are: item 27 (Mean=4.18), item 25 (Mean=4.10), item 9 (Mean=4.09), and item 21 (Mean=4.00) respectively. This indicates that the participants think that computers are not only "*interesting and enjoyable"* (item 9) but they are also beneficial in learning, noticing that (item 27) "*accessing extra information"* and (item 25) "*increases creativity"* got the highest means, and higher than (item 9) *"interesting and enjoyable*. Besides, the ninth item which asked about enjoyment is ranked the third of the highest means, meaning that CALL is enjoyable, and enjoyment is an important element of CALL, which provides learners with the stress-free environment they need.

These results are in line with other studies (Al-Jarf, 2007; Lim, 2004; Kramarski and Feldman 2000) which found that learners see that online reading is useful and fun. Besides they see that CALL helps them in doing their homework, motivates them to study and increases their vocabulary.

Moreover, the researchers noticed that there are three items for the post questionnaire which got means lesser than the others (see Appendix 2). Table 14 shows the least three means of the questionnaire items.

Table 14. ***Descriptive Statistics of the Post Questionnaire***

N	Items	N	Minimum	Maximum	Mean	Std. Deviation
14	I prefer the feedback given by the computer to feedback given by teachers.	258	1.00	5.00	2.90	1.30
12	I prefer reading texts by the computer and Internet to reading printed text.	258	1.00	5.00	3.24	1.21
5	Using the computer and Internet while doing activities saves time.	258	1.00	5.00	3.30	1.34

Table 14 shows that the items which got the lowest means are: item 14 (m=2.90), item 12 (m=3.24), and item 5 (m=3.30) respectively. This means that the participants think that feedback given by the teacher is very important. The teacher not only gives feedback by judging the learners' answers whether they are right or wrong, but also he encourages, gives hints and gestures, and many other human actions and moves which are important for the learner, and mean a lot for him.

Conclusion, limitations, and Recommendations

Generalization of the results of this study is limited to this population and to the instruments used in this study. Though, the study is confined to the eighth and tenth grade students in the second semester of the academic year 2010\2011 Rushdiyyah Muhtaseb Basic School for Girls, and the Al-Shariyyah Secondary School for Boys in Hebron. The study is restricted to one of the four skills of language learning which is reading comprehension. Despite this, we can make the following conclusions and recommendations.

The findings of the study revealed that participants have positive attitudes towards CALL, and these attitudes are affected positively after implementing CALL classes in the schools targeted. Besides, the study confirms that CALL has a positive impact on learners' achievement. This study can be considered as a part of the recent trend to integrate the computer and the Internet in the schools learning instruction. It examined whether CALL can be effective in our context.

The results of this study showed the effectiveness of using CALL's programs in language learning. Based on the findings of this study, the following recommendations are proposed:

1. The Ministry of Education and Higher Education should invest more in technology for our schools. Besides, it should equip our schools with a computer lab for each school. Our curriculum also should be developed to meet the needs of this technological era. Moreover, there should be CALL programs that meet the curriculum needs.
2. The Directorate of Education should improve teaching effectiveness by using CALL. There should be training courses and workshops for the teachers enabling them to

integrate computers in their teaching process. Besides, there should be a follow up system to keep an eye on implementing these courses at schools.

3. The teachers should improve their teaching proficiency, especially English language teachers. They should practice using computers and Internet as a supplementary tool, and to be aware of the suitable approaches of using CALL programs.

Endnote

(1) Rocket Reader is a computer programs deals with reading and writing skills from the low to a high critical thinking level. It follows the level of challenge according to the learner's progress, guiding him to the following level. Moreover, it works online and offline providing the learner with a network class environment. It also provides the learner with a valuable feedback on his progress saved under his login name, and his individual report. For more information check (www.rocketreader.com).

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Appendix A

Pre and Post Attitude Questionnaire in English

بسم الله الرحمن الرحيم

Number

Questionnaire

Dear student;

This questionnaire will be used for an MA thesis at Hebron University. It aims to investigate EFL learners' attitudes towards Computer Assisted Language Learning (CALL). You do not need to write your name, and your answers will be used for research purposes only. Thus you are kindly requested to respond sincerely and thoughtfully.

Thank you in advance.

Part I

Please, put a tick in the appropriate box

A. School:
B. Gender 1. ☐ male 2. ☐ female
C. Grade 8. ☐ 10. ☐
D. Last year's final grade in the English language: 1. ☐ 90 and above 2. ☐ 80-89 3. ☐ 70-79 4. ☐ 60-69 5. ☐ below 60
E. Do you use a computer at home? 1. ☐ Yes 2. ☐ No.
F. Do you have access to the Internet at home? 1. ☐ Yes 2. ☐ No.
G. How many hours per week do you use the computer and navigate the Internet for academic purposes? 1. ☐ 0 2. ☐ 1-4 3. ☐ 5-10 4. ☐ more than 10

Part Two

Please indicate the extent to which you agree or disagree with the following statements by putting a tick in the appropriate box using the scale given below:

1: Strongly Disagree **2:** Disagree **3:** Uncertain **4:** Agree **5:** Strongly Agree

	Computer Importance	**1**	**2**	**3**	**4**	**5**
1	Using the computer and Internet in learning helps me to know more about using computer.					
2	Reading through the computer and Internet helps me with my English.					
3	Doing activities through the computer is a valuable aid to my learning.					
4	I use a computer to look for information on the Internet.					
5	Using the computer and Internet while doing activities saves time.					
6	Using online dictionaries is important for understanding the meaning of new words, part of speech, and etymology of words.					
7	I can read resources on the computer and Internet that are not available elsewhere.					

8	Using the computer and the Internet in reading helps me in other fields.					
Attitudes		**1**	**2**	**3**	**4**	**5**
9	Using the computer and Internet in learning is interesting and enjoyable.					
10	The computer and the Internet enhance my independence.					
11	I get more individual attention from my teacher during CALL class.					
12	I prefer reading texts by the computer and Internet to reading a printed text.					
13	The computer and the Internet motivate me to study harder.					
14	I prefer the feedback given by the computer to feedback given by teachers.					
15	I prefer the computerized task formats to the paper-based formats.					
16	I feel that the computer and the Internet are necessary tools in education.					
Language Skills		**1**	**2**	**3**	**4**	**5**
17	Using the computer and the Internet increases my understanding of the reading texts.					
18	Using the computer and Internet motivates me to read more texts.					
19	Using the computer and the Internet motivates me to spend more time in reading					
20	Using the computer and the Internet helps me to develop my vocabulary.					
21	Using the computer and the Internet increases my comprehension of idiomatic expressions.					
22	Using the computer and the Internet increases my challenge in solving problems.					
23	Using the computer and the Internet enables me to look at chunks larger than single words.					
24	Using the computer and the Internet increases my ability of guessing the meaning of the new vocabulary from the context.					
25	Using the computer and the Internet in learning increases my creativity.					
26	I get more feedback by using the computer in learning English.					
27	I can access extra information more easily by using the computer and the Internet in learning English.					
28	Computer programs improve my reading speed.					
29	Computer programs improve my reading comprehension.					
30	The computer and Internet help me to develop my critical thinking skills.					
Computer Anxiety		**1**	**2**	**3**	**4**	**5**
31	I get nervous when I read by the computer and the Internet.					

32	Doing my work using the computer makes me nervous.					
33	I become annoyed when asked to do my assignments by the computer.					
34	I hesitate to use a computer for fear of making mistakes I cannot correct.					
35	I avoid using the computer and Internet because they are unfamiliar to me.					

Thank you for your time.

Appendix B

Descriptive Statistics of the Post Questionnaire

N	Items	N	Minimum	Maximum	Mean	Std. Deviation
1	Using the computer and Internet in learning helps me to know more about using computer.	258	1.00	5.00	3.93	1.10
2	Reading through the computer and Internet helps me with my English.	258	1.00	5.00	3.66	1.14
3	Doing activities through the computer is a valuable aid to my learning.	258	1.00	5.00	3.33	1.20
4	I use a computer to look for information on the Internet.	258	1.00	5.00	3.80	1.38
5	Using the computer and Internet while doing activities saves time.	258	1.00	5.00	3.30	1.34
6	Using online dictionaries is important for understanding the meaning of new words, part of speech, and etymology of words.	258	1.00	5.00	3.90	1.06
7	I can read resources on the computer and Internet that are not available elsewhere.	258	1.00	5.00	3.80	1.19
8	Using the computer and Internet in reading helps me in other fields.	258	1.00	5.00	3.77	1.09
9	Using the computer and Internet in learning is interesting and enjoyable.	258	1.00	5.00	4.09	1.01
10	The computer and Internet enhances my independency.	258	1.00	5.00	3.44	1.17
11	I get more individual attention from my teacher during CALL class.	258	1.00	5.00	3.36	1.26
12	I prefer reading texts by the computer and Internet to reading printed text.	258	1.00	5.00	3.24	1.21
13	The computer and Internet motivate me to study harder.	258	1.00	5.00	3.67	1.23
14	I prefer the feedback given by the computer to feedback given by teachers.	258	1.00	5.00	2.89	1.29
15	I prefer the computerized task formats to the paper-based formats.	258	1.00	5.00	3.32	1.16
16	I feel that computer and Internet are necessary tools in education.	258	1.00	5.00	3.88	1.08
17	Using the computer and Internet increases my understanding of the reading texts.	258	1.00	5.00	3.91	1.07
18	Using the computer and Internet motivates me to read more texts.	258	1.00	5.00	3.73	1.14
19	Using the computer and Internet motivates me to spend more time in reading	258	1.00	5.00	3.54	1.23

20	Using the computer and Internet helps me to develop my vocabulary.	258	1.00	5.00	3.80	1.16
21	Using the computer and Internet increases my comprehension of idiomatic expressions.	258	1.00	5.00	4.00	1.03
22	Using the computer and Internet increases my challenge in solving problems.	258	1.00	5.00	3.52	1.18
23	Using the computer and Internet enables me to look at chunks larger than single words.	258	1.00	5.00	3.59	1.07
24	Using the computer and Internet increases my ability of guessing the meaning of the new vocabulary from the context.	258	1.00	5.00	3.67	1.10
25	Using the computer and Internet in learning increases my creativity.	258	1.00	5.00	4.11	1.08
26	I get more feedback by using the computer in learning English.	258	1.00	5.00	3.89	1.03
27	I can access extra information more easily by using the computer and Internet in learning English.	258	1.00	5.00	4.18	1.01
28	Computer programs improve my reading speed.	258	1.00	5.00	3.83	1.16
29	Computer programs improve my reading comprehension.	258	1.00	5.00	3.85	1.04
30	The computer and Internet help me to develop my critical thinking skills.	258	1.00	5.00	3.73	1.10
31	I get nervous when I read by the computer and Internet.	258	1.00	5.00	3.68	1.19
32	Doing my work using the computer makes me nervous.	258	1.00	5.00	3.55	1.17
33	I become annoyed when asked to do my assignments by the computer.	258	1.00	5.00	3.74	1.26
34	I hesitate to use a computer for fear of making mistakes I cannot correct.	258	1.00	5.00	3.52	1.32
35	I avoid using computer and Internet because they are unfamiliar to me.	258	1.00	5.00	3.94	1.28