EUROPEAN ACADEMIC RESEARCH
ISSN 2286-4822
www.euacademic.org

EUROPEAN ACADEMIC RESEARCH
Vol. IX, Issue 2/ May 2021

Impact Factor: 3.4546 (UIF)
DRJI Value: 5.9 (B+)

EFL Educators' Mentalities and Attitudes towards Utilizing PC Helped Language Learning in Classroom

ELMONTASIRBILLAH RABIE HASSAN BADAWI
Assistant Professor
Alzaiem Alazhari University, Sudan

Abstract

The presentation of ICT (data and correspondence innovation) has acquired significant changes in the customary study hall idea. Educators' perspectives towards utilizing Bring in the study hall assume a critical part in generally speaking EFL accomplishment. This examination endeavors to explore Sudanese EFL instructors' mentalities towards utilizing CALL (PC helped language learning). The analyst utilizes an engaging insightful strategy, the information gathered from English instructors (n=50) working in three distinct colleges: Sudan College of Science and Technology, Omdurman Islamic University and Ahfad University for women through a survey were investigated through enlightening measurements in SPSS variant 15. The examination delineated a positive tendency towards profiting by PCs in EFL homerooms. The outcomes additionally show that PC use is considered profoundly worthwhile. The examination recommends that PCs openness in study halls is essential along these lines, EFL classes ought to be furnished with PCs and educators ought to have instructional classes in utilizing ICT.

Keywords: EFL, ICT (Information and communication Technology), CALL (Computer Assisted Language Learning), PC (Personal Computer)

INTRODUCTION

Innovation use for instructive purposes has been a striking interest for a genuinely significant time-frame. A few nations have dispatched new

ventures to acclimate understudies with instructive advancements. The part of educators' perspectives in the utilization of instructive advances in the homeroom, the specialist in this examination will explore EFL instructors' mentalities towards PCs and how it might fundamentally affect the achievement of the undertaking. This examination means to investigate EFL educators' mentalities towards PC use in the classroom.

Late years have uncovered a developing revenue in utilizing PCs for language educating and learning. 10 years prior, just few experts were worried about the utilization of PCs in the language homeroom. Be that as it may, the part of PCs in language guidance has now become a significant issue confronting enormous quantities of language instructors all through the world. For the educators, the inquiry currently isn't of whether yet how PCs can help in the language learning measure

The quick technological and mechanical advances of the 1980s and 1990s have raised both the assumptions and the requests put on the PC as a potential learning apparatus. With ongoing advances in media innovation, PC helped language learning (CALL) has arisen as an enticing option in contrast to prior methods of enhancing or supplanting direct understudy instructor communication, like the language lab or sound tape-based self-study. The broad utilization of PCs at colleges has affected instructive environment and conditions.

1. Computer advancements can emphatically add to the nature of instructing, method of show and students' inspiration and multifaceted mindfulness.

Using CALL can be very helpful, useful and will have many benefits such as:

2. Computers save educators' time and energy.
3. Developing understudies' fundamental and sub-abilities.
4. Growing understudies' comprehension of various societies.

Statement of the Problem

The issue of the examination is to explore EFL instructors' perspectives towards utilizing Bring in Classrooms, raise the familiarity with educators to the significance of utilizing CALL. For taking care of the issue and for accomplishing this objective the instructive establishment and the educational program creators ought to perceive the qualities and advantages those instructors and students can acquire.

Study Questions

This investigation attempts to address the accompanying inquiries:
1-To what degree do educators have uplifting mentalities towards utilizing Bring in instructing English?
2-To what degree does utilizing CALL is significant in English classes?
3-To what degree does utilizing Bring in training English assistance in building up the understudy's ability?
4-How far can utilizing Bring in encouraging English assistance in building up understudies' norm in English language?
5-What are the benefits of using CALL in teaching English?

Hypotheses

The study will be conducted upon the following hypotheses:
1- Teachers have positive attitudes about using CALL in teaching English.
2- To some extent using CALL in teaching English will upgrade the students' abilities in the field of language and encourage them for further reading in the field of learning foreign languages.
3- Using CALL in teaching English can greatly give students abroad idea about components of other nations' culture.
4- Using CALL in teaching English has many benefits.
5- Using CALL can facilitate the process of teaching.

METHODOLOGY

This Section describes research methodology. It gives a full description of the research tools which were used to collect data beside the population, sampling and the procedure that was followed. A questionnaire was used as a tool of data collection

Subject

The population of this study consisted of 50 English teachers at different Sudanese universities namely: Sudan University of Science and Technology, Omdurman Islamic University and Ahfad University for Women .They teach English language at different colleges at university.

Instrument

The instrument that the researcher used is the questionnaire it consists of twenty items which focused on teacher's attitudes towards using CALL .the language which used is simple and clear their descriptions as follow:

The first item asked if Technology facilitates the process of language teaching.. The second Item tried to find out how CALL enhances students' motivation. The third item investigated if Computers should be important and available to students. The fourth item explained Technology can be easily combined with language teaching. The fifth item explained whether Computers save teachers' time and energy. The sixth item asks whether the teachers are willing to learn how to use computers in language teaching. The seventh item tried to find out if EFL classes should be equipped with computers. The eighth item asked whether CALL can be used to teach different language skills and activities. The ninth item explains whether Technology brings variety to language teaching Courses. The tenth item investigate if Technology gives EFL teachers different pedagogical options in their teaching. The eleventh item tried to find out whether having technological knowledge is very important for language teachers. The twelfth item explains if It is easy to learn how to work with computers for teachers. The thirteenth item asked whether teachers should be encouraged to use technology in their classes. The fourteenth item explains that using computers in EFL courses enhances students' autonomy and self-confidence. The fifteenth item tried to find out if Computers help teachers to assess students and provide students with appropriate feedback forms. The sixteenth item investigate if Computers are very effective to improve students' multi-cultural competence. The seventeenth item tried to find out that Practicing CALL promotes teachers' professional development. The eighteenth item investigate whether Practicing CALL promotes teachers' professional development. As far as the nineteenth as regards item tried to find out about that using computers in EFL classes facilitates access to information. The twentieth item explains that CALL programs improve interactivity in EFL courses.

Procedure

The researcher distributed the questionnaire to the respondents in hand to look over the items and make up their minds, then gave them

enough time to fill it .After that the researcher collected the questionnaire to be ready for analysis and discussion.

What is meant by CALL-and Attitudes?

Attitudes refer to one's perception of an object favorably or unfavorably. Attitudes represent mental evaluations about an object based on one's proximity or distance of it (Panagiotis, George, Nikos & Ioannis, 2005). Teachers' attitudes towards computers stand for teachers' evaluation and perceptions of self-regarding how they feel about utilizing computers in their own teaching practices. Addressing teacher attitudes is essential because teachers take on a major role in deciding on the extent to which computer use is allowed or hindered in the classroom. Teo (2008) contends that teachers hold a sound potential to pass their own beliefs on students, and thus, their attitudes towards computers may in one way or another determine students' future computer use.

That is why Teo (2008) lays extensive emphasis on studying teacher attitudes towards ICTs. Furthermore, Gilakjani & Leong (2012) concur that if any success is to be expected from integrating computers into the classroom, it is a must that negative teacher attitudes be identified and refined as well as fostering the positive ones. However, it is unfortunate to note that very few studies (Albirini, 2006; Egbert, Paulus & Nakamichi, 2002) have addressed teacher attitudes towards computer use. Sahin-Kizil (2011) argues, may account for the low level of achievement in computer integration despite the remarkable investments made into it in terms of money, time and effort. Much research (Kim, 2002; Teo, 2006), however, indicates that a significantly positive correlation holds between teachers' attitudes towards computers and their tendency to utilize them in the classroom. In other words, the more positive attitudes teachers have towards computers, the more likely they are to use computers in the classroom. In a study drilling into users' perceptions about computers and World Wide Web, Liaw (2002) purports that the success of computer use heavily depends on positive user attitudes towards it. Similarly, Kim (2002) reiterates that teachers' attitudes significantly influence their use of computers in the classroom. Nevertheless, previous studies report several factors affecting teachers' attitudes towards computers. Several studies (Egbert, et.al. 2002; Yildirim, 2000) reveal that teachers' participation in training programs and the extent to which

they transfer their knowledge into their classroom strongly correlate with their attitudes towards computers. Likewise, much research (Liaw, 2002) highlights that the teacher's personal experience with computers is a significant predictor of his/her attitudes. Furthermore, several studies (Deniz, 2007; Yuen & Ma, 2001) indicate that teachers' computer competence plays a key role in developing positive attitudes towards computers. On the other hand, Yildirim (2000) posits that computer anxiety and liking significantly affect teacher attitudes. That is teachers with low levels of computer anxiety and high levels of computer liking are identified with more positive attitudes. Also, many researchers (Teo, Luan, & Sing, 2008) maintain that perceived ease of use and usefulness are crucial factors affecting teachers' attitudes towards computers. Besides, Gilakjani & Leong (2012) stress that whether computer programs to be used are appropriately suited to teachers' own needs and their students' needs play a major role in teachers' attitudes towards using them. Still, one should notice that merely positive attitudes on the part of teachers can in no way ensure enhanced use of computers in the classroom. Several studies (Razak & Eswaran, 2010) illustrate cases in which low levels of computer integration are observed in teachers with considerably positive computer attitudes. In a study of this sort, Al-Zaidiyeen, Mei & Fook (2010) propose that their participants make minimal use of computers despite reporting highly positive attitudes. One can ascribe the inconsistency between highly positive attitudes and low computer utilization in the classroom to a bunch of constraints including lack of time (Park, & Son, 2009), administrative and curricular restrictions (Egbert, et.al. 2002) insufficient numbers of computers (Razak & Eswaran, 2010; Deniz, 2007), lack of materials appropriated to computer use (Lam, 2000).

As for the teacher characteristics, major of study (Liaw, 2002), age (Sahin-Kizil, 2011) and gender (North, & Noyes, 2002) are frequently reported to have an impact on teacher attitudes. However, recent findings on the relationship between gender and computer attitudes have made the proposition of previous research redundant. Although earlier research (Kadijevich, 2000) suggested that males had more positive attitudes towards computers, more recent studies (Ayres, 2002) have revealed that the difference in computer attitudes stemming from gender is disappearing. Teo (2006) concludes that the

more widespread use of computers by almost every member of the society has made the difference insignificant.

History of CALL

Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. Levy (1997:1) defines CALL more succinctly and more broadly as "the search for and study of applications of the computer in language teaching and learning". Levy's definition is in line with the view held by the majority of modern CALL practitioners.

CALL's origins can be traced back to the 1960s. Up until the late 1970s CALL projects were confined mainly to universities, where computer programs were developed on large mainframe computers. The PLATO project, initiated at the University of Illinois in 1960, is an important landmark in the early development of CALL (Marty 1981). In the late 1970s, the arrival of the personal computer (PC) brought computing within the range of a wider audience, resulting in a boom in the development of CALL programs and a flurry of publications. Early CALL favoured an approach that drew heavily on practices associated with programmed instruction. This was reflected in the term Computer Assisted Language Instruction (CALI), which originated in the USA and was in common use until the early 1980s, when CALL became the dominant term. There was initially a lack of imagination and skill on the part of programmers, a situation that was rectified to a considerable extent by the publication of an influential seminal work by Higgins & Johns (1984), which contained numerous examples of alternative approaches to CALL. Throughout the 1980s CALL widened its scope, embracing the communicative approach and a range of new technologies. CALL has now established itself as an important area of research in higher education. http://www.eurocall-languages.org /research/research_policy.htm

Types of CALL

Traditional CALL

Traditional CALL programs presented a stimulus to which the learner had to provide a response. In early CALL programs the stimulus was in the form of text presented on screen, and the only way in which the learner could respond was by entering an answer at the keyboard. Some programs were very imaginative in the way text was presented, making use of colour to highlight grammatical features (e.g. gender in French and case endings in German) and movement to illustrate points of syntax (e.g. position of adjectives in French and subordinate clause word order in German). Discrete error analysis and feedback were a common feature of traditional CALL, and the more sophisticated programs would attempt to analyse the learner's response, pinpoint errors, and branch to help and remedial activities. A typical example of this approach is the *CLEF* package for learners of French, which was developed in the late 1970s and early 1980s by a consortium of Canadian universities. A Windows version of CLEF has recently been released: http://www.camsoftpartners.co.uk/clef.htm Error analysis in CALL is, however, a matter of controversy. Practitioners who come into CALL via the disciplines of computational linguistics, e.g. Natural Language Processing (NLP) and Human Language Technologies (HLT), tend to be more optimistic about the potential of error analysis by computer than those who come into CALL via language teaching: The approach adopted by the authors of *CLEF* was to anticipate common errors and build in appropriate feedback. An alternative approach is the use of Artificial Intelligence (AI) techniques to parse the learner's response - so-called "intelligent CALL" (ICALL) - but there is a gulf between those who favour the use of AI to develop CALL programs (Matthews 1994) and, at the other extreme, those who perceive this approach as a threat to humanity (Last 1989:153).

Explorative CALL

More recent approaches to CALL have favoured a learner-centred, explorative approach rather than a teacher-centred, drill-based approach to CALL. The explorative approach is characterized by the use of concordance programs in the languages classroom - an approach described as Data-Driven Learning (DLL) by Tim Johns (Johns & King 1991). There are a number of concordance programs on the market, e.g.

MonoConc, *Concordance*, *Wordsmith* and *SCP* - all of which are described in ICT4LT Module 2.4, *Using concordance programs in the modern foreign languages classroom*: Tribble & Jones (1990). The explorative approach is widely used today, including the use of Web concordancers and other Web-based CALL activities.

Multimedia CALL

Early personal computers were incapable of presenting authentic recordings of the human voice and easily recognizable images, but this limitation was overcome by combining a personal computer and a 12-inch videodisc player, which made it possible to combine sound, photographic-quality still images and video recordings in imaginative presentations - in essence the earliest manifestation of multimedia CALL. The result was the development of interactive videodiscs for language learners such as Montevidisco (Schneider & Bennion 1984), Expodisc (Davies 1991), and *A la* rencontre *de* Philippe (Fuerstenberg 1993), all of which were designed as simulations in which the learner played a key role.

The techniques learned in the 1980s by the developers of interactive videodiscs were adapted for the multimedia personal computers (MPCs), which incorporated CD-ROM drives and were in widespread use by the early 1990s. The MPC is now the standard form of personal computer. CD-ROMs were used in the 1980s initially to store large quantities of text and later to store sound, still images and video. By the mid-1990s a wide range of multimedia CD-ROMs for language learners was available, including imaginative simulations such as the *Who is Oscar Lake?* Series: http://www.languagepub.com/. The quality of video recordings offered by CD-ROM technology, however, was slow to catch up with that offered by the earlier interactive videodiscs. The Digital Video Disc (DVD) offers much higher quality video recordings, e.g. the Eurotalk Advanced Level DVD-ROM series: http://www.eurotalk.co.uk/. A feature of many multimedia CALL programs is the role-play activity, in which the learner can record his/her own voice and play it back as part of a continuous dialogue with a native speaker. Other multimedia programs make use of Automatic Speech Recognition (ASR) software to diagnose learners' errors, e.g. Tell Me More Pro by Auralog: http://www.auralog.com/english.html. Most CALL programs under development today fall into the category of multimedia CALL. See

ICT4LT Module 2.2, *Introduction to multimedia CALL*: http://www.ict4lt.org/.

Web-based CALL

In 1992 the World Wide Web was launched, reaching the general public in 1993. The Web offers enormous potential in language learning and teaching, but it has some way to go before it catches up with the interactivity and speed of access offered by CD-ROMs or DVDs, especially when accessing sound and video files. For this reason, Felix (2001:190) advises adopting hybrid approaches to CALL, integrating CD-ROMs and the Web and running audio conferencing and video conferencing in conjunction with Web activities. The Web Enhanced Language Learning (WELL) project, which has been funded under the FDTL programme of the HEFCE, aims to promote wider awareness and more effective use of the Web for teaching modern languages across higher education in the UK. The WELL website provides access to high-quality Web resources in a number of different languages, selected and described by subject experts, plus information and examples on how to use them for teaching and learning: http://www.well.ac.uk/.

CALL authoring programs

CALL authoring programs offer a do-it-yourself approach to CALL. They were originally developed to enable programmers to simplify the entry of data provided by language teachers. Modern CALL authoring programs are designed to be used by language teachers who have no knowledge of computer programming. Typical examples are authoring packages that automatically generate a set of pre-set activities for the learner, e.g. Camsoft's Fun with Texts (Camsoft) and *The* Authoring Suite (Wida Software). Generic packages such as Macromedia's *Director* (http://www.macromedia.com/) are more sophisticated and enable the user to create a full-blown course, but they are probably too complex for most of language teachers and are best suited to the template approach to authoring, as described in ICT4LT Module 3.2, *CALL software design and implementation*: http://www.ict4lt.org/ Web authoring packages are also available, e.g. *Hot Potatoes* software: http://web.uvic.ca/hrd/halfbaked. Bickerton (1999) and Bickerton, Stenton & Temmermann (2001).

Phases of CALL

Levy (1997:118ff.) analysed the results of a comprehensive CALL Survey which he carried out among authors of CALL materials in order to determine what kinds of conceptual frameworks lay behind their work. The CALL Survey was concluded in early 1991, which follows the boom period in CALL in the 1980s and pre-dates the advent of the Web in 1993. There was strong support among Levy's respondents for the communicative approach to language teaching and task-based learning, but a substantial number also favoured formal grammar instruction. On the whole, however, most respondents declared their approach to be eclectic. As for the role of the computer in CALL, most respondents favoured a non-directive role, with very few supporting the idea of the computer replacing the teacher. There was a significant lack of references to innovative pedagogical approaches:

"Data Driven Learning was the only new approach to language teaching that was cited by survey respondents as a direct result of the attributes of the computer. In other words, this approach has been conceived with the computer in mind." (Levy 1997:123)

But Levy could also have mentioned total Cloze (text reconstruction) programs such as *Storyboard*, *Fun with Texts*, *Eclipse*, *Rhubarb* (and many other variants), offering activities that could not be carried out without using a computer.

Warschauer (1996) and Warschauer & Healey (1998) attempt to interpret and analyse trends and advances in the field - *phases* rather than a typology.

Warschauer (1996) distinguishes three phases of CALL:

Behaviouristic: The computer as tutor, serving mainly as a vehicle for delivering instructional materials to the learner.

Communicative: The computer is used for skill practice, but in a non-drill format and with a greater degree of student choice, control and interaction. This phase also includes (a) using the computer to stimulate discussion, writing or critical thinking (e.g. using programs such as *Sim City*), and (b) using the computer as a tool or workhorse - examples include word-processors, spelling and grammar checkers, and concordancers.

Integrative: This phase is marked by the introduction of two important innovations:

(a) Multimedia

(b) The Internet

The main advantage of multimedia packages is that they enable reading, writing, speaking and listening to be combined in a single activity, with the learner exercising a high degree of control over the path that he/she follows through the learning materials. The Internet builds on multimedia technology and in addition enables both asynchronous and synchronous communication between learners and teachers. The advent of the web has opened up a new range of tasks for MFL learners, e.g. webquests, web concordancing, and collaborative writing.

Warschauer claims that we are now well into the integrative phase. Certainly, the range of different types of CALL software currently available is impressive. As well as routine drill-and-practice programs, there are vocabulary games, action mazes, adventures and simulations, exploratory programs, and text reconstruction (total Cloze) packages.

One can take issue with Warschauer, however. The term *behaviouristic* certainly describes early CALL (late 70s, early 80s) but the communicative approach, spurred on by the Council of Europe's work on the Common European Framework of Reference (CEFR) for Languages and its emphasis on functions, notions and communicative competence in the 1970s, predates the advent of the microcomputer in schools and universities. The *integrative* phase appears to be describing the technology more than the pedagogy and methodology. See the following articles, all of which describe how computer programs were used in the 1980s to foster communicative skills:

- Jones C. (1986)
- Jones G. (1986)
- Piper (1986)

Approaches to CALL (Bax)

Bax (2003.26) prefers to talk about *approaches* rather than *phases*.

Bax offers a critical examination and reassessment of the history of CALL, and argues for three new categories:

Bax offers definitions and descriptions of the three approaches and argues that they allow a more detailed analysis of institutions and classrooms than earlier analyses. It is suggested that we are currently using the second approach, *Open CALL*, but that our aim should be to attain a state of *'normalisation'* in which the technology is invisible and truly integrated. This state is defined and discussed. In the final section

Bax's article proposes some ways in which this normalisation can be achieved - using ethnographic assessments and action research, for example - thus setting an agenda for CALL practice in the future.

Restricted CALL

I call the first approach 'Restricted CALL'. In terms of its historical period and its main features it differs little from Warschauer and Healey's 'Behaviourist CALL' [...] the term 'Restricted' is more satisfactory since it allows us to refer not only to a supposed underlying theory of learning but also to the actual software and activity types in use at the time, to the teachers' role, to the feedback offered to students and to other dimensions - all were relatively 'restricted', but not all were 'behaviourist'. The term is more comprehensive, more flexible and therefore more satisfactory as a descriptor. (Bax 2003:20)

Open CALL

According to Bax, this variety of CALL is more open in terms of feedback given to students, software types and the role of the teacher. It includes simulations and games. Bax argues that we are still using the Open CALL approach.

Integrated CALL

Bax, in contrast to Warschauer (1996.36) and Warschauer & Healey (1998), prefers the term *Integrated* rather than *Integrative*:

The key point about Integrated CALL - which sharply distinguishes it from Warschauer and Healey's formulation - is that it does not yet exist to any significant degree, but represents instead an aim towards which we should be working. (Bax 2003:22)

Integrated CALL implies *normalization*

This concept is relevant to any kind of technological innovation and refers to the stage when the technology becomes invisible, embedded in everyday practice and hence 'normalised'. To take some commonplace examples, a wristwatch, a pen, shoes, writing - these are all technologies which have become normalised to the extent that we hardly even recognise them as technologies. (Bax 2003:24)

There is still, as Bax points out, an element of *fear* and *awe and exaggerated expectations* surrounding ICT, and this has to be overcome in order to achieve a state of normalisation.

Technology in language teaching

Technology in language teaching is not new. Indeed, technology has been around in language teaching for decades- one might argue for centuries, if we classify the blackboard as a form of technology. Tape recorders, language laboratories and video have been in use since 1960s and 1970s, and are still used in classrooms around the world.

Computer-based materials for language teaching, often referred to as CALL (Computer Assisted Language Learning), appeared in the early 1980s. Early CALL programs typically required learners to respond to stimuli on the computer screen and to carry out tasks such as filling in gapped texts, matching sentence halves and doing multiple-choice activities. Probably one of the best-known early CALL activities is that of text reconstructions, where an entire text is blanked out and the learner recreates it by typing in words for all of these activities the computer then offers the learner feedback, ranging from simply pointing out whether the answer is correct or incorrect to providing more sophisticated feedback, such as showing why the learner is mistaken and offering remedial activities. The CALL approach is one that is still found in many published CD-ROMs for language teaching.

As access to information and communication technology (ICT) has become more widespread, so CALL has moved beyond the use of computer programs to embrace the use of Internet and web-based tools. The term TELL (technology Enhance Language Learning) appeared in the 1990s, in responds to the growing possibilities offered by the internet and communication technology.

Although the use of ICT by language teachers is still not widespread, the use of technology in the classroom

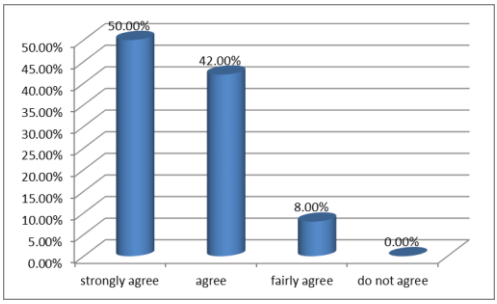
Teachers' Attitudes toward Technology

Loyd and Gressard (1986:48) reported that positive attitudes toward computers are positively correlated with teachers' experiences. With familiarity, anxieties and fears tend to decrease and confidence increases. Lillard (1985.85) found that knowledge has a positive impact on teacher attitudes toward technology. Summers (1990) stated that one of the most common reasons for teachers' negative attitudes toward technology is the lack of knowledge and experience in this area. Gressard and Loyd (1985) also established that perceptions of the potential usefulness of computers can influence attitudes toward

computers. The amount of confidence a teacher possesses in using technology may greatly influence his/her effective implementation in the classroom. Positive teacher attitudes toward computers are widely recognized as a necessary condition for effective use of information technology in the classroom (Woodrow, 1992).

Gardner, Discenza, and Dukes (1993:55) have determined that computer anxiety is a major cause of resistance to using computers. This and other research indicates that increased computer experience reduces computer anxiety in many student teachers. However, it may depend on the type of computer experience (McInerney, McInerney, & Sinclair, 1994). Beasley and Sutton (1993) found that at least 30 hours of instruction and practice were required just to reduce anxiety about technology. These authors contended that reducing uncertainty is just the first step to becoming confident and competent users of technology. The successful use of computers in the classroom is dependent on the teachers' attitudes toward computers (Lawton & Gerschner, 1982). Educators are often resistant to using computer technology in the classroom, so changing teachers' attitudes is a key factor in fostering computer integration (Marcinkiewicz, 1993/1994). Stevens (1980, as cited in Violato, Mariniz, & Hunter, 1989) identified teachers' attitudes as well as expertise in using computers as major factors in the adoption of computers in the classroom. Koohang's (1989) research also found computer experience to be significant regarding attitudes toward computers. Although teachers' attitudes have not typically been considered in the introduction of computers into the classroom, future successful implementation will need to address teachers' attitudes toward computers (Hunter & deLeeuw, 1988, as cited in Violato et al., 1989). According to a research study examining the relationship between teacher attitudes and computer skills, it is critical that teachers possess both positive attitudes and adequate computer literacy skills to successfully incorporate technology into the classroom (Hignite & Echternacht, 1992).

Graph no: 4.20



The chapter provides a through description of the interpretations of the research findings. Considering such findings it is obvious that teachers have positive attitudes towards using CALL in their classes

The main findings of this study are as follows:

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

Conclusion

In this light of the study findings it Teachers have positive attitudes towards using computer in teaching English.

Recommendations

Based on the findings of this study the following recommendations are suggested:

1. Teachers should use computers in teaching English.
2. EFL classes should be equipped with computers and all means of technology
3. The government has to provide computer training for some English teachers.

Suggestions for further studies

1. Why teachers do not use CALL in teaching English language.
2. How can teachers adopt or master teaching through computer and technology.

3. When and how teachers can be trained in teaching through computer and technology.

BIBLIOGRAPHY

1. Albirini, A. (2006). Teacher's attitudes toward information and communication technologies: the case of Syrian EFL teachers. Computer & Education, 47(4), 373-398.
2. Arnold, N., Ducate, L., Lomicka, L., & Lord, G. (2005). Using computer mediated communication to establish social and supportive environments in teacher education. CALICO Journal, 22(3), 537-566.
3. Atkins, N. E., & Vasu, E. S. (2000). Measuring knowledge of technology usage and stages of concern about computing: A study of middle school teachers. Journal of Technology and Teacher Education, 8(4). 279-302.
4. Bancheri, S. (2006). A language teacher's perspective on effective courseware. In Randall P. D., & Margaret A. H. (Eds.) Changing Language Education through CALL (pp. 31-47). New York: Routledge.
5. Bax, S. (2003). CALL-past, present and future. System, 31, 13-28.
6. Brown, H. D. (1991). TESOL at twenty-five: What are the issues? TESOL Quarterly, 25, 245-260.
7. Choi, E. (2006). Korean educational policies and current issues. Paper presented at the AEF Professional Development Workshop, The Chungbuk National University, Chongju.
8. Cunningham, K. (2000). Integrating CALL into the writing curriculum. The Internet TESL Journal, 6(5), Retrieved March 26, 2008, from http://iteslj.org/Articles/Cunningham-CALLWriting/
9. Egbert, J.L., Paulus, T. M., & Nakamichi, Y. (2002). The impact of CALL instruction on classroom computer use: A foundation for rethinking technology in teacher education. Language Learning & Technology, 6, 108-126. Retrieved May 17, 2008, from http://llt.msu.edu/vol6num3/egbert/