MASTER IN

SCIENCE OF LANGUAGE

The Attitudes of Algerian Pupils towards the Implementation of Computer-Assisted Language Learning (CALL) in EFL Classroom

Case Study: Ould Kablia Saliha and Ben Zaza Mustapha Secondary Schools in Mostaganem

Submitted by

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Dedication

To my parents and family members,

to my mates and friends,

and to Wassila.

Acknowledgements

Abstract

The present dissertation is intended to investigate the implementation of computer technology in EFL Algerian high schools. Furthermore, it sheds light on the pupils' attitudes towards the use of Computer-Assisted Language Learning (CALL). This study focuses on increasing the learners' autonomy to learn the English language. The study consists of three chapters. The first one is devoted to the introduction of CALL conceptions. The second one deals with analyzing data and the last one with presenting the findings and discussions. A quantitative data was collected through questionnaires distributed to sixty (60) pupils in the Algerian high schools of Ould Kablia Saliha and Ben Zaza Mustapha in the city of Mostaganem, and a qualitative data was gathered through interviewing teachers by asking them ten (10) open questions; it was designed to determine the teachers' attitude towards the application of CALL within the teaching process. The findings gathered from students' questionnaires and teachers' interviews have revealed statistically significant differences in terms of the students' levels as well as the different opinions of teachers on integrating CALL.

Keywords: CALL, Algerian high schools, EFL classroom, technology, attitudes.

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General Introduction

Learning languages has never been as enjoyable and fun as it is today, simply because technology has found its way through both language learning and teaching. Since the 1980s technology was inserted in language classrooms with video tapes, short movies and educational videogames. The latter is done by Computers, the field later came to be known as "Computer-Assisted language learning (CALL) Software applications were introduced in the form of drill-and-practice. As technology developed, new programs came into use to create a more interactive and interesting environment for language learners and teachers than what was previously available in the traditional language classrooms. Many researchers, in search of the best way to acquire a foreign or second language, now use CALL in language classrooms to find out its effects on language learning, and it has played a crucial role in helping teachers and students in instruction, teaching and learning.

Computers have become the most useful tool of all time, they facilitate wide range of activities; recently it has been implemented in the Algerian high schools but not widely. Consequently, 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 teaching. Therefore, the application of CALL in high school should be carefully studied and then applied in order to be as effective as speculated.

The present research aims at identifying the attitudes of students and teachers towards the use of CALL by drawing a clear comparison between the perceptions of students and teachers and what factors can be identified as contributing to their attitudes. Moreover, it will provide information about how to effectively use the available resources in secondary schools.

CALL offers many opportunities both for students and teachers. If Algerian schools are to benefit from these programs and integrate computer-based instruction into other

practices, teachers will play an important role in their implementation. In order to accomplish this aim, three questions have been raised: (1) What is the attitude of teachers and learners regarding the integration of CALL in the schooling system? (2) To what extent are teachers aware of the role of CALL in language teaching? And (3) Do they recommend any CALL software? In this respect, it is hypothesized that teachers are well aware of the importance of CALL in EFL classroom. It is also hypothesized that adopting computer-assisted language learning and teaching to Algerian high schools is effective, and both teachers and learners will show a positive attitude towards technology being part of their teaching-learning process.

The study at hand has been conducted in the Algerian high schools of Ould Kablia Saliha and Ben Zaza Mustapha in the city of Mostaganem. The data for this study has been gathered through the use of two different instruments. First one, questionnaire with close-ended questions was delivered to sixty participants (60) from high school. Second tool, an interview with eight (8) EFL high school teachers, it consisted of ten (10) open-ended questions to determine the attitude of the teachers and whether they apply CALL while teaching. The pupils' questionnaire was analysed quantitatively whereas the interview was examined qualitatively.

In the first chapter, the researcher will provide an overview on what Computer Assisted Language Learning is, then mention its types as well as its advantages and limitations, then talk about CALL as a Tutor or a tool and finish with mentioning different software and hardware that serves in the process of learning and teaching. Consecutively, chapter two is devoted to methodology, methods and materials, data collection and data analysis in form of graphs that proved statistics such as "The time-rates of using computers and internet" and "Knowledge about using technology" Chapter three shows findings of both pupils' questionnaire and teachers interview and discusses them, then concludes with giving recommendation to further studies.

Chapter One

Theoretical Frameworks

Introduction

The advent of technology has always accompanied improvements in various areas, and the pedagogical mainstream is a significant one. The present chapter introduces a modernly-created strategy in language learning known as Computer-Assisted Language Learning (CALL). It opens with its pedagogical improvement in the twentieth century as well as the beginning of the third millennium. All what is relevant to computers -like hardware, software, internet, projectors and other tools- is briefly explained. By the end of this chapter, a basic ground for the practical side will be built.

1. Computer Assisted Language Learning (CALL)

Technology has never been in the forefront of language teaching as it is today. Traditionally, language learning and teaching methods were mainly centered on the use of textbooks, copybooks, pens and blackboards in a limited classroom environment, however, the ongoing development of technology and the derivation of ICT devices have gradually changed the form of education. Consequently, the EFL setting has expanded to involve e-learning i.e., learning from electronic materials, which includes the use of various technological devises such as computers.

The use of computers for educational purposes in general and in English language education in particular remains a new field of study, mainly because of the quickly changing nature of the technological advances that everyday provide new instructional possibilities. Its early foundation in schools has witnessed computer assisted approaches moving from a group of students in front of one machine trying to complete a gapped text, to communication between students via computers to network multimedia software in which students can hear authentic language situations. (Murray, 2007)

Adopting computer-based materials in language teaching, therefore, is referred to as CALL. Moving towards CALL is due to "the pre-supposition that interest and motivation can be derived from CALL materials and the ease of delivery - all that is needed is a computer terminal rather than an array of different types of equipment" (Tomlinson, 2008, p.112). In fact, the use of computers as part of the language course, that is called as CALL, is defined by Brown as, "computer programs designed specially to teach language." (cited in Murray, 2007, p.748).

2. The Pedagogical Evolution of CALL

Throughout history CALL has been categorized by Warshauer (1996) into Behaviouristic CALL, Communicative CALL, and Integrative CALL.

1.1 Behaviouristic CALL

Warschauer named the first type of CALL to "Behaviouristic CALL." Since the behaviourism approach is concerned with teaching, so is the behaviouristic CALL: The application of CALL in language instruction and vaguely depending on repetition and habit formation. Based on repetitive drills and activities, (Warschauer, 1996) argued that the essence of the behaviouristic CALL "repeated exposure to the same material is beneficial or even essential to learning. A computer is ideal for carrying out repeated drills, since the machine does not get bored with presenting the same material and since it can provide immediate non-judgmental feedback..."

The application of CALL to computer-based approach saw light with the creation of "programmed instruction" by Skinner; this programme was designed for the simple reason that, students learn on their own based on the response they see on the computer screen. The programme consists mainly of text reconstruction, as filling in the gaps or writing the

appropriate answer to a set of displayed questions. Then, the computer replies with an immediate feedback by either providing evaluation to their answers (true or false) or even a sophisticated response as highlighting where the students made mistake. (Dudency and Hockly, 2007).

Behaviouristic CALL, however, did not reach the anticipated results simply because, the nature of the computer-student relationship was a setback and could not replace the interactions between students that could create a more suitable learning environment consisting of different learning activities. The latter revision was held by the school of Constructivism.

1.2 Communicative CALL

This type was highly influenced by the constructivist views of Vygotsky that denote that learning occur only when social interactions are allowed. Brown (2000) said,

> Social constructivist perspectives drew our attention to language as communication across individuals […] foreign language learning started to be viewed not just as a potentially predictable developmental process but also as the creation of meaning through interactive negotiation among learners p.245

In other words, the focus of this approach is thrust upon the communicative competence and fluency instead of accuracy. Another main element, Communicative language teaching is no longer teacher-centred but rather learner-centred, which means students are the one held responsibility to study on their own and not depend entirely on the teachers for, they are there but to guide and facilitate. Moreover, with the advance of technology and the invent of Compact discs (CD-ROM), specific software activities containing illustration, colours, and sounds became available for all learners. Making Communicative CALL a handy facilitative medium for individual learning that will certainly

result in enhancing the learners' linguistic competences and skills. (Brett and Gonzàlez-Lloret, 2009). Despite the fact that CALL in Communicative approach delivered an appropriate learning environment. Grammar was targeted indirectly. Therefore, the criticism to this approach was on the use of computer for side aims rather than the main aims of language teaching.

1.3 Integrative CALL

With the evolution of technology and as a response to the criticism towards Communicative CALL. Teaching became integrated with mainly multimedia and internet. On the one hand, Multimedia provide with authentic materials by combining videos, texts, sounds and animations in order to create a suitable learning environment. On the other hand, Internet also is of paramount importance; it provides a universal access to huge amount of data that is shared across the globe. Warschauer (1996) maintained that:

> Hypermedia provides a number of advantages for language learning. First of all, a more authentic learning environment is created, since listening is combined with seeing, just like in the real world. Secondly, skills are easily integrated, since the variety of media make it natural to combine reading, writing, speaking and listening in a single activity. Third, students have great control over their learning, since they can not only go at their own pace but even on their own individual path, going forward and backwards to different parts of the program, honing in on particular aspects and skipping other aspects altogether. Finally, a major advantage of hypermedia is that it facilitates a principle focus on the content, without sacrificing a secondary focus on language form or learning strategies. (p. 3)

The aforementioned quote refers to the integration of technology in learning, as Chapelle suggested, is a matter of paramount importance, and not only viewing CALL as a

mere method, but as a field instead. He also states that "CALL activities were no longer limited to interaction with the computer and with other students in the class but included communication with learners in other parts of the world" (p. 23).

As technology becoming more integrated in learning, and with the vast expansion of Internet. Learners began to take advantage of Internet which became a vital tool of instruction in language learning. Unlike Communicative CALL, Integrated CALL put emphasis on the four skills (listening, speaking, reading and writing) thus making learning easier and fruitful. As a way of illustration, students can communicate with native speakers from all over the world and therefore improve their scholastic achievements. Chapelle (2001) states that "CALL activities were no longer limited to interaction with the computer and with other students in the class but included communication with learners in other parts of the world" (p.23).

3. Advantages and Limitations of CALL

Indeed, CALL nowadays plays a crucial role in facilitating language teaching and creating a proper learning atmosphere. The integration of CALL in EFL classes became inevitable. Now more than ever, the use of Multimedia along with Internet is the key to motivating the learners, providing interactions and also facilitating tasks and activities that are designed to enhance the capacities of EFL students. However, as any other approach, the integration of CALL in teaching does not only provide advantages, but it also comes with several limitations.

3.1 Advantages of CALL

For Brown (1997, p. 98), the main advantages of CALL are as follow, (1) allowing Students to study slowly or rapidly but certainly effectively. (2) Makes students more motivated and less frustrated.

In addition, the assistance of Internet in CALL enables learners to acquire the language in a flexible manner for different reasons such as, learning (a) Anywhere: studying in the right place is crucial to rising the students' motivation, for, some prefer to study at the library, others at home. (b) Anytime: not being committed to a specific timeline, but instead allowing them the chance to study whenever they are at ease. (c) Anyhow: this means students can gain access to review and utilize different materials. (Winter, 2002)

For Garcia and Arias (2002), the benefits that result from CALL are highlighted in increasing the students' motivation, as well as non-linear access to information. That is to say, students learn at a different pace and time. Also, the construction of immediate feedback that leads students to think critically. Furthermore, the fact that CALL gives learners the opportunity to check and recheck materials anywhere and anytime leads to "individualistic learning process."

Considering the above-mentioned authors, the advantages provided by CALL could be outlined as follows:

• A wide range of practices

• Immediate and detailed feedback to learners (indicating mistakes)

• Flexible learning (anytime, anywhere, anyhow)

• Non-linear learning

• Increased motivation

• Less frustration

• Availability of materials

3.2 Limitations of CALL

Chappelle (1997) argued that "Computer assisted language learning" activities lack the comprehensible output. Consequently, no linguistic output is produced and learners are offered just a "mouse click." Ross and Schulz (1999) stressed the cognitive differences between learners, some may find it difficult to adapt to certain materials as multimedia. In addition, learners have different learning styles and some of them may not prefer technology. As for Alatis (1983) Technology is a two-edged weapon and in case it is used negatively the results would be destructive thus the learning process would be interrupted. Kenning and Kenning (1984) believes that reading texts from displayed on computer screen instead of printed texts are tiring. Therefore, he considers this as a limitation. For Bax (2003) Technology should be provided with pedagogical support and qualified teachers.

The application of CALL requires careful attention, critical choice of software programs and special arrangements, as it demands money and time. In light of the previous discussions, several limitations can be extracted as follows:

• Unsuitable for all learners

• Equipment with low performances

• Activities lacking comprehensible output

• Lack of appreciation of technology

• The negative use of technology

4. CALL Tutors and Tools

Levy and Hubbard highlighted that, the computer may function both as a Teacher or as a mere Tool. On the one hand, in different language learning environment, the computer may

substitute the teacher entirely (Blake 2008). On the other hand, the teacher may use the computer as a tool of instruction, that is to say, different software programs might be used to facilitate the learning process and even to demonstrate with colours, graphs and videos. As a case in point, Microsoft Word might be used to make writing essays more formal. Power Point to facilitate the art of presenting and giving speeches. However, the key element here is to know whether the use of CALL as a tutor is to transmit knowledge and guide students, or as a means to empower the learning process.

4.1 CALL Tutors

In general, the role of CALL Tutor is not only to guide, but also to provide the students with an appropriate evaluation and thus, displays a feedback containing corrective response (true or false) or a diagnostic one (highlights were the students made mistakes.) (Blake 2008).

In light of that, the CALL Tutor reflects the amount of guidance and support towards the students in order to help them accomplish certain tasks. Burner calls this idea of help and support as "Scaffolding" Erben et al. say, "the tutor in effect performs the critical function of 'scaffolding' the learning task." (2009, p. 52)

One may conclude that, CALL Tutor is perceived as a sort of programmed instructions that has a role of guiding, supporting as long as providing an immediate feedback after evaluating each response.

4.2 CALL Tools

Educators use CALL Tools to make the learning more comprehensible thus flexible. In the vein of this thought, Thomas argues, "in earlier stages of CALL, computers were seen as a tool to support the language learning process" (2009, p. 275). CALL Tools may vary

from software (Programs as Word and Electronic dictionaries) to hardware materials (Projectors and printers…)

4.2.1 Software and Hardware

These two elements build up computers, hardware: best described as the physical side of computers, or simply put, devices that can be seen such as, hard drives, keyboard, mouse, unit, webcams, audio speakers, and printers. Whereas, Software: describes programs or documents that perform a certain action. Software is usually programmed with a User Interface (UI) that allows humans to interact with software efficiently. Blake gives an example of a software by stating, "PowerPoint is a software tool application that can be used to create content-teaching aids or to produce interactive games" (2008: 100)

Furthermore, Programs such adobe reader, internet explorer and Media player are crucial in demonstrating and organizing knowledge thus, helping students to acquire new skills that are not found in traditional learning.

4.2.1.1 Internet

The internet is considered as the most useful tool since it provides an easy access to huge chunks of data stored in online clouds (servers). In addition, it is a medium of communication since students can discuss in chatrooms or even exchange tasks. Chapelle says that, "The Internet connects learners to a wide range of discussions and information" (2003, p.14).

On light of what is mentioned, the internet enables students to communicate with real people, provide authentic materials that can be helpful in construction lessons and tasks, and mostly provides an enjoyable context for learning (Pritchard, 2007). Warschauer, Shetzer, and Meloni state, "In our view, there are five main reasons to use the Internet for English teaching

[…] authenticity, literacy, interaction, vitality, and empowerment" (cited in Chapelle, 2003, p.75).

4.2.1.2 E-mail Exchanges

The internet provides many possibilities, one of them is Email exchange, the latter gives students the chance to communicate with teachers for educating purposes, in addition, enabling students to keep in touch with other students from different foreign lands, thus exchanging knowledge and gaining experience.

While using e-mails, the students' motivation is also enhanced as Warschauer (2009) explained that students are motivated for this three reasons, (1) their motivation stems from their belief that utilizing E-mails help them in making developing their language. (2) They simply enjoy communication with others. (3) The last reason lies in their feeling of ease and empowerment due to the use of technology. Therefore, using such medium of communication in learning is beneficial for both educators and learners. (mentioned in Brett & Gonzàlez-Lloret, 2011, p.354)

As mentioned before, hardware refers to the physical components that consist a computer. This aspect is concrete and can be touched; it has function that is of storing and externalizing data. The latter can be manipulated with software programs. For this, Kothari says, "All the physical components (such as CPU, Input-output devices, storage devices, etc.) of computer are collectively called hardware" (2004, p. 363) Thus, hardware can be pigeonholed into two types. Input devices: tools that handle the storing of date such as microphone, keyboard and mouse. Output devices: apparatuses that externalise data such as speakers, projector, printers and the monitor (the screen). The two types of hardware are grouped in what is called the system unit.

•**The system unit:** a large box that is the core of a computer for, it contains data storage tools

as the hard drive. As well as the Central Processing Unit (CPU): the brain of a computer that processes all data. It also consists of the graphic card, audio card and the network adapter.

•**Microphone**: an equipment designed for transferring the student's voice into the system either to be recorded or heard by another student while communicating. However, this device is usually attached to headphones i.e., earbuds that enables the students to listen to the externalised voice.

•**Keyboard**: one of the most crucial tools in CALL, for it allows the student to interact with the computer through typing; used for writing texts, commands or scripts.

•**Mouse**: This tool is as important as the keyboard, for it is also considered as a means of interaction with the computer, it enables the student to select, drag and click on objects displayed on the screen monitor.

•**Speakers**: devices used to play sound effects; they are connected to the central unit through wires. For personal use, there are two small speakers alongside each computer. However, for collective use, as in classrooms, two large speakers are suspended on the wall.

•**Projector**: also called Data Show, a device equipped with lenses that projects graphs, images and slideshows on a large white fabric screen so that all students could see. Usually used for presentations as well as educating.

•**Printer**: a machine connected to the computer that prints texts and images on papers

•**Screen**: also called monitor, an output machine that displays stored data such as documents programs or graphics. There are many types of screens: Liquid Crystal Display (LCD), Cathode Ray Tube (CRT) and Light emitting diode (LED)

Similar to the human body, software and hardware are the brain and the muscles of a computer. Despite that one is abstract (software), and the other is concrete (hardware) they function in a complementary manner. For, students would not be able to store data without a hard drive or externalize this data without software tools.

Conclusion

As a sufficient exploration, the present chapter prepares readers for the practical issues of the study. It is a background that implants what should be known about CALL. The use of such strategy in the Algerian schools, namely in the English as a Foreign Language context, however, is interestingly growing. For that, it was necessary to investigate how useful such strategy in the course of learning English as a Foreign language. The following chapters attempt to check practically the implementation, usefulness and impacts of CALL in the Algerian EFL classrooms.

Chapter Two

Data Analysis

Introduction

The main aim of the study, as mentioned earlier, is to detect the attitudes of EFL secondary schools' pupils towards the implementation of CALL in Algerian classrooms. By hypothesizing that although EFL Algerian pupils are not well aware of how beneficial the implementation of CALL in the secondary school, they show good interest in learning EFL through it. The present part of the study tests the hypothesis by two instruments of investigation. This chapter is devoted to the methodology of this research. It includes descriptions of the tools of investigation, procedures of data collection and the analysis of data.

1. Methodology

The present study has been conducted in the Algerian high schools of Ould Kablia Saliha and Ben Zaza Mustapha in the city of Mostaganem. The researcher observed whether the classes are supported with technological devices and whether teachers use any CALL techniques in their EFL teaching. However, the pupils' questionnaire and the teachers' interview can be sufficient tools that help the researcher investigate the attitudes of EFL pupils towards the use and usefulness of CALL in classroom. Not only does this study investigate the use of CALL in secondary schools but it also investigates it effects on language learning process and how to acquire a foreign language at home. It investigates also how schools can take advantages from the available computers and whether teachers recommend particular software. Depending on a qualitative and quantitative analyses, the research is a descriptive study of the results obtained

1.1 The Participants

The participants of the study are Algerian EFL pupils and teachers who study/ teach in Ould Kablia Saliha and Ben Zaza Mustapha secondary schools in Mostaganem. Pupils are from sixteen to eighteen years of age. They are of both genders, varied backgrounds and varied English proficiency. The pupils are a mixture of first, second and third years levels. The number of participants is sixty (60 /

100%). For the teachers, they are eight (8) EFL teachers from the same secondary schools. They are of both genders, varied backgrounds and varied periods of experience.

1.2 Methods and materials

The first instrument of the study is the pupils' questionnaire. It is divided into two parts. The first one identifies the personal information of the pupils as well as the main statistics relevant to the use of technology. The second part includes fifteen (15) statements that pupils are required to answer with the degree of their agreement on them (strongly agree/ agree/ disagree/ strongly disagree). The statements are chosen to be synthetically providing some information about the attitudes of pupils towards using CALL. The second instrument is the teachers' interview. It contains ten (10) open questions. The questions are significantly proposed to collect the teachers' different opinions on the implementation of CALL in Algerian schools and its usefulness in improving the learning process.

1.3 Data collection

Data for this study were collected by quantitative and qualitative methods. First of all, it is an empirical study which depends on collecting information through two main instruments: a questionnaire, and an interview. Second, it investigates the learners' attitudes towards using CALL to reinforce their language learning and the teachers' awareness of the benefits of using CALL as a complementary educative tool. The data obtained through the mentioned means questionnaire and interview in the second and third terms of the academic year 2017\2018.

2. Data Analysis

In this part, the collected answers of the questionnaire then the interview will be qualitatively and quantitatively analyzed

2.1 Analysis of the pupils' questionnaire

2.1.1 General statistics

The table below shows the population's level and gender. Most of the participants are female, and they are approximately in the same rate in terms of the level.

First year	Second year	Third year	Male	Female	Total
17	22	21	23	37	60

Table 1. Gender and level of the informants.

The second table below shows the number of pupils who do not have computers at home. As it shows those who have ones with details of whether they have access to internet or not, and primarily whether the computers are their own or shared by others. The results show that forty-nine of the population have computers, the majority of them have internet access.

Pupils who have no computer	Pupils who have computers			
11	Personal	Shared	Internet Access	Without Internet access
	24	25	39	10
Total: 60	Total: 49			

Table 2. Computers and internet availability at pupils' homes.

2.1.2 The time-rates of using computers and internet

The restricted sample for the following statistics are the forty-nine pupils (49) who have computers at home. The graph below identifies the time of using computers per day by classifying rates into four main answers (never / one-to-four hour(s) / five-to-ten hours/ more than ten hours). The graph shows that the majority use their computers from one to four hours

(19 pupils: 38.77%). The second-high rate is recorded to fifteen pupils (30.66%) who use computers from five to ten hours per day, and that is a remarkable result. Six pupils use the computers for long periods of time (more than ten hours); however, nine pupils do not use the computers.
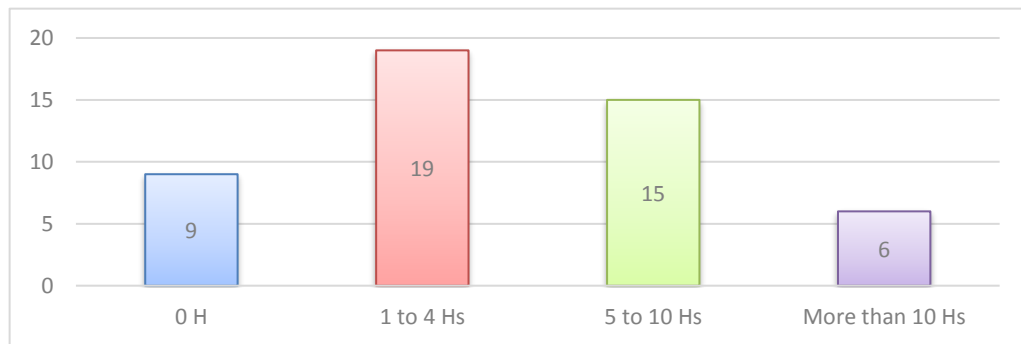
Graph 1. The time-rate of using computers per day among pupils.

The restricted sample for the following statistics are the thirty-nine pupils (39) who have computers and internet access at home. The graph below identifies the time of surfing on the internet per day by classifying rates into four main answers (never / one-to-four hour(s) / five-to-ten hours/ more than ten hours). The graph shows that fourteen pupils (14= 35.89%) do not surf on the internet; sixteen pupils (16= 41.02%) surf for one to four hours; and nine pupils (9= 23.07%) surf for five to ten hours. No one claimed that they surf on the internet for more than ten hours.
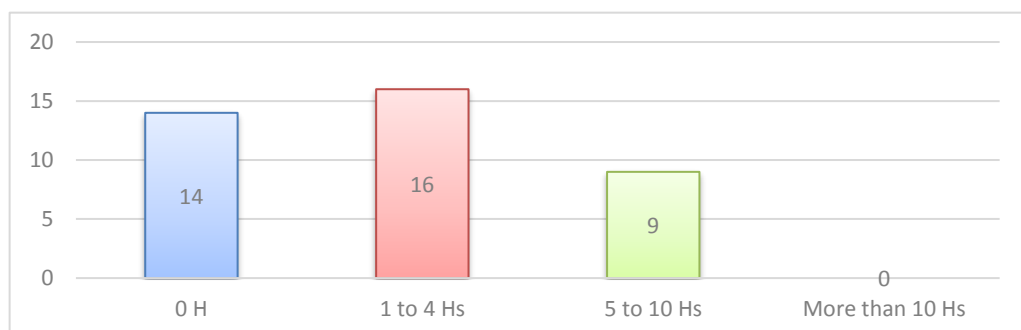
Graph 2. The time-rate of surfing on the internet per day among pupils.

2.1.3 Knowledge about using technology

After being asked about the extent of their knowledge about using technology, the pupils showed variant answers. Twelve of them (20%) do not have such knowledge; ten of them (one sixth) replied with 'very little' and ten with 'a little'. Noticeably, fifteen pupils (one forth) answered that they know 'a lot' about technology and dealing with it; and the left twelve (20%) pupils answered that they have sufficient knowledge when using technology.
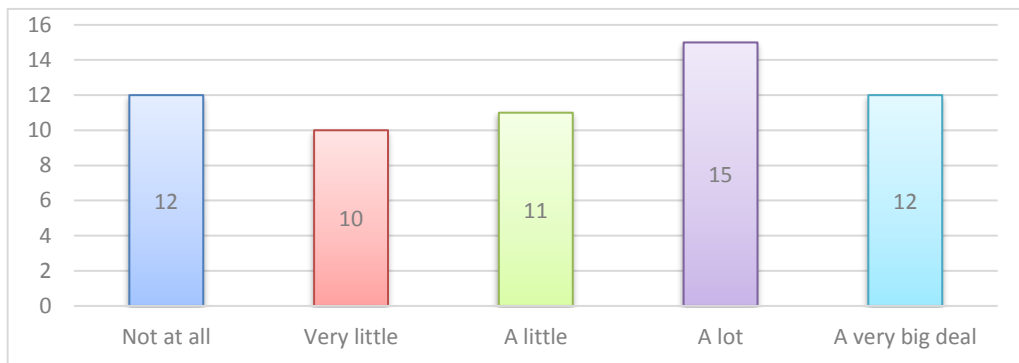
Graph 3. The extent of knowledge about using technology among pupils.

2.1.4 The preference of using technology in class

The last question in the first part of the questionnaire has been put to have a direct answer about whether pupils prefer the use of technology in their classes or not. Fifty-three pupils (88.33%) answered 'yes', whereas only seven pupils did not prefer that. Significantly, these answers may be reflected in the levels of agreement on the statements in the following part.
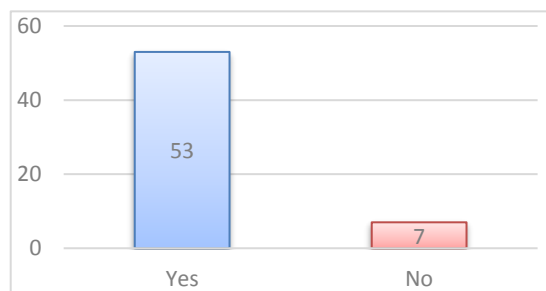
Graph 4. The preference of using technology in class.

2.1.5 The analysis of the levels of agreement on statements

Statement 1: I use a computer to learn English language.
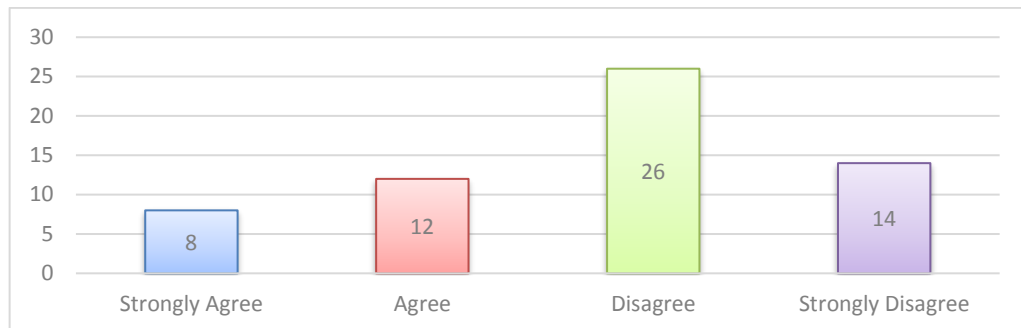
Graph 5. The use of computers for learning English.

Agreements on this statement are less than disagreements. Precisely, two thirds -forty (40) pupils- disagreed on the use of computer for the sake of learning English; fourteen of them (14) strongly did. One third, however, confirmed that their use of computers is to learn the language; twelve (12) pupils agreed, and eight (8) others strongly did.

Statement 2: Reading and doing activities through the computer helps me improve my English.
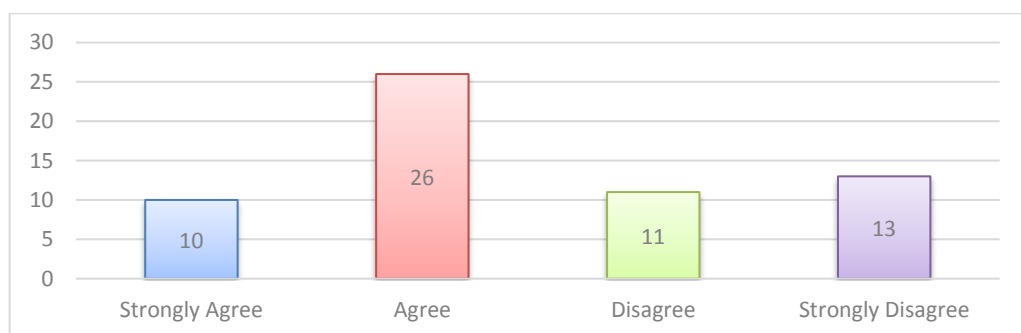
Graph 6. Improving English through activities on the computer.

The graph above shows a higher rate of agreements on the second statement than disagreements. Ten (10) pupils strongly agreed that computer activities like reading are useful

in improving the language level. The highest number, twenty-six, went for the 'agree' option. Yet, twenty-four (24) pupils disagreed on that; thirteen of them strongly did.

Statement 3: Using the computer saves time**.**
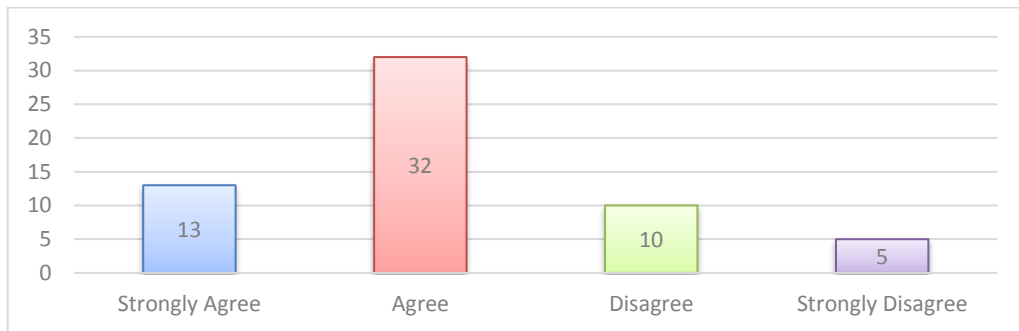
Graph 7. Using computer saves time.

The graph above shows that forty-five (45: 75%) pupils see that computers are timesaving; thirty-two (32) of them agreed, and thirteen (13) strongly agreed. Noticeably, some pupils saw that computers are time-consuming. Therefore, ten (10) pupils disagreed on the statement and five (5) others strongly did.

Statement 4: I prefer revising from books and doing activities by hand.
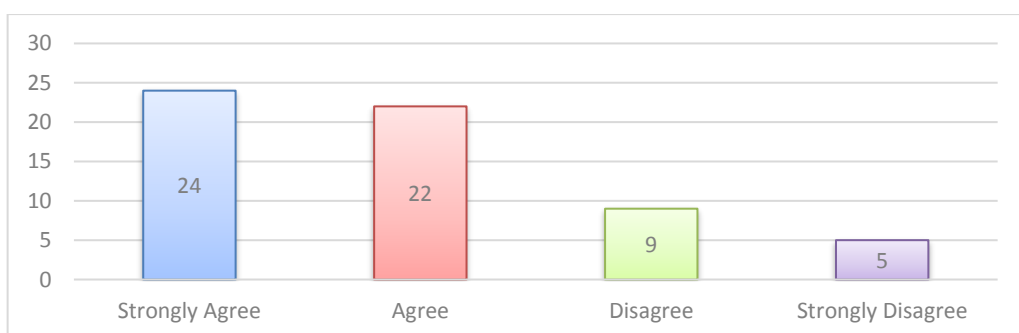
Graph 8. The preference of revision from books and activities by hand.

The graph above shows that forty-six (46) pupils confirmed their preference to using books in revision and hands in activities; twenty-two (22) of them agreed and the other twenty-

four (24) strongly agreed. However, the other pupils saw that revision and doing activities are better to be through using computer. For that, nine (9) pupils disagreed on the statement, and (5) others strongly disagreed.

Statement 5: I avoid using computer in learning.
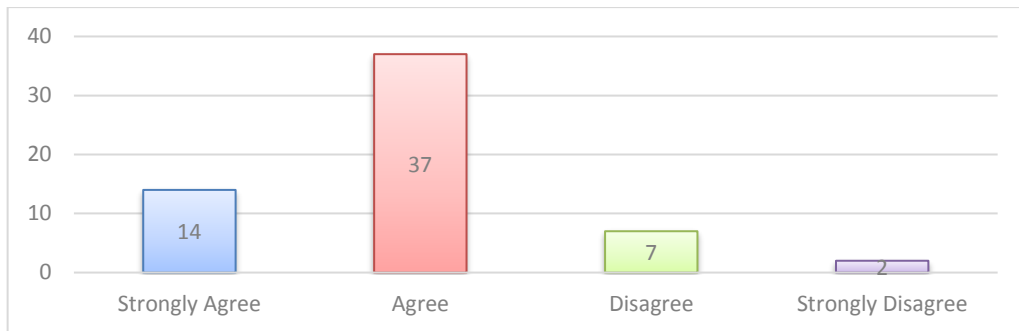
Graph 9. The avoidance of using computer in learning.

This statement seems to represent another way of the previous two statements. The majority of pupils went for 'agree' option, namely thirty-seven pupils. Other fourteen (14) pupils strongly agreed on the statement. By contrast, few pupils did not agree on this statement; seven (7) pupils disagreed and two (2) others strongly did.

Statement 6: I learn the language better when the teacher uses technology in class.
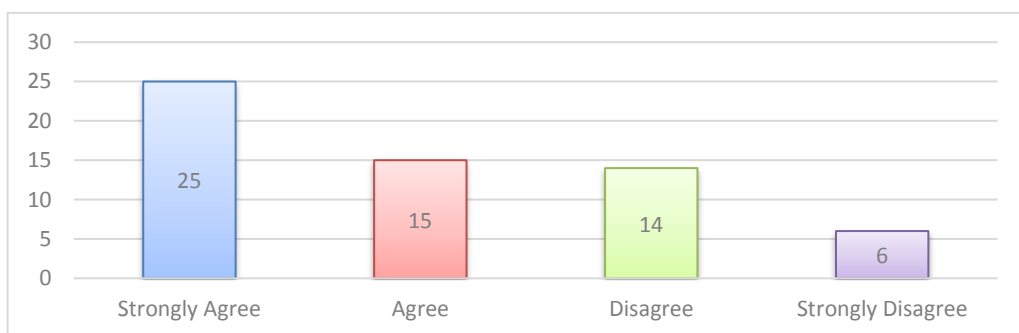
Graph 10. Learning the language with using technology in class.

This statement has received a higher agreement rate. When pupils required to confirm that learning through using technology in class is preferred, forty (40) pupils agreed; twenty-five of them strongly agreed. However, the least of them confirmed that they do not learn the language better if technology is used in class. Fourteen (14) pupils, then, disagreed and six (6) others strongly disagreed on the statement.

Statement 7: The use of computers, iPads, and projectors in class sustain my interests in learning English.
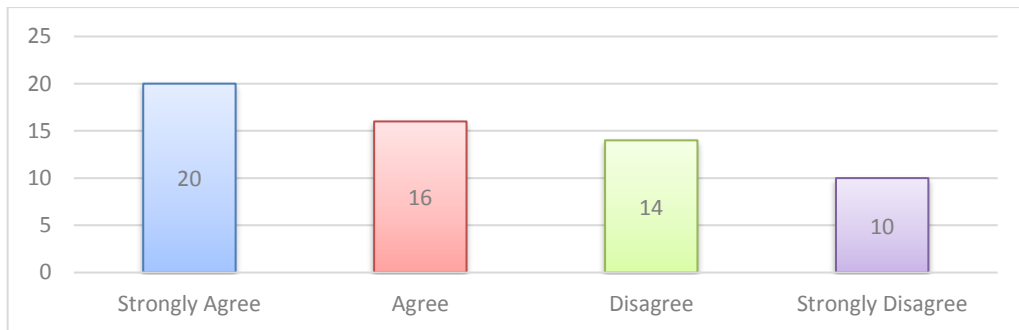
Graph 11. Sustaining interests through computers, iPads and projectors.

This statement has received almost similar numbers of agreements and disagreements. Mainly, when pupils asked about their interests in learning English in class whether it is sustained by technology, twenty (20) pupils strongly agreed, and sixteen (16) others agreed. Those who said that technology does not sustain their interests in learning English are, fourteen (14) pupils disagreed on the statement, and other ten (10) others strongly did.

Statement 8: I use English learning software to learn synonyms of words.
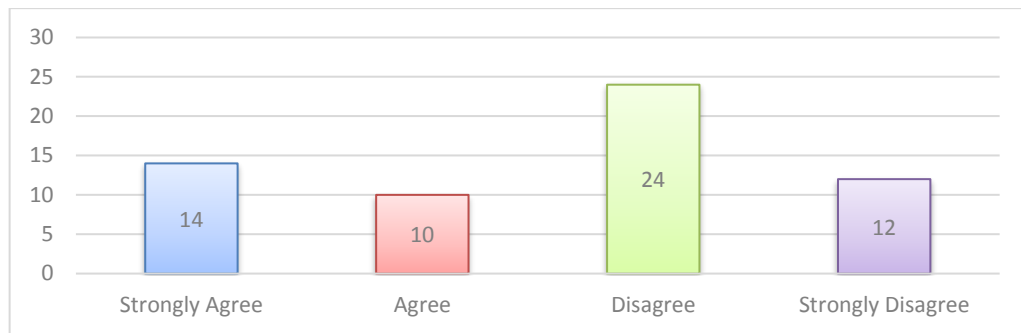
Graph 12. Learning synonyms through software.

According to the use of computers, the interests of pupils and the availability of software, twenty-four (24) pupils confirmed their dependency on software to know the synonyms of words (learning vocabulary); fourteen (14) of them strongly agreed on the statement. Yet, thirty-six (36) pupils did not confirm the statement. Precisely, twenty-four (24) pupils disagreed and twelve (12) others strongly did.

Statement 9: Learning English through technology enhances my task enjoyment**.**
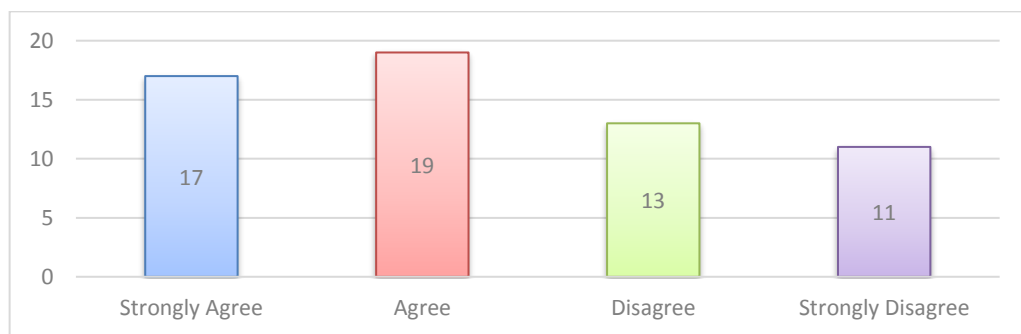
Graph 13. Enhancing task enjoyment through technology.

According to the use of technology in tasks, the pupils were asked whether they enjoy tasks when using technology or not. Positive answers are higher than negative ones. Particularly, seventeen (17) pupils strongly agreed, and other nineteen (19) agreed on the statement. By contrast, only twenty-four (24) pupils did not confirm their task enjoyment when technology is used. Eleven (11) of them strongly disagreed on the statement.

Statement 10: Learning English language assisted by computer is boring and unnecessary.
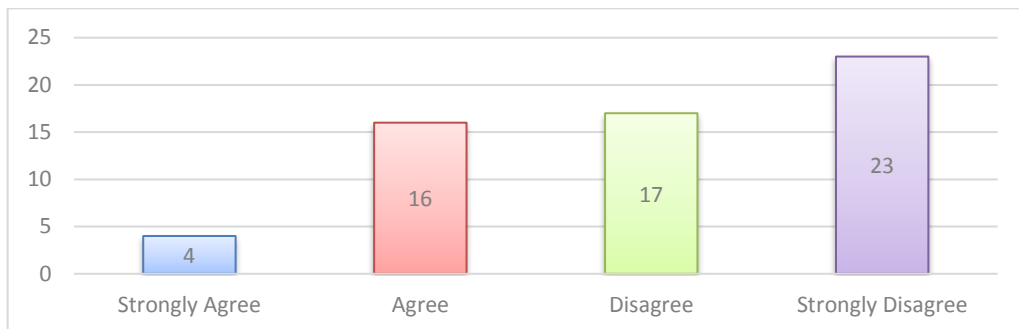
Graph 14. Boredom and unnecessity of computer-assisted English learning.

The present statement shows high number of disagreements. Forty (40) pupils disagreed on the statement, twenty-three (23) of them strongly did. Those who considered that computer-assisted English learning is boring and unnecessary are few. For that, sixteen (16) pupils agreed on the statement and other four (4) ones strongly did.

Statement 11: Using CALL in learning is interesting and enjoyable.
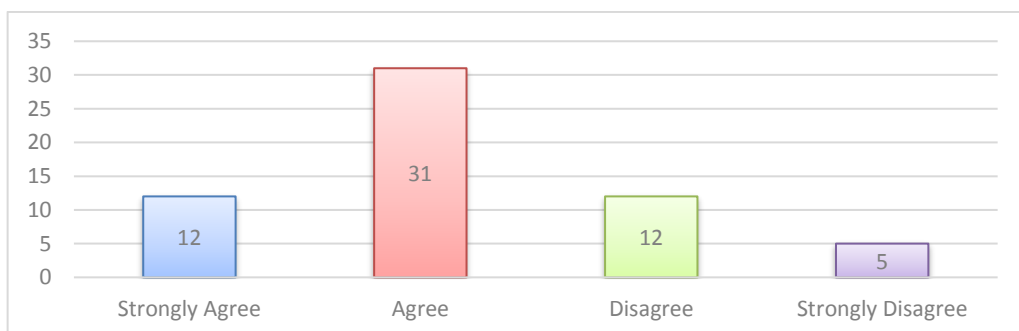
Graph 15. Using CALL in learning as interesting and enjoyable.

The disagreements on this statement are much less than agreements. The majority of pupils confirmed that CALL is enjoyable and interested. Particularly, forty-three (43) pupils agreed on the statement, twelve of them (12) strongly did. However, some other pupils did not

consider that CALL is enjoyable and interesting in class. Twelve (12) pupils disagreed and five others strongly disagreed on the statement.

Statement 12: I prefer the computerized task (activities, exercises) formats rather than the paper-based formats.
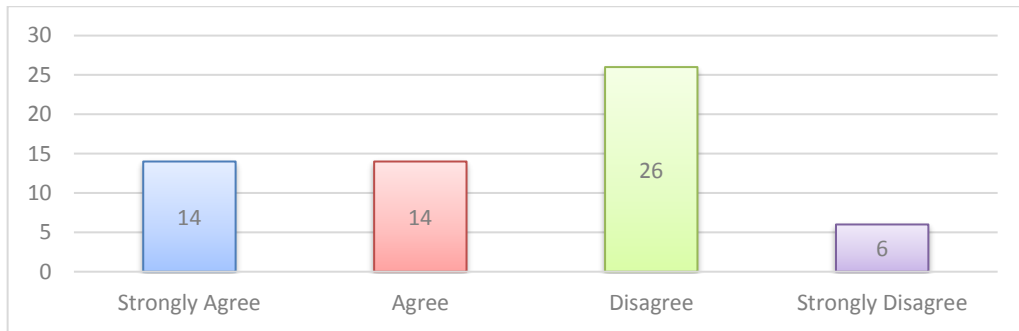
Graph 16. The preference of computerized task formats.

Some balance in the number of agreements and disagreements is apparent on this statement. Fourteen (14) pupils went for 'agree' and other fourteen (14) ones went for 'strongly agree' as preferring the tasks in computerized formats. However, twenty-six (26) pupils did not agree on that. In addition, other six (6) pupils strongly disagreed on the statement as preferring the traditional formats of tasks.

Statement 13: I get more individual attention from my teacher during the traditional class.
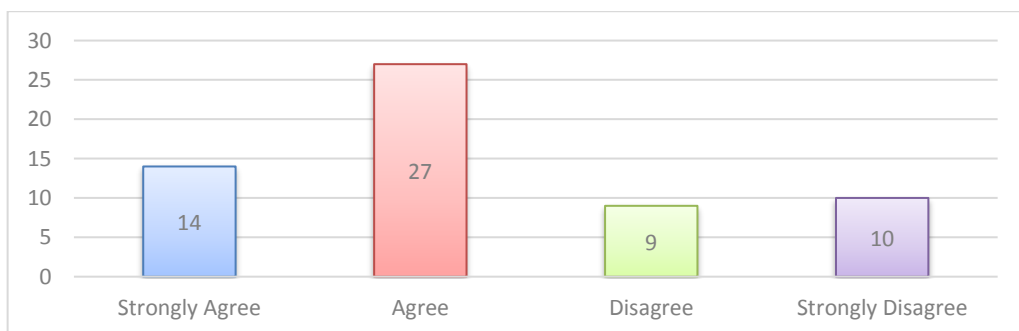
Graph 17. Individual attention in traditional class.

Some pupils confirmed that they do not get much attention from their teachers through traditional teaching. For that, nine (9) pupils disagreed and ten (10) others strongly disagreed on the statement. By contrast, the majority of pupils confirmed that there is much individual attention in traditional classes. Particularly, twenty-seven (27) pupils agreed, and other fourteen (14) ones strongly did.

Statement 14: I prefer the feedback given by the teachers rather than feedback given by a computer.
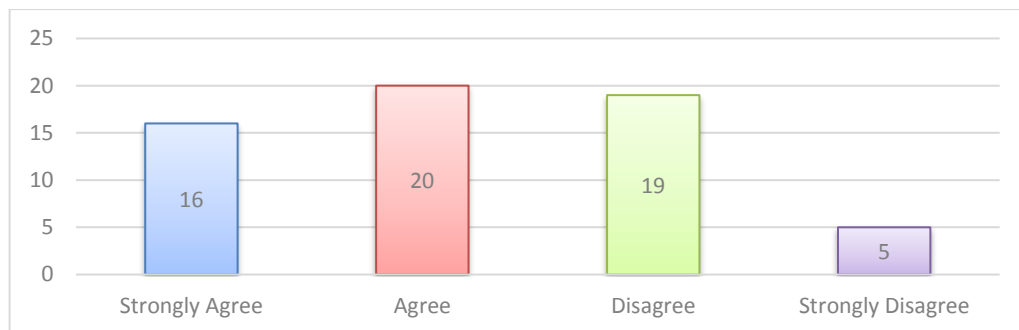
Graph 18. Preferring feedbacks given by teacher rather than computers.

When pupils were asked about which feedback is better, the teacher's or the computer's, thirty-six (36) pupils agreed on that teacher's feedbacks are preferable; sixteen (16) of them strongly did. However, a considerable number of pupils preferred the computer's feedbacks. Particularly, nineteen (19) pupils disagreed on the statement, and other five (5) pupils strongly did.

Statement 15: I find it easier and more motivating to learn through projectors' presentations than to learn from the board.
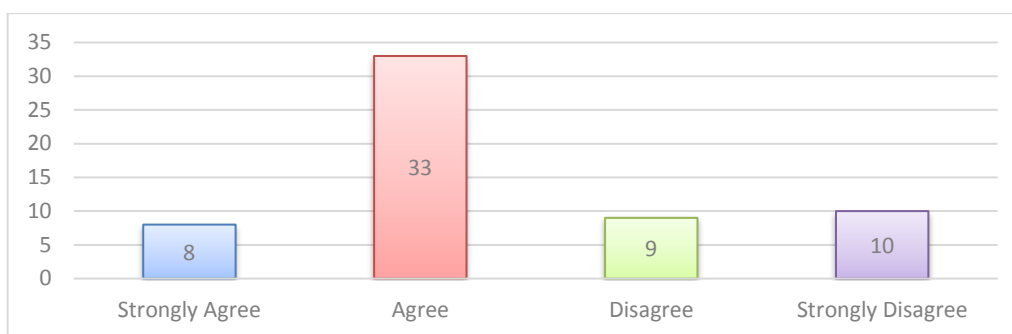
Graph 19. Preferring projectors and presentations rather than the board.

Presentations and projectors as modern tools in CALL were compared to boards as elements of motivation in this statement. Pupils answered with high number of agreements. Forty-one (41) pupils preferred the projectors and presentations; eight (8) of them strongly agreed. The other pupils preferred the board as more motivating than other tools. Nineteen (19) pupils disagreed on the statement, ten (10) of them strongly did.

2.2 Analysis of the teachers' interview

The experiment is not concerned with the general characteristics of the interviewees like their age, the school, and the experience they had in the field of language teaching. In this part, each question will be provided, then followed by the analysis of teachers' replies.

Question 1: What type of advanced knowledge pupils have or need to have in using technology?

All teachers recommended that pupils learn how to operate computers and all what is about them. Teachers focused on knowing the technical language of the systems, software and processing. Some teachers also recommended that pupils must start using computers at early stages so that they enrich knowledge about technology. One teacher mentioned that teachers are not ready to teach pupils ICTs and things about technology, yet those who have no idea about them need to improve it by themselves.

Question 2: Do pupils prefer ICTs as a learning style to be used by teachers?

According to two teachers, pupils do not show any kind of interest in the modern classes that include CALL tools. However, the other teachers said that pupils become motivated as they prefer ICTs as a learning style. One teacher added that the use of ICTs should be accompanied with teaching technical English.

Question 3: How do you see the importance of CALL implementation in the Algerian EFL context?

All teachers mentioned that implementing CALL is a necessity in EFL classrooms in order to include fun element in the teaching-learning process. Some teachers highlighted that Algerian schools must be backed up with tools like computers and projectors as to be modernized and up to date in the field of education. Some other teachers related the importance of CALL implementation in Algerian EFL context to the way it should be implemented. Significantly, they all agreed on its need in Algerian EFL classrooms as to follow the globalization of language and technology.

Question 4: How competent are you in using the computer as a tool for teaching English?

No one of the eight teachers confirmed that they are well aware of and competent in using computers. They said they have different levels of competence when using computers. One teacher said that they follow the instructions of other teachers. Another teacher mentioned that she has a pupil who sometimes helps her in learning how to deal with the computer. As n teaching English, they all expressed some awareness of having the assistance of laptops in their classes.

Question 5: Can you make use of computers in your classes? / if no, why not?

The answers of all teachers were identical. Teachers said that they use computers for PowerPoint and video presentations. Some teachers mentioned that they do not make use of computer due to the lack of projectors in the school. Most of teachers confirmed that they bring their Laptops in some classes as to introduce a new topic, namely in listening tasks.

Question 6: For what purpose(s) do you use computers while teaching English? To teach pronunciation /to teach vocabulary / to teach speaking/writing skills?

All options were approved by teachers accordingly. Six teachers highlighted their use of computers in the listening classes, that is teaching vocabulary and speaking. Interestingly, one teacher said that teaching pronunciation must be conducted through CALL tools. Some teachers added that they choose the content according to the session objective; in all ways, computers seem to be necessary to use in all kinds of lessons.

Question 7: Do you encounter difficulties in the technology integration process? How?

The answers for this question were convergent. the eight teachers asserted that the lack of projectors, computers and laboratories where they perform easily are the main obstacles they encounter. In addition, the teachers' competence in integrating technology in teaching was a difficulty that two teachers mentioned. The latter confirmed even the hardship of learning how to use a computer. One teacher, moreover, added that there must be a concern from the ministry of education in implementing modern tools in the classroom since their absence is a difficulty that teachers face.

Question 8: Do you use your personal computer or/and the projector in your classes? And do you use specific software frequently while teaching English?

Some teaches mentioned that they borrow computers. Yet, the majority use their own laptops. One teacher highlighted that she uses a laptop only in presentation by PowerPoint. Other teachers mentioned that they present videos, pictures and sometimes. No one of the teachers mentioned other specific software than video players and PowerPoint.

Question 9: What is the strength of CALL in improving language skills?

Teachers said that in case software are installed in English, that will help learners learn some terms and keywords. One said that if the software were about speaking and writing, that will improve the pupil's skills well. One teacher mentioned that it is beneficial even for teachers to be acquainted with laptops, presentations, video preparing and other tasks.

Question 10: Do you think that CALL increases autonomy? How?

Teachers said that pupils can rely on themselves in ICTs learning sessions and that increases autonomy. A teacher said that learners can learn according to their own pace and review what they have learned easily. Some others said also that CALL increases autonomy since they can be self-taught, and it paves the way to the learners' capacities to be explored.

Conclusion

The present chapter represents the methodological part of the study. It has presented the main information about the participants of the study, the tools of investigation and the collected data analysis. The latter has started by analysing the pupil's questions. Through charts and comments, the general information and the level of agreement have been analysed. The analysis has moved then to the interview of the teachers. Briefly, the researchers mention the main answers provided by the teacher. Throughout the following chapter, the analysis will be interpreted, findings will be listed and discussions will be provided.

Chapter Three

Findings, Discussions

& Recommendations

Introduction

This study aimed at investigating the secondary school pupils' attitudes towards Computer Assisted Language Learning (CALL) and the teachers' awareness of the benefits of using it as a complementary tool to facilitate English language learning. In order to test the study hypotheses, the previous chapter has been devoted to the experiment of questioning EFL Algerian pupils and teachers. In the present chapter, the results of the experiment will be provided and discussed. In addition, implications for practice and further research related to technology and language teaching will be suggested.

1. Findings and Discussions

After the analysis of pupils' questionnaire and teachers' interview, the study comes to the part of results and discussions. First, the findings of the questionnaire will be listed and discussed, then the interview\s findings will be listed and discussed.

1.1 Discussing the Questionnaire's Results

The questionnaire aimed at examining the pupils' use of computers and their attitudes towards the use of CALL and software in language learning. The pupils' answers show that 81.66% of them possess a computer at home and 65 % of them have internet access. They use them for different purposes. As for the academic purposes, it represents the average of more than one hour weekly**.**

It is obvious that pupils are in touch with technology since the majority of them assumed that they use the computer. However, only one third of them use computers to learn languages. The current generation of the digital age are being raised in a society that is changing rapidly

as a result of the influx of new computer-based technologies that provide more pervasive and faster worldwide links to commerce, communication, and culture. For that, since childhood, people are getting familiar with technology.

The results showed also that pupils read through computer to improve their English but it should be guided to check what they read for the sake of improving the language. Many pupils did not prefer that method of reading or learning. For that, teachers have always to be present in their learning in order to check their understanding and the pronunciation but the most important thing is to check their attitudes towards reading on computers and not in paper-based format books.

Pupils who use computers to learn how to speak, how to write, how to understand native speakers and how to answer them with a rich vocabulary are learning the skills without knowing them. The teachers need to introduce the skills to them then to guide them on what they should focus. Ravichandran (2000) opined that an ideal CALL courseware remains not an alternative but a complementary tool in reinforcing classroom activities". He highlighted that the effectiveness of CALL depends on the teacher's readiness to adopt new attitudes and approaches toward language teaching.

Pupils have expressed their attitudes towards computers and towards CALL, through the answers we can see that they are computer fans. Pupils have shown negative and positive attitudes. They have reacted to situations according to their emotions and wills. However, some social and psychological factors are more important than emotions. Thus, pupils' reactions to the learning process can be explained by combination of social and psychological factors. Social

factors may include perceptions and wishes of parents. Moreover, the positive or negative attitudes of their peers may be influential on students' attitudes towards the methods learning.

Pupils answered that learning through computers is enjoyable and interesting and they preferred the computerized format tasks than the paper-based ones because they save time. The study indicates that pupils feel more positive attitudes towards writing and vocabulary study, when they feel that learning word processing is useful and they can improve their vocabulary. Hence, pupils prefer to achieve their aims since they have positive feelings in CALL classes and computer-based tasks.

Throughout the agreements on many statements, it seems that CALL increases autonomy since they can be self-taught. CALL methods pave the way to the learners' capacities to be explored. As CALL programs are considered tools that enhance autonomy in language learning, the attitudes of pupils towards CALL instructions in classrooms are important for success in the learning process. It is possible, for instance that if the pupils have positive feelings about the use of computers in language instruction, they are likely to be more willing to learn the language and take the responsibility for their own learning.

However, pupils have also shown negative attitudes while using this technology. These problems can arise from their lack of experience with computers, lack of direction in the efficient use of computers or teachers' negative attitudes towards CALL programs, since teachers represent a model for their pupils.

Moreover, internet availability may be the most significant factor that make pupils give up their online courses or their software updates. Other pupils said that they get much individual attention from their teachers in CALL classes. However, some others claimed that they prefer

their teachers' feedback than a feedback given by a machine. These kinds of problems may affect learners in demonstrating negative attitudes towards computer use in instruction.

As mentioned earlier, the teachers' attitudes also have a significant role in the efficient implementation of CALL programs in language instruction. They can also determine pupils' attitudes towards CALL implementation. In the following step we are going to expose the results of teachers' answers to the interview.

1.2 Discussing the Interview's Results

The interview aimed at investigating the teachers' awareness of CALL's role in language learning and the extent to which they consider computers as a complementary education tool. Teachers who have a long period of experience claimed that they are not that competent in computers use. That implies they unfamiliarity with the new standards of teaching in which the computer has become such an important tool.

Moreover, some teachers added that they are not comfortable with computers and they feel anxious when it comes to the use of computers in classes. That could be due to psychological factors such as anxiety or the fear that they fail to manage the machine. It is also embarrassing when pupils who are competent in using technology notice that failure from their teacher's part. Some teachers expressed hatred of technology because they feel that the computer does not help the pupils understand and it instead wastes their time. Those teachers seem technophobic.

Interestingly, a considerable number of teachers have shown positive attitudes towards computers and technology. Yet, their adoption of computers and their use of technology in their

language teaching practices do not correlate with their positive attitudes. They are using computers at low-levels which do not require complex applications and their use of technology cannot enhance interactive student participation in language learning and teaching process. However, the more teachers have access to computers and make use of them, the better they will learn how they can conduct more complicated tasks using technology in their language teaching practices.

Teachers said that computers are useful in presentations and for listening tasks. They said that they can bring their laptops, yet they do not rely on them so often as they are used to do the majority of the work by hands. Moreover, they assumed that only the listening task needs to be taught using a computer while just a tape recorder is useful. They should follow intensive computer courses in order to manage the huge options that computers serve to learners and to educators in particular.

Results, in addition, have revealed that the lack of materials can interrupt the teachers' plans since the projectors are not available all the time, besides there is only one projector to use and they had to share it with their colleagues. Because there are limited technological tools, this insufficiency sometimes affects teachers of English in general use of computers in their classes. The lack of technology tools and its unavailability make the teachers and pupils bored especially when they are motivated to do or to introduce something new for the pupils and these pauses will break the coherence of the topic.

Many teachers do not use computers not because they are technophobic, but because they are unaware of the usefulness of computers in instruction, and of how to integrate them in their curricula and classrooms. In addition, being aware of the functions and uses of CALL in

classrooms influences teachers' acceptance of the use of computers in educational settings. That influences even their approaches to computers and integration of them into curricula and language teaching.

Although the importance and benefits of integrating CALL programs into EFL Algerian classrooms are recognized by many teachers and educators, there are external and internal factors that play an important role in shaping the attitudes of pupils and teachers, such as the lack of training, access to computers and software, inadequate curricula and lack of technical support. There are some internal or social cognitive factors that shape pupils and teachers' attitudes. They include teachers' prejudiced beliefs about technology and computer competency, their unwillingness to change their methods since they are unfamiliar with computer technology resources, and their self-efficacy. In addition, external factors, like lack of training and support from the administration, resources and teachers' backgrounds with computer use may make them feel less confident with this technology in education.

The overall findings of the study show that pupils are not well aware of the benefits of the computers in language instruction as well as their teachers. During the integration of any CALL method in classroom, pupils and teachers need to be provided with the necessary information about the benefits of computer programs in language instruction. This requires guidance and assistance from experts and trainers. Pupils, after all, are welcoming excessive CALL trainings and classes, and they are doing their best to direct their use of computers towards the learning of language.

After testing the study hypotheses, the research has resulted to the fact that Algerian EFL pupils have considerable interests in learning through CALL techniques in EFL

classrooms despite their negative attitudes towards the use of computers for the purpose of learning language. The study also confirmed that implementing CALL programs is highly required from the teacher's part as well as educators and responsibles.

3. Recommendations

Depending on the present study's results, and according to its framework, experiment and data, the researcher attempts in this step to provide some suggestions and propositions for further research.

- A study that investigates the processes of integrating CALL in EFL sessions during one year, for instance, is required to have more valid results regarding the attitudes of pupils towards the use of technology in class.

- As motivational strategies, teachers are recommended to develop their pupils' natural willingness to learn, to support their needs to make them feel competent and accepted.

- Teachers, moreover, are recommended to foster their pupils' attributions about causes of success. They have to motivate them through CALL strategies

- A brief questionnaire may be distributed to the students and teachers by the administrators in order to check whether there are differences among the attitudes or perceptions of students and teachers. With the help of on-going evaluations, which can be made through brief questionnaires or individual or group interviews, the administrators and the teachers may determine whether the curriculum requires any changes or improvements. The findings in the literature also report the importance of on-going evaluations in learning and teaching process.

- Pupils should be provided with the necessary skills to use the computers properly and comfortably before introducing CALL into the classroom. This will ensure that they will be freed from computer anxiety and negative attitudes towards computers.

- Pupils' autonomy can be improved through computers since fast and slow learners are given the opportunity to study and review the materials according to their own pace.

- Although reading a text on a computer screen is distracting and tiring and all of the participants put forward that reading skill and reading activities were not appropriate for CALL, teachers should help students practise reading passages or articles on a computer and some activities should be provided in order that students become familiar with reading and accessing to reading materials online. (Debski, 2000).

- Supplying the schools with CALL equipment is highly recommended. A comparative study can be conducted on a well-equipped school and non-equipped one. The focus shall be on the use of CALL techniques in EFL classrooms.

Conclusion

The present chapter has provided the results of the study. Starting by the most significant findings to the less significant ones, and from the pupils' questionnaire to the teachers' interview. Finally, the discussion of the main results has given a clear idea about the degree to which may CALL be welcomed by EFL pupils and used inside and outside the classroom. Some recommendations have been listed as closing part of the chapter.

General Conclusion

The results of the present research showed the following results. First, the questionnaire designed to examine the attitude of pupils, shows that 81.66% of them possess a computer and 65% have access to internet. They use both for academic purposes one hour weekly. Most of learners are familiar with technology, yet third of them use it to learn languages. When it comes to reading from screen, majority of them did not prefer reading on computers.

Pupils who use computer to learn how to communicate with native speakers, acquire a rich vocabulary and more skills unconsciously. Pupils have shown a positive attitude towards implementing CALL, however several factors should be considered such as their peers' attitude towards this new method of learning. Nearly all of pupils agreed that CALL tasks are more enjoyable than paper-based tasks. Their positive feelings lead to fast words learning thus enlarging their vocabulary list in short period of time. When it comes to self-teaching, CALL seem to enhance their autonomy, makes them explore their capacities and certainly learn responsibly. This of course, on the one hand, depends on their positive attitude towards CALL. On the other hand, pupils with negative attitude, are due to lack of experience in using technology or even influenced by their teachers' negative attitude towards call programs.

Second, the data compiled from teachers' interview has shown that teachers with long experience claim unfamiliarity with CALL and consider computers as complementary tool only. Others said that computer wastes pupils time, these teachers might be technophobic. However, some teachers shown a positive attitude towards using computer, yet they only use simple programs which may not enhance the learners' level. Teachers claimed that computers are handy for presenting works, but they do most of teaching by hand. The insufficient amount of hardware tools in high school also comes as an obstacle. Generally, teachers don not use

computers because they are unaware of its usefulness, therefore CALL is not applied into their curricula.

The research hypotheses granted that, Algerian EFL pupils do consider learning through CALL. Even those who have negative attitude towards computers are willing to familiarise with technology. Consequently, the study confirmed that the application of CALL is highly required from the teacher's part as well as educators and peers.

Based on the overall results of this study, the researcher sees it fit to provide more suggestions to further research. (a) Further studies such as investigating the integration of CALL in EFL sessions during one year. Through motivational strategies, teachers are required to motivate their students and make them aware of the benefits CALL. Pupils' have different capacities, however studying with computers give them time to review materials at their own pace. Also, providing the school with more CALL equipment is a necessity.

As for (b) both teachers and pupils should be trained and prepared to use CALL, since this new method of teaching requires instructors and learners to acquire certain skills. This will keep them away from anxiety and technophobia. Then, with the help of questionnaires and on-going assessments, administrators will be able to check the progress of the pupils while implementing CALL programs.

As computers became part of our lives; it is inevitable to instruct and teach without it. This certainly leads to the implementation of CALL in all schools. This process will help providing learners the chance to be more creative, autonomous and surely have access to educational materials at any time they see fit. Equally, the role of teacher is now more important than ever, since they are seen as models, it is their duty to create the right learning atmosphere through inserting more CALL programs in their curricula.

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Appendices

1. Students Questionnaire

Dear student,

You are kindly requested to answer sincerely and thoughtfully this questionnaire that will be used for a Master dissertation at Abdelhamid Ibn Badis University. It aims at investigating the usefulness of secondary school pupils' attitudes towards Computer-Assisted Language Learning (CALL).

Thanks for your collaboration.

Part 1 Tick the appropriate option

School :		
Gendre : 1. Male ☐		2. Female ☐
Grade : 1st year ☐	2nd year ☐	3rd year ☐
Do you have a computer at home? Yes ☐		No ☐
If yes, is it : a personal computer ☐	shared by other members ☐	
Do you use the computer? Yes ☐		No ☐
Do you have access to the internet at home? Yes ☐		No ☐
How many hours per day do you use the computer? 0 H ☐ 1-4 Hs ☐ 5-10 Hs ☐ More than 10 Hs ☐		
How many hours per day do you surf the Internet for academic purposes? 0 H ☐ 1-4 Hs ☐ 5-10 Hs ☐ More than 10 Hs ☐		
Do you have an advanced knowledge in using technology? Not at all ☐ Very Little ☐ A Little ☐ A Lot ☐ A Very Great Deal ☐		
Do you like using technology in class? Yes ☐ No ☐		

Part 2   Please indicate the extent to which you agree or disagree with the following statements by putting a tick in the appropriate box

1: Strongly Agree   2: Agree   3: Disagree   4: Strongly Disagree

	Computer Use	**1**	**2**	**3**	**4**
01.	I use a computer to learn English language.				
02.	Reading and doing activities through the computer helps me improve my English				
03.	Using the computer saves time				
04.	I prefer revising from books and doing activities by hand.				
05.	I avoid using computer in learning.				
06.	I learn the language better when the teacher uses technology in class.				
07.	The use of computers, iPads, and projectors in class sustain my interests in learning English.				
08.	I use English learning software to learn synonyms of words.				
09.	Learning English through technology enhances my task enjoyment				
10.	Learning English language assisted by computer is boring and unnecessary.				
11.	Using CALL in learning is interesting and enjoyable.				
12.	I prefer the computerized task (activities, exercises) formats rather than the paper-based formats.				
13.	I get more individual attention from my teacher during the traditional class.				
14.	I prefer the feedback given by the teachers rather than feedback given by a computer.				
15.	I find it easier and more motivating to learn through projectors' presentations than to learn from the board.				

2. Teachers Interview

Dear teacher.

You are kindly requested to answer the questions below for the fulfilment of a Master dissertation at Abdelhamid Ibn Badis University – Mostaganem. The study attempts to investigate the usefulness of and secondary school pupils' attitudes towards Computer-Assisted Language Learning (CALL).

Thanks for your collaboration.

1. What type of advanced knowledge pupils have or need to have in using technology?

2. Do pupils prefer ICTS as a learning style to be used by teachers?

3. How do you see the importance of CALL implementation in the Algerian EFL context?

4. How competent are you in using the computer as a tool for teaching English?

5. Can you make use of computers in your classes? / if no why not?

6. For what purpose(s) do you use computers while teaching English?

To teach pronunciation /to teach vocabulary / to teach speaking/writing skills?

7. Do you encounter difficulties in the technology integration process? How?

8. Do you use your personal computer or/and the projector in your classes? And do you use specific software frequently while teaching English?

9. What is the strength of CALL in improving language skills?

10. Do you think that CALL increases autonomy? How?