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5.1 Introduction

In light of the research questions used to guide the study, the following discussion is based on the results of the survey, which were provided in Chapter Four. Moreover, this chapter presents discussions on the findings, conclusion of the study, general recommendations and suggestions for future research.

5.2 Discussion on the Findings

The following is a discussion on the findings that were presented in the forth chapter. The findings of this study are dealt with according to the following four major aspects:

5.2.1 Discussion on the Findings related to the First Question.

5.2.2 Discussion on the Findings related to the Second Question.

5.2.3 Discussion on the Findings related to the Third Question.

5.2.4 Discussion on the Findings related to the Fourth Question.

5.2.1 Discussion on the Findings related to the First Question.

What are the attitudes of learners towards learning EFL via CALL?

Based on the findings related to the first question, learners of EFL, regardless of their gender and level of the study, had high positive attitudes towards learning of EFL via CALL. The researcher considered that the statement is positive if it gets a Mean Score of (3) or more, while statements with Mean Score of less than (3) is considered as negative statement.
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The findings show that the number of statements that got their Means Scores of more than (3) are 25 in number and only one statement gets it’s Mean Score of less than 3. This means that CALL is a beneficial tool in learning EFL and the introduction of CALL with textbooks improves students’ attitudes towards learning EFL.

The possible explanations for learners’ positive attitudes towards learning of EFL via CALL are that this has become a popular method for learning and teaching language skills. Second possible explanation is that CALL approach, unlike the traditional methods, enables the learners to get feedback on their errors. Third possible explanation is that CALL method makes it possible for the EFL learner to use the program whenever he/she wants at any place. Moreover, the fourth CALL approach, promotes self-reliance in skills, student-cantered approach that usually leads to the improvement of learner’s linguistics expertise and growth. Fifth possible explanation is that the learners may move freely from one skill to another as they wish and according to their needs, which makes CALL meet their individual preferences. Sixth possible explanation is that the effect of using computers for teaching English grammar is positive because computers enables each individual to work according to his/her own pace. Seventh possible explanation is that CALL approach makes learners feel more relaxed and can work in a stress free atmosphere. Eighth, possible explanation is that the user may move freely from one component to another as he/she wishes and according to his/her own needs. This characteristic makes CALL programs cater for individual preferences. Ninth possible explanation is that computers have a large database of linguistics information. These pieces of information are stored in a manner that enables the qualified learner to access and make use of them. Tenth possible explanation is that the schools were also provided with a computer laboratory that
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contained computers equipped with up-to-date software packages and linked with internet.

These explanations and findings are supported by the results reported by other studies. Most of the previous studies concentrated on the theoretical aspects of CALL and described learners’ attitudes toward learning EFL. (See, for instance, Warschauer, 1996; Brosnan, 1998; Almabhoub, 2000; Beazley, 2000; Cunningham, 2000; Chiu, 2003; Abu-Seileek, 2004; Almekhlafi, 2004; Carballo-Calero, 2005; Ates, Altunay & Altun, 2006; AbuSeileek, 2007; Awad, 2007; Bulut & AbuSeileek, 2007; Akbulut, 2008; Ayres, 2002. The findings above are not supported by the results reported by other studies such as Min, 1998; & Yun-hong, 2009).

5.2.2 Discussion on the Findings related to the Second Question.

Are there any statistically significant differences (α = 0.05) in learners’ attitudes towards learning EFL via CALL based on gender?

Based on the findings related to the second question, there were considerable differences between male and female learners of EFL, regardless of their levels of study. The findings show that male learners had more positive attitudes towards learning EFL via CALL than found among female learners.

The possible explanations for male learners’ positive attitudes towards learning of EFL via CALL are that male learners like to use computers in learning EFL more than female learners. Second possible explanation is that male EFL learners are more serious towards their learning exercise. They do their best to seize every possible opportunity to increase their knowledge. Third possible explanation is that male EFL learners are keenly interested in CALL and multi-
media programs. They got bored of the traditional methods that is why they showed a high level of positive attitudes, interest and curiosity when they were being taught with the help of computers. Fourth possible explanation is that male learners use computers in their homes more than females’ learners did. Fifth possible explanation is that male learners’ use the internet on daily basis regularly and much more than female learners did. Sixth possible explanation is that male learners are interested in computers and motivation for learning English with interactive applications may have affected them to show attitudes that are more positive.

The findings of this study are also in accord with the results reported by the studies made earlier for investigating learners’ attitudes towards learning EFL via CALL. (See, for instance, Brosnan, 1998; Beazley, 2000; Chiu, 2003; Abu-Seileek, 2004; Almekhlafi, 2004; Carballo-Calero, 2005; Ates, Altunay & Altun, 2006; AbuSeileek, 2007; Bulut & AbuSeileek, 2007; Akbulut, 2008; Ayres, 2002. The findings above are not supported by the results reported by other studies such as Almahboub, 2000; Cunningham, 2000; Ates, Altunay & Altun; 2006).

5.2.3 Discussion on the Findings related to the Third Question.

Are there any statistically significant differences in learners’ attitudes towards learning EFL via CALL based on level of study?

Based on the findings related to the third question, there were no considerable differences in learners’ attitudes towards learning EFL via CALL based on level of study that is 10th and 7th Grade learners of EFL, regardless of their gender. The findings show that the significance of F is (0.33) and Sig (.856) which is more than the level of significance (a = 0.05).
The possible explanations are presented below as to why there were no considerable differences in learners’ attitudes towards learning EFL via CALL based on level of study that is 10th and 7th Grade learners of EFL, regardless of their gender. Firstly, the schools were provided with technical infrastructure, computer laboratories that contained computers equipped with up-to-date software packages. Second possible explanation is that Discovery Schools are fully network connected and have access to computer labs and online curricula. Third possible explanation is that most of the teachers trained in the use of the computers for teaching through: ICDL, Intel Teach to the Future, CADER, World Links programs, Subject Specific Training (SST). Moreover, teachers also were provided with laptops and projectors to deliver e-contents. Fourth possible explanation is that the lab technicians were appointed in the computer labs for any assistance and malfunction in the systems.

The above explanations are with respect to as to why there were no considerable differences in learners’ attitudes toward learning EFL via CALL based on level of the study. Ensured that both levels of study that is 10th and 7th Grades learners of EFL were taught in the same environment, had access to computer labs and online curricula, and their teachers were trained in the use of computers for teaching.

5.2.4 Discussion of the Findings related to the Fourth Question.

Are there any statistically significant differences (a = 0.05) in learners’ attitudes towards learning EFL via CALL based on interaction between gender and levels of study?
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Based on the findings related to the fourth question, there were considerable differences in learners’ attitudes towards learning EFL via CALL based on interaction between gender and level of study.

The possible explanations for considerable differences in learners’ attitudes toward learning EFL via CALL based on interaction between gender and level of study is that the differences are there in the EFL learners due to individual personalities. Second possible explanation is the learning of the English language depends on the interest of EFL learners themselves rather than their teachers. Third possible explanation is that the level of motivation varies among EFL learners, some are highly motivated, some are less motivated and some are not motivated at all in learning EFL via CALL. Fourth possible explanation is that there are individual preferences for the use of computers, the facility of internet access at homes and time devoted to practice for learning EFL via CALL, which makes EFL learners more or less proficient.

5.2 Conclusion

Computer has, undoubtedly made a remarkable contribution in various walks of life, more significantly to teaching of various subjects. It has offered valuable service to the learners and provided them with a powerful motivating force for productive studies. The rapid development of computer technology, together with the use of computers by linguists and researchers on literature paved the way for introducing computers in language teaching and learning.

Recent years have shown a boom of interest in using computers for foreign language teaching and learning. Besides being powerful and stimulating aids, computers offer great potential for language learning. With the great development of computers and Internet, more and more second language teachers and learners
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are using computers for foreign language teaching and learning today. Computer and its attached language learning programs could provide second language learners more independence from classrooms and allowing learners the option to work on their learning material at any time of the day and in places convenient for them.

Classroom teaching also becomes more effective with the help of computers. Computers have proved to be valuable tools to motivate learners. Student’s learning becomes more individualized and self-reliant. Computers may help teachers to meet different learners’ needs by providing them with different levels of learning materials, by offering learners different studying methods, by making students work at their own pace. CALL programs can be wonderful stimuli for second language learning. These abilities will promote second language learners’ with more active learning motivation. Computer can effectively promote learning interaction between learners and teachers.

Today we have reached the stage where changes occur very rapidly. The nature and direction of changes taking place around the world, and more precisely within the educational system, reinforce the need for a new approach based mainly on the recent technologies of the century. Such an approach is CALL (Computer Assisted Language Learning) and describes the use of a computer as part of a language course. CALL seeks to employ computers in order to improve language-learning techniques. CALL spans the range of activities in language pedagogy, listening, speaking, reading, and writing and draws from nearly all areas of information and communication technology (ICT).

Computers have emerged as fascinating technological tools in the educational arena. Their use in classrooms as a tool for teaching holds a great
significance for language learning. Using computers in language learning can go a long way in developing study skills in learners of English as a foreign language.

Attitudes of EFL learners toward CALL could play an important role in learning of English as a foreign language. A study on learners’ attitudes towards CALL could be useful in understanding the relationship between CALL and student proficiency in learning. Research on second or foreign language acquisition has found that learners’ attitudes toward the language-learning situations influence their learning process in a second or foreign language class.

The present study investigated the attitudes’ of English language learners towards learning EFL via CALL at six Discovery Schools in Amman, Jordan. The samples of the study were two school levels of EFL learners’ Grades, i.e. 10th grade & 7th grade. 300 EFL learners participated in this study at Discovery Schools in Amman, Jordan.

This study has contributed to a growing body of knowledge in the field of CALL and EFL, particularly in Jordan. The findings are relevant to educational system to evaluate the implementation of ICT, its innovations, and its acceptance by learners and teachers in schools.

The findings of the study can be summarized as follows:

1. EFL learners, regardless of their gender and level of the study, had positive attitudes toward learning EFL via CALL with an overall Mean of (4.21) and Standard Deviation of (.437).
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2. Statistically significant differences (a = 0.05) were found in learners’ attitudes towards learning EFL via CALL based on gender. It is clear that male EFL learners had more positive attitudes towards learning EFL via CALL than female EFL learners with total Mean of (4.28) and Standard Deviation of (.394) whereas female EFL learners got total Mean of (4.15) and Standard Deviation of (.468).

3. No statistically significant differences (a = 0.05) were found in learners’ attitudes towards learning EFL via CALL based on level of study.

4. Statistically significant differences (a = 0.05) were found in learners’ attitudes toward learning EFL via CALL based on the interaction between gender and level of study. It is clear that firstly, 10th grade male EFL learners had more positive attitudes toward learning EFL via CALL with total Mean of (4.36) and Standard Deviation of (.283). Secondly, 7th grade female EFL learners had positive attitudes towards learning EFL via CALL with total Mean of (4.22) and Standard Deviation of (.478). Thirdly, 7th grade male EFL learners had positive attitudes towards learning EFL via CALL with total Mean of (4.20) and Standard Deviation of (.470). In the end, 10th Grade female EFL learners had positive attitudes towards learning EFL via CALL with total Mean of (4.08) and Standard Deviation of (.451).
Many factors played a role in the relatively accelerated adoption of ICT in the Jordanian public schools. These factors included teachers’ positive attitudes and their strong perceptions of the attributes of ICT, the intensive, mandated in service training through ICDL Certificate and additional workshops offered by JMOE, as well as the high level of computer competency of EFL teachers in Jordan, all contributed significantly to the rapid adoption of ICT by teachers. Furthermore, computer access was not a problem for EFL teachers due to the active role of JMOE in ensuring that a high percentage of schools are equipped with modern computer labs and that Internet services are available for teachers and learners. However, EFL teachers in Jordan did mention that the limited time in the school day affects computer use negatively (Abu Samak, 2006).

5.3 General Recommendations

Based on the findings discussed above, we present the following recommendations:

1. Teachers are advised to vary their methods, techniques and ways of teaching, according to their students' needs and interests. They are also advised to use the computerized method more intensively and more frequently.

2. It is recommended that computers be introduced to EFL learners in classroom environments in order to enhance student-learning outcomes and to create interest among them for their schools.

3. It is recommended that in-service teachers be trained to integrate computer technology into daily classroom practice in order to enhance teaching and learning. It should be noted that teachers cannot be expected to learn the use computer technology in their teaching methods by training them in the one-time workshop. Teachers need in-depth, sustained assistance not only
in the use of technology but also in their efforts to integrate technology into the curriculum.

4. It is recommended that pre-service teachers must be taught computer education courses on how to integrate computer technology into teaching and learning.

5. To offer intensive learning English summer courses via CALL to EFL learners in which, these intensive courses could improve their English and their attitudes towards learning English via CALL.

6. It is recommended that the Jordanian Ministry of Education may introduce computer technology at the elementary level in order to develop positive attitudes towards computers among students from a very young age.

7. In order to utilize computer technology effectively in teaching English, schools should be equipped with adequate numbers of technological devices such as language labs, computer sets and relevant software…etc.

5.4 Suggestions for Future Research

The findings of the current research suggest that there is urgent need for further research in this field of study as with wider and more in depth surveys generalizations could be made on the basis of which policy makers could provide better infrastructure and equipments to improve teaching of EFL.

1. With regard to positive attitudes towards using computers in learning English, future research should be designed to investigate what kind of CALL program is most effective for improvement of EFL learners’ attitudes towards learning EFL through CALL.

2. The use of software programs in language teaching should be improved further. Researchers should conduct further studies on the effectiveness of
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CAI method on teaching language skills and other components of the language.

3. Researchers should conduct other studies on the effects of computerized programs on the students' achievements in English language, focusing on their attitudes towards learning EFL via CALL in other regions in Jordan in order to generate more comprehensive ideas about the effects of CAI method on teaching and learning English in Jordan.

4. This study could be replicated with a larger number of participants (males & females) in Jordan to give a clear and more generalizable picture about the investigated phenomena.

5. It is recommended to conduct an exclusive study about teachers’ attitudes toward using CALL in learning of EFL.

6. It is recommended that a future study may investigate as to how in-service teacher training on CALL might enhance the development of English education.

7. This study was conducted on EFL learners at school level. Therefore, there is also a need to investigate the EFL learners’ attitudes at undergraduate level.