IOSR Journal Of Humanities And Social Science (IOSR-JHSS)
Volume 21, Issue 3, Ver. II (Mar. 2016) PP 132-145
e-ISSN: 2279-0837, p-ISSN: 2279-0845.
www.iosrjournals.org

Exploring Relationship between Saudi EFL Learners' Attitude to CALL in Listening and Their Prior Experience with CALL Integrated EFL Courses

Shahid Hussain Shahid[1], Zuraina Ali[2], Masoud Omar Mahmoud[1]
[1](Department of English, College of Education, Majmaah/ Majmaah University, Al-Majmaah, Saudi Arabia
[2](Centre for Modern Languages & Human Sciences, Universiti Malaysia Pahang, 26600 Pekan, Pahang, Malaysia

Abstract : As an integral part of communication, listening holds a key place in a language and it plays a vital role in the language acquisition process. However, its development has been a big challenge for language teachers. CALL seems to have solved this problem but its successful integration largely depends on students' positive attitude towards it. The present study aimed to investigate Saudi EFL learners attitude toward use of CALL in listening comprehension from the perspective of their prior experience with CALL integrated EFL courses. A two-part questionnaire was administered amongst 30 participants at Majmaah University, Saudi Arabia. The first 10 items part to collect demographic information and the last 30 items aimed to investigate their attitude to CALL in listening comprehension. Data were analyzed employing descriptives, one-way ANNOVA, and Pearson's r correlation techniques. The findings revealed students had positive attitude toward use of CALL in listening comprehension. Furthermore, significant difference in attitudes was also noted based on their prior experience with CALL. In addition, there was a significant correlation between students' attitude toward using CALL in listening and their prior experience with CALL integrated EFL courses.
Keywords: *CALL, listening, attitude, prior experience, correlation*

I. Introduction

Teaching a language is a challenging process that requires great toil. The educators in the field of language teaching have continuously been trying very hard to make this process attractive and enjoyable for the learners (Yasin, 2011). Computer Assisted Language Learning (CALL) is an approach to teaching and learning a foreign language in which the computer and computer based resources are used in the learning process and it usually includes interactive element (Al-Mansour & Al-Shorman, 2012). Liu and Zhao (2011) state that CALL or the multimedia has become an overwhelming trend in language teaching. It has been considered a major reform in the field that brings noticeable changes into language learning and teaching.

Although there is no agreed definition of the term CALL, quite a number of scholars have defined the term. According to Chappelle (2001), CALL is the expression agreed upon at the 1983 TESOL convention in a meeting of all interested participants. Despite the fact that revisions for the term are suggested on regular basis it is widely used to refer to the field of technology and second language learning and teaching. Levy (1997), defined CALL as the search for and study of applications of the computer in language teaching and learning. And Beatty (2013) calls it a process in which a learner uses a computer which results in the improvement of his or her language. She identifies CALL as a vast field which includes issue of materials design, technologies, pedagogical theories and modes of instruction. According to her, CALL can include two types of materials: purpose-made for language learning; and those which adapt existing computer-based materials, such as video and other materials (Beatty, 2013).

CALL encompasses a range of software applications. Davies, Hewer, Rendall, and Walker (2012) put them into the following two major categories: generic software applications which are designed for general purposes but can be effective in language learning if utilized properly; CALL software applications are designed to promote both explicit and implied language learning objectives. They facilitate and develop the language learning process and are usually based on authors' beliefs they perceive students learn languages. They can help in the acquisition of language knowledge and the application of that knowledge in mixed and discrete skill activities. They usually include a significant degree of interactivity – human computer interaction. CALL software can be content-specific where teacher cannot modify the linguistic content or the format on the software. It can also be content-free where teacher can provide the content that the software uses as data for the pre-programmed activities. However, Walker, Davies, and Hewer (2012) believe the categorization of CALL as difficult because of its extension since 1990s to the use of blogs, wikis, social networking, podcasting, Web 2.0 applications, language learning in virtual worlds and interactive whiteboards.

The arrival of Computer Assisted Language Learning (CALL), because of its great impact on education, has urged the EFL teachers to incorporate new technology into their teaching methods and curriculum, hence, learning practice is now more attention- grabbing with the usage of technology (Noreen, Qureshi, & Kalsoom, 2012). But, because of the lack of 'computer knowledge', to walk with the express speed of modern technology has not been easy for EFL teachers.

Listening is a conscious, cognitive effort which primarily involves the sense of hearing and leads to interpretation and understanding (Sayeekumar, 2013). As an integral part of communication, listening holds a key place in a language and it plays a vital role in the language acquisition process. But its development has been a big challenge for language teachers. Rezaei and Hashim (2013) pointed out that learners are less exposed to listening materials in the communities where English is studied as a foreign language. Despite its crucial importance in language intake and acquisition, listening skill lags behind the other language skills. As a result, majority of low level EFL learners face problems in listening comprehension and this skill seems the most demanding skill in the communities where English is learned as a foreign language. This situation calls for more research on listening comprehension in such communities to explore appropriate methods to compensate for the gap.

Attitude is an emotion that can be influenced on the behaviour of human beings (Noreen et al., 2012). Students' attitudes toward computer assisted language learning (CALL) have been considered as an important factor for the successful application of CALL in language learning process which plays a key role in the development of computer based curriculum . In addition, CALL user's prior experience with CALL has been found as an important factor influencing their attitude toward CALL and the success of CALL integration in EFL instructions. Zhang (2011) takes attitude of students toward the use of CALL as a key predictor for successful application of computer in the process of language learning. Yasin (2011) believes that the empirical research on learners' attitude and opinion can help obtaining the desired results from CALL integrated language learning process. Thus, learners' attitudes toward computers should be explored as key elements in order to predict technology acceptance for future use.

Majmaah University, where the study was conducted, is one of Saudi Arabia's newly established universities in a new model city Al-Majmaah, 180 kilo meters towards the west from the capital Al-Riyadh with the population well over 25000 students in separate colleges for male and female students. Majority of those students come from government schools where they study English only as a subject. However, a number of them study part-time English language courses at modern private language institutes spread all over the country. Integration of educational technology in teaching and learning language skills is one of the top priorities of the university. Therefore, quite a number of language laboratories equipped with the latest hardware and software have been set up in a number of colleges in the university.

1.1 Statement Of The Problem

The current use of multimedia technology, as a new channel to input knowledge, has effectively been promoting listening comprehension and consequently has increased the acquisition of the target language (Sun, 2010; Tang, Lu, and Deng (2011).

Although EFL environment in Saudi Arabia has begun to improve, the development of teaching listening skill there, like in some parts of the EFL world, is still a great challenge. Cheung (2010) stated that it has been the most neglected skill, and is mistakenly regarded a skill which can be acquired automatically without any special efforts. Rezaei and Hashim (2013) charge EFL teachers for being ignorant of teaching listening skill; and being unaware of the process of listening and learners' problems in listening comprehension. Which ultimately results in negative effects on the learners and, in most cases, students get demotivated and act as passive listeners.

On the other hand, CALL seems to have solved this problem and positive effects of technology on learners' achievement in listening comprehension have been reported in a number of studies. For example, Meihami, Varmaghani, and Meihami (2013); Nachoua (2014) found out a 'quantifiable important effect' of CALL on the listening comprehension. However, the effectiveness of CALL is dependent on the positive attitude of the learners toward it and the recognition of learners attitude towards technology use is very important in creating effective learning environment (Kadwa, 2012). Additionally, CALL user's prior experience with CALL has been found as an important factor influencing their attitude toward CALL and the success of CALL integration in EFL instructions (Gilakjani & Leong, 2012). Hence, in view of the fact that the effectiveness of CALL and the achievement of desired goals of technology integration rely greatly on learners' attitude, the present study investigated Saudi EFL learners' attitude towards CALL in listening from the perspective of learners' prior experience with CALL.

II. Literature Review

Attitude towards computer is a term frequently used in the literature. In the field of language teaching, different definitions of attitude toward computer are found. Smith, Caputi, and Rawstorne (2000) defined that attitudes toward computers are one's overall evaluation or feeling of favourableness or unfavourableness to computer technologies and specific computer related activities such as attitude toward computer programs and training as well as computer based activities like using computer. Similarly, Palaigeorgiou, Siozos, Konstantakis, and Tsoukalas (2005) said that computer attitude evaluation includes statements that assess ones' interactions with computer hardware, software, computer related people, and computer based activities. Mitra and Hullett (1997) considered attitude towards access to computers; technical support for computer; and the attitude toward use of computer in instruction as important elements of attitude toward computers.

2.1 Learners' Attitude Toward Use Of CALL In EFL

Meanwhile, the importance of attitude towards CALL integration in language teaching has persuaded researchers to look into all relevant aspects to the use of computer in EFL teaching. Learners hold the central place in this regard and their attitudes toward CALL have been considered as an important factor for the successful application of CALL in language learning process which plays a key role in the development of computer based curriculum. Research on perceptions and attitude studies show a correlation between the use of computers and the learners' behavior (Mthethwa, 2011). Moreover, Talebinezhad and Abarghoui (2013) asserted that the attitudes of learners toward CALL can play a significant role in language learning, and the investigation of learners' attitudes toward CALL may give an empirical foundation for future studies in the field. Zhang (2011) also takes attitude of students toward the use of CALL as a key predictor for successful application of computer in the process of language learning. Furthermore, Yasin (2011) believes that the empirical research on learners' attitudes and opinion can help obtaining the desired results from CALL integrated language learning process.

2.2 Learners' Attitude Toward Use Of CALL In Listening

Technology has been an important tool in language teaching for years and there is a strong relationship between technology and foreign language learning. Whereas listening comprehension holds a central place in learning a foreign language. Saqlain and Mahmood (2013), and Rahimi and Katal (2012) considered listening a prerequisite to the other language skills and suggested that it should be the first skill to be acquired in learning a foreign language. Saqlain, Al-Qarni, and Ghadi (2013) asserted that many teachers in Saudi Arabia prefer the use of CALL in their teaching because it assists them in teaching the receptive skills. Positive effects of technology on learners' achievement in listening comprehension have been reported in a number of studies. For example, Nachoua (2014); and Meihami, Varmaghani, and Meihami (2013) found out a 'quantifiable important effect' of CALL on the listening comprehension. Similarly, Saqlain and Mahmood (2013) tend to believe listening comprehension as an important skill that can be improved by computers more effectively. In their research, they also noticed positive attitude of the students towards the use of CALL which always plays an effective role in the learning process. Moreover, Investigating the relationship between computer assisted language learning (CALL) and listening skill of Iranian EFL learners Barani (2011) found a significant difference between CALL users and nonusers in favor of the users.

Hasan and Hoon (2012) asserted that listening is the most frequently used language skill in communication but learning this skill is most often difficult for language learners and it causes frustration and anxiety among them. In an effort to address this problem, they conducted a study in Malaysia in which they examined ESL students' perceptions and attitudes toward the use of podcast for developing listening comprehension. The questionnaire results indicated that the vast majority of the respondents have positive attitude toward the use of podcast for improving listening comprehension.

Hence, importance of listening in relation to learning a foreign language and the use of computer technology in that learning process has been addressed in many current researches in the field of foreign language learning and acquisition. The literature available in this regard shows a variety of approaches and results.

2.3 Use Of CALL And Prior Experience With CALL

CALL users' prior experience with CALL has been considered as an important factor influencing their attitude toward CALL, motivation for language learning, the success of CALL integration in EFL, course satisfaction, learning styles of learners, activity engagement, and computer anxiety. Numerous researchers have studied learners attitude toward computer technology from the perspective of CALL users' prior experience. In many cases, findings revealed significant relationship of prior experience in CALL on attitude.

Cocorada (2014) explored Romanian students' attitude towards CALL in learning a language. Experience in computer use was found associated with computer anxiety level, and high self-efficacy was associated with frequency in computer use and positive attitude towards computers. Gilakjani and Leong (2012) investigated teachers' perceptions about the use of computer technology in EFL teaching. A significant relationship was identified between participants' attitude towards the effectiveness of computer technology and their prior computer experience. They concluded that the knowledge of teachers' attitude towards computer, teaching and learning are very important factors for the successful implementation of CALL in EFL teaching.

Wando and Too (2012) surveyed 94 students to investigate the role of math teachers in computer assisted instruction environment, and the effectiveness of Computer Assisted Instructions (CAI) in math teaching. The findings indicated that the participants were inclined towards constructivist math teaching-learning beliefs in CAI environment. CAI would encourage positive attitude towards the subject as well as the instructions. Students' prior computer experience and skills were identified as strong determinants for effectiveness of CAI in math instructions.

Chen (2011) explored the factors influencing motivation, course satisfaction and activity engagement of EFL students towards the integration of technology and social experience in language learning. The descriptive data revealed previous technology experience as strong predictor of course satisfaction. In addition, participants' preference for learning with technology in EFL was also identified as a strong predictor of course satisfaction.

Kahveci, Sahin, and GenÇ (2011) explored secondary school teachers' perceptions of computers and the influencing demographic characteristics. Effects of computer experience and training, gender, teaching field and internet connection availability on participants' perceptions were studied. Findings revealed that teachers with prior experience with computer use and CALL had significantly more positive computer attitudes than the ones who had no or basic computer literacy. Ownership of computer was found to be an important predictor of higher level computer experience and training. Computer owners had more experience in computer use. Moreover, teachers with more experience in teaching with technology had more positive attitude and higher level of confidence and comfort. The study recommended pre and in-service teacher development programs.

Smith-LaBrash (2010) examined the potential influences that may hinder integration of CAL based instructions on healthcare workers' preferences. In addition, the study explored relationships between preference for CAL and learning styles, as well as computer experience, gender and age. Significant relationship was found between learning style and self-rated computer experience.

Karim (2012) investigated head teachers attitudes towards integration of CALL in education in Pakistan. Moreover, the study also aimed to explore relationships between participants' attitude and some of their demographic characteristics. Results indicated participants' positive attitudes towards CALL. Moreover, computer use and prior computer training were found significantly correlated with the overall attitude.

The studies above clearly indicate that CALL users' prior experience has strong relationship with their attitude toward CALL. However, interestingly, some studies have shown different results as well. Aydin and Genc (2011) examined some factors affecting motivation level of preparatory school students in using a web-based CALL course. Results showed no statistical differences between the selected variables age, gender, the period of students' language-learning process, and prior experience of computer use. In another study, Güneyli, Özgür, Zeki, and Örnek (2009) examined the perceptions of foreign language teachers about using computers for administrative and EFL teaching purposes in Eastern Mediterranean University. The perceptions of the participants were also compared based on gender, age, experience and their education level. Results showed teachers use computer for administrative purposes more than for teaching language. Moreover, the findings showed no significant differences in participants' perceptions about use of computer in EFL teaching based on their gender, age, educational level, and experience. However, significant difference was identified between subject's perceptions and their age.

III. Methodology

Understanding students' attitudes toward CALL at MU is expected to encourage the use of CALL as a new teaching technology which consequently would help students, teachers, and the administrators to reap the ultimate benefits of this technology. The first aim of this study is to identify Saudi EFL learners' attitude toward the use of CALL in listening comprehension at Majmaah University in Saudi Arabia. The main objective is first to explore their attitudes and then to identify the difference in students' attitudes towards the use of CALL in listening comprehension based on their prior experience in CALL integrated EFL courses. In addition, evaluation of the relationship between prior experience in CALL integrated EFL courses and the learners' attitudes toward the use of CALL in listening comprehension is also one of the major aims of the study.

3.1 Research Questions

The following three questions guided the present study:

1. What is Saudi EFL learners' attitude toward the use of CALL in listening comprehension at Majmaah University?
2. Is there a significant difference in the mean score on students' attitudes toward the use of CALL in listening based on students' prior experience in CALL integrated EFL courses?
3. What is the relationship between students' prior experience of CALL and their attitude towards CALL in listening?

3.2 Hypothesis

The study hypotheses the following :

1. There is no significant difference in the mean scores on students' attitudes toward the use of CALL in listening based on students' prior experience in CALL integrated EFL courses.
2. There is no relationship between prior experience of CALL and attitude toward CALL in listening.

3.3 Research Design

The study is quantitative in nature. The aims of the study are first to explore Saudi EFL learners' attitudes toward CALL in listening comprehension, and then evaluate their attitudes based on their prior experience with CALL. A questionnaire was used to collect quantitative data to answer the research questions. Questionnaires are considered effective instruments in quantitative studies. Xianghu (2013) states that a questionnaire is the most effective and popular instrument for data collection in education research and it serves the basic purpose of gathering information from the research participants' responses which the researchers use to answer the research questions. Similarly, Merriam and Simpson (1995) assert that questionnaire provide opportunity for careful construction and validation of questions prior to conducting the study. Moreover, they are easy to administer and do not require researchers' presence. The data obtained was analysed through the Statistical Package for the Social Sciences (SPSS 20.0) software employing descriptive statistics, t-test and one way ANNOVA techniques.

3.4 Instrumentation

A questionnaire (Appendix) consisted of two parts was used to collect data for the present study. This instrument concerns with investigating students' attitude toward the use of computer in listening comprehension. Moreover, it aims to explore differences and relationships in participants' attitudes based on their demographic information. The questionnaire items were adapted from Zhang (2011) and some of the items were created by the researcher himself based on his 15 years teaching experience in EFL field. Overall, a two-part forty items questionnaire was employed as a measuring instrument. The first 10-item part aims to collect the demographic information of the participants and the second 30-item part was used to investigate the attitudes of the students toward the use of CALL in listening comprehension. In this part the participants were required to choose an answer on a five point Likert Scale from Level 5: Strongly Agree through Level 1: Strongly Disagree about their attitude toward the use of CALL in listening comprehension.

To investigate the validity of questionnaire items for the present study, the researcher consulted a panel of five experts in the department of English, College of Education, MU. Necessary amendments were made to the questionnaire on the recommendations of the panel. In the end, the panel declared their full satisfaction regarding the validity of the instrument.

Cronbach's Alpha is a statistical measurement of reliability (Kadwa, 2012). Hence, this statistical measurement was used to determine the reliability of the instrument. The Statistical Package for the Social Sciences (SPSS 20.0) software was used to find out the reliability coefficient of the survey questions. Different recommendations have been given about the satisfactory reliability score such as Kadwa (2012) considered 0.77 as fairly strong reliability score in his study. Whereas, Rooney (2011) identifies 0.6 as a lenient acceptable cut-off score of reliability, and 0.7 or higher as adequate for research purposes. The researcher obtained the Cronbach Alpha coefficient of 0.92, which as per Kadwa (2012), represents a high level of reliability.

3.5 Population And Sampling

The study focuses on Saudi EFL learners' attitudes toward the use of CALL in listening comprehension at MU. The target sample for the study are 18 to 25 years 950 male undergraduates in the university. They are currently studying at college of Education and The Deanship of Preparatory Year Program (PYP), MU. Both the college of education and the PYP comprise separate male and female sections for the students. However, the present study includes male participants only. At both of these locations, students study all the four language skills including listening, reading, speaking and writing for three semesters in either a language laboratory or a smart classroom. A Stratified Random Sampling technique was employed in selecting the 30 participants of

both the locations from the target population for the current study. It is a method in which certain subgroups, or *strata*, are selected for the sample in the same proportion as they exist in the population (Fraenkel & Wallen, 2000). Furthermore, this technique increases the probability of representativeness, and nearly confirms that key characteristics of individuals in the population are included in same proportions as in the sample (Fraenkel & Wallen, 2000).

3.6 Data Collection Procedure

A total of thirty participants of the target population including 14 from college of education and 16 from Deanship of PYP took part in the study. Instead of just giving the translated version of the questionnaire in the mother tongue of the participants, a questionnaire was administered in English along with its Arabic translation to make it clearer and more understandable for the participants because computer related terminology in English language is more common in Saudi Arabia than in Arabic language. This idea was well welcomed and appreciated by the participants in the pilot study. The participants were required to give their demographic information on the first 10-item part of the instrument, and to show their attitude toward the use of CALL in listening comprehension on the second 30-item part.

In collecting the data for the research, the researcher obtained permission of the deanship of scientific research, MU, before administering the survey amongst the target sample. A survey package was prepared including a cover letter, participant consent form, and the survey questionnaire. The cover letter indicated the following instructions for the instructors supervising the survey:

i. instructors choose 10-15 minutes of their classes to do the survey,
ii. Instructors give the participant consent form to every participant before giving the survey,
iii. the ones who sign on the consent form will be given survey questionnaire,
iv. After the participants returned the completed questionnaire, instructors return the form to the same envelop.

The researcher sent these survey packages to the target population at both of the locations of MU – College of Education, Department of English (male section), and Deanship of Preparatory Year Program (PYP) (male section). The completed surveys were received by the researcher in one week time after the administering, and data collected were analyzed through SPSS 20.0 to answer the research questions.

IV. Results

4.1 Research Question 1

Question one asked for ESL students' attitudes toward CALL in listening at the university as indicated by the SACL instrument. Descriptive statistics were employed to answer this question. The mean and standard deviation for students' attitudes toward CALL in listening were measured based on the result of the survey part two. In the survey, each participant gave their response to each of the questions on a 5-point Likert scale, 5 = Strongly Agree, 4 = Agree, 3 = Uncertain, 2 = Disagree, and 1 = Strongly Disagree. The higher the score, the more positive attitude the student had toward CALL in listening.

Table 1 Attitude toward CALL in listening

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Attitude to CALL in listening	30	2.67	4.80	3.9056	.54668
Valid N (listwise)	30				

TABLE 1 indicated that the minimum and maximum value of Saudi EFL students' attitudes toward use of CALL in listening at MU was 2.67 and 4.80 respectively. The mean was 3.90 and the standard deviation was 0.54. The mean value represented a positive attitude toward CALL from the 30 participants surveyed in the study.

4.2 Hypothesis 1

There is no significant difference in the mean scores on students' attitudes toward the use of CALL in listening based on students' prior experience in CALL integrated EFL courses.

4.2.1 One-Way ANNOVA

A one-way between subjects ANOVA using SPSS was conducted to compare the effect of Independent Variable (IV) students' prior experience in CALL integrated EFL courses on Dependent Variable (DV) attitudes toward the use of CALL in listening. Data were collected based on the number of CALL-based EFL courses taken by the students: (1) no course, (2) one course, (3) two courses, and (4) three or more courses. Table 2 presents the descriptive statistics.

Table 2 Effect of prior experience with CALL on attitude

Attitude to CALL in Listening					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.602	3	.867	3.719	.024
Within Groups	6.065	26	.233		
Total	8.667	29			

TABLE 2 displays that there was a significant effect of (IV) students' prior experience in CALL integrated EFL courses on (DV) attitudes toward the use of CALL in listening in the four groups at the $p<.05$ level [$F(3, 26) = 3.719$, $p = .024$]. Therefore the null hypothesis one was rejected. A summary of results is shown in Fig. 1.

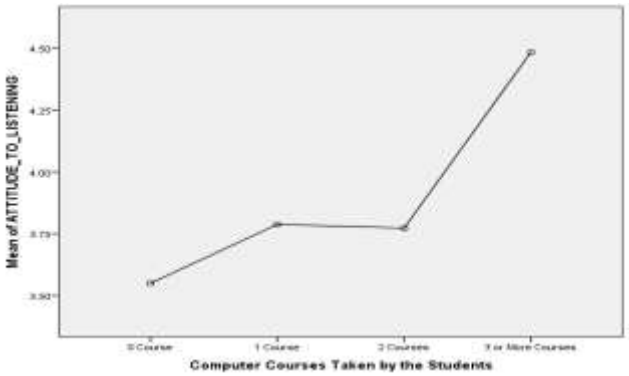

Figure 1: Attitude toward CALL in listening based on prior experience with CALL integrated EFL courses

As the overall F test demonstrated a significant difference in the means and the null hypothesis was rejected, a post hoc analysis was conducted to test pair-wise differences among the group means. The results indicated that three of six groups have a significant difference and the rest of the three have no significant difference

4.2.2 Post Hoc Tests

Table 3 Multiple Comparisons: pair-wise difference among the group means

Multiple Comparisons						
Dependent Variable: Attitude to CALL in listening LSD						
(I) Computer Courses Taken by the Students	(J) Computer Courses Taken by the Students	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
0 Course	1 Course	-.23788	.37126	.527	-1.0010	.5253
	2 Courses	-.22273	.37126	.554	-.9859	.5404
	3 or More Courses	-.93333*	.39434	.026	-1.7439	-.1228
1 Course	0 Course	.23788	.37126	.527	-.5253	1.0010
	2 Courses	.01515	.20594	.942	-.4082	.4385
	3 or More Courses	-.69545*	.24511	.009	-1.1993	-.1916
2 Courses	0 Course	.22273	.37126	.554	-.5404	.9859
	1 Course	-.01515	.20594	.942	-.4385	.4082
	3 or More Courses	-.71061*	.24511	.008	-1.2144	-.2068
3 or More Courses	0 Course	.93333*	.39434	.026	.1228	1.7439
	1 Course	.69545*	.24511	.009	.1916	1.1993
	2 Courses	.71061*	.24511	.008	.2068	1.2144
* The mean difference is significant at the 0.05 level.						

TABLE 3 reveals significant differences between students who received no CALL-based EFL course and those who received three or more than three CALL-based EFL courses; who received one CALL integrated EFL course and those who received three or more courses; and who received two CALL integrated EFL courses and those who received three or more courses ($p < .05$). However, no significant statistical differences were found between students who received no CALL-based EFL course and those who received one CALL-based EFL course; who received no CALL integrated EFL course and those who received two courses; and who received one CALL integrated EFL course and those who received two courses ($p > .05$).

4.3 Hypothesis 2

There is no relationship between prior experience of CALL and attitude toward CALL in listening. A Pearson's r correlation coefficient was computed to assess the relationship between the number of CALL integrated EFL courses taken by Saudi students and their attitude towards the use of CALL in listening comprehension.

Table 4 Correlations between the number of CALL courses taken and students' attitude to CALL

Correlations			
		CALL Integrated Courses Taken by the Students	Attitude to CALL in listening
CALL Integrated Courses Taken by the Students	Pearson Correlation	1	.445*
	Sig. (2-tailed)		.014
	N	30	30
Attitude to CALL in Listening	Pearson Correlation	.445*	1
	Sig. (2-tailed)	.014	
	N	30	30
* Correlation is significant at the 0.01 level (2-tailed).			

TABLE 4 showed that there was a positive correlation between the two variables, r = 0.445, n = 30, p = 0.014. Overall, there was a positive correlation between the number of CALL integrated EFL courses taken by Saudi students and their attitude towards the use of CALL in listening comprehension. Increases in the number of CALL integrated EFL courses taken by Saudi students were correlated with increases their attitude towards the use of CALL in listening comprehension. A scatterplot summarizes these results more clearly(Fig. 2). The upward slop of the line in the graph indicates a positive correlation between the two variables. Increases in independent variable are correlated with increases in dependent variable. Hence hypothesis 2 was rejected.

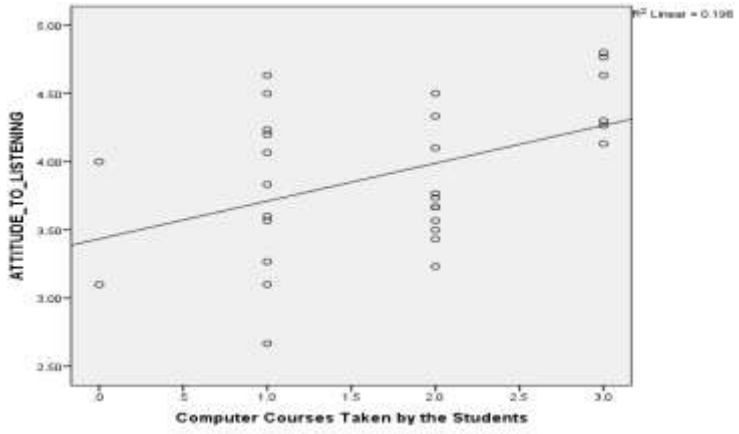

Figure 2 correlation between prior experience with CALL integrated EFL courses and attitude to CALL in listening

V. Findings and Discussions

The study focused three research questions and two hypotheses. A summary of each is presented as follows:

The first research question explored Saudi EFL students' attitudes toward the use of CALL in listening comprehension. The study found that students had a positive attitude towards the use of CALL (M = 3.905). The results of this study supported the findings from other studies by (Ali, Mukundan, Baki, & Ayub, 2012; Arishi, 2012; Azar & Nasiri, 2014; Hasan & Hoon, 2012; Talebinezhad & Abarghoui, 2013; Tang, Lu, & Deng, 2011), that students have positive attitudes toward CALL in EFL instruction.

The second research question was whether or not significant differences existed between the students' attitudes toward using CALL in listening based on their prior experience in CALL-integrated EFL courses. Four groups were formed based on the number of CALL courses taken. The one-way ANOVA was used to determine if there was a significant statistical difference existing among the four groups. A follow-up Tukey post hoc test was conducted to examine the differences among the means in four groups. The results of analysis indicated that three of six groups have a significant difference and the rest of the three have no significant difference. Significant differences were found between students who received no CALL-based EFL course and those who received three or more than three CALL-based EFL courses; who received one CALL integrated EFL course and those who received three or more courses; and who received two CALL integrated EFL courses

and those who received three or more courses ($p < .05$). Students who received more than three CALL-based ESL courses had more statistically significant positive attitudes than students who received no, one or two CALL-based EFL courses. However, no significant statistical differences were found between students who received no CALL-based EFL course and those who received one CALL-based EFL course; who received no CALL integrated EFL course and those who received two courses; and who received one CALL integrated EFL course and those who received two courses ($p > .05$).

These findings partially align with the discoveries of Zhang (2011) who noted significant difference only in one group - three EFL courses and zero course takers. No significant difference was observed among the rest of the groups. The results are also supported by the study of Jalali and Dousti (2014). They noted that the students with more exposure to CALL demonstrated more positive attitude to CALL. However, the findings are inconsistent with a previous research findings of Rahimi and Yadollahi (2012). Results of their study showed that frequency in computer use caused no significant difference in users' attitude toward CALL.

The third research question was designed to test the relationship between prior experience of CALL and attitude toward CALL in listening. A Pearson's r correlation coefficient was computed to assess the relationship between the number of CALL integrated EFL courses taken by Saudi students and their attitude towards using CALL in listening comprehension. There was a positive correlation between the two variables, $r = 0.445$, $n = 30$, $p = 0.014$. Overall, there was a positive correlation between the number of CALL integrated EFL courses taken by Saudi students and their attitude towards the use of CALL in listening comprehension. Increases in the number of CALL integrated EFL courses taken by Saudi students were correlated with increases in their positive attitude towards the use of CALL in listening comprehension.

These findings are in consistence with the findings of Zhang (2011) who found significant correlation between students' prior experience with CALL courses and their attitude toward CALL integration in EFL. Students with more prior experience with CALL demonstrated more positive attitude toward CALL integration in EFL instructions. The findings were also reached by other researchers such as Chen (2011) who concluded that experience in technology is positive predictor for successful learning experience. The significant relationship between computer experience and attitude toward computers was also noted by the findings of Smith, Caputi, and Rawstorne (2000). They identified that objective computer experience was a significant factor influencing students attitude toward computer technology.

Overall, Saudi EFL learners' attitudes toward the use of CALL in listening comprehension are positive. This research also attempted to investigate the correlation between Saudi students' prior experience in CALL integrated EFL courses and their attitude towards the use of CALL in listening comprehension. The findings revealed that increases in the number of CALL integrated EFL courses taken by Saudi students were correlated with increases in their attitude towards the use of CALL in listening comprehension. The number of CALL-based EFL courses taken have effect on students' attitudes toward CALL in listening. Students who take more CALL-based EFL courses have more confidence in CALL.

The findings of this study can be useful for both teachers and learners. Teachers can review their methods or approaches, and make them more learner-oriented. Learners also have more opportunity to listen and utilizing variety of CALL facilities. It seems that the use of technology eases student-teacher works as demonstrated by Zuraina's (2015) study. In her study, it was found that Edmodo enables class to run around clock.The university should introduce online technology based listening comprehension program(s) and encourage students to make use of them. Moreover, the development of automatic evaluation system of students' performance on those programs, in which they could see their own current level of performance every time they use the program(s), can also motivate them towards the use of CALL. The offers of some sort of incentives for the better performers may be even more encouraging.

In the light of the findings of the study, it is also recommended that listening comprehension courses should include more CALL based elements of listening. Moreover, EFL listening teacher development sessions providing training and information on the utilization of CALL materials in a listening comprehension class may also contribute in creating high-tech environment for listening comprehension.

Since the present study is limited to male subjects at MU, comparing the findings of this study with female subjects, and with population at other study locations may reveal different findings. Hence, further researches on female subjects and at other locations employing same data gathering methods are recommended to see the similarities or differences in the outcomes. Furthermore, investigating the relationship between Saudi EFL undergraduates' attitude to CALL in listening comprehension and other variables such as perceived ease in computer use and perceived effectiveness of CALL in listening comprehension may also be worthwhile to provide deeper insight in the issue.

VI. Conclusion

The students' attitude towards CALL can be considered a vital factor for the successful integration of CALL in the listening comprehension process. A statistically significant positive correlation was found between

Saudi students' prior experience in CALL integrated EFL courses and their attitude towards the use of CALL in listening comprehension. Students who had more experience with CALL integrated EFL courses showed more positive attitude towards CALL in listening. Students with more positive attitudes towards CALL in listening may perform better in the subject. Developing students' listening comprehension skills may depend on developing their positive attitude towards CALL in listening through providing them more interactions with CALL integrated listening courses. The more time they spend in CALL environment, the more positive attitude they may develop which ultimately leads them to the successful achievement of the learning goals. Nevertheless, the key factor of making them sustain in learning in CALL environment is to ensure that any materials use is challenging and able to promote inquisitiveness to learn more (Zuraina, Faridah, Ruhil Amal, Nur Syafawati, & Suriya Kumar, 2013).

References

[1]. Yasin, A. (2011). YDYO Öğrencilerinin Bilgisayar Destekli Dil Öğrenimine Yönelik Tutumları. The Attitudes of The Students in Sofl Towards Call., 12(2), 255-269.
[2]. Al-Mansour, N. S., & Al-Shorman, R. e. A. (2012). The effect of computer-assisted instruction on Saudi University students' learning of English. Journal of King Saud University-Languages and Translation, 24(1), 51-56.
[3]. Liu, M., & Zhao, S. (2011). Current language attitudes of Mainland Chinese university students. Journal of Language Teaching and Research, 2(5), 963-968.
[4]. Chappelle, C. A. (2001). Computer applications in second language acquisition. Cambridge Applied linguistics. New York.–2001.
[5]. Levy, M. (1997). CALL: context and conceptualisation: Oxford: Oxford University Press.
[6]. Beatty, K. (2013). Teaching & Researching: Computer-Assisted Language Learning: Routledge.
[7]. Davies, G., Hewer, S., Rendall, H., & Walker, R. (2012). ICT4LT Module 1.4: Introduction to computer assisted language learning (CALL). Slough, Thames Valley University [Online].
[8]. Walker, R., Davies, G., & Hewer, S. (2012). Introduction to the Internet. Module 1.5 in Davies G. (ed.) Information and Communications Technology for Language Teachers (ICT4LT), Slough, Thames Valley University [Online].
[9]. Noreen, Z., Qureshi, M. B., & Kalsoom, N. (2012). Distance Learner's Attitude towards Technological Innovations. International Journal of Computer Applications, 51(22).
[10]. Sayeekumar, M. (2013, 2013/05//). Develop effective listening skill. Language in India, 13, 704+.
[11]. Rezaei, A., & Hashim, F. (2013). Impact of Awareness Raising about Listening Micro-skills on the Listening Comprehension Enhancement: An Exploration of the Listening Micro-skills in EFL Classes. Australian Journal of Teacher Education, 38(8), 1.
[12]. Zhang, S. (2011). Attitudes of ESL students toward the use of computer-assisted language learning (CALL) in a University in China: Texas A&M University-Commerce.
[13]. Sun, F. (2010). Research on the effect on listening comprehension using Computer Assisted Language Learning. Paper presented at the Computer Engineering and Technology (ICCET), 2010 2nd International Conference on.
[14]. Tang, S., Lu, X., & Deng, H. (2011, 19-22 Aug. 2011). A study on Chinese students' beliefs and attitude towards CALL. Paper presented at the Mechatronic Science, Electric Engineering and Computer (MEC), 2011 International Conference on.
[15]. Cheung, Y. K. (2010). The Importance of Teaching Listening in the EFL Classroom. Online Submission.
[16]. Meihami, B., Varmaghani, Z., & Meihami, H. (2013). The Effect of Computer-Assisted Language Learning on Iranian EFL Students Listening Comprehension. International Letters of Social and Humanistic Sciences(11), 57-65.
[17]. Nachoua, H. (2014). Computer-Assisted Language Learning for Improving Students' Listening Skill.
[18]. Kadwa, M. S. (2012). Attitudes of Saudi Arabian learners to online communication in EFL.
[19]. Gilakjani, A. P., & Leong, L.-M. (2012). EFL Teachers‟ Attitudes toward Using Computer Technology in English Language Teaching. Theory and Practice in Language Studies, 2(3), 630-636.
[20]. Smith, B., Caputi, P., & Rawstorne, P. (2000). Differentiating computer experience and attitudes toward computers: an empirical investigation. Computers in Human Behavior, 16(1), 59-81.
[21]. Palaigeorgiou, G., Siozos, P., Konstantakis, N. I., & Tsoukalas, I. A. (2005). A computer attitude scale for computer science freshmen and its educational implications. Journal of Computer Assisted Learning, 21(5), 330-342.
[22]. Mitra, A., & Hullett, C. R. (1997). Toward evaluating computer aided instruction: Attitudes, demographics, context. Evaluation and Program Planning, 20(4), 379-391.
[23]. Mthethwa, M. P. (2011). Perceptions and attitude towards the potential use of computer-assisted language learning (CALL) in Swaziland: A case study. (1495221 M.A.T.), Southern Illinois University at Carbondale, Ann Arbor. ProQuest Dissertations & Theses Global database.
[24]. Talebinezhad, M. R., & Abarghoui, M. A. (2013). The Iranian High School Students. Attitude toward CALL and the Use of CALL for EFL Receptive Skills. Theory and Practice in Language Studies, 3(2), 329-337.
[25]. Saqlain, N., & Mahmood, Z. (2013). English Language Instructors' Perceptions about Technology-Based Language Learning at Northern Border University in Saudi Arabia. Turkish Online Journal of Educational Technology-TOJET, 12(2), 106-110.
[26]. Rahimi, M., & Katal, M. (2012). The role of metacognitive listening strategies awareness and podcast-use readiness in using podcasting for learning English as a foreign language. Computers in Human Behavior, 28(4), 1153-1161.
[27]. Saqlain, N., Al-Qarni, F., & Ghadi, N. (2013). Are English Language Teachers in Saudi Arabia Ready to Integrate Technology? Procedia-Social and Behavioral Sciences, 103, 146-153.
[28]. Barani, G. (2011). The relationship between computer assisted language learning (CALL) and listening skill of Iranian EFL learners. Procedia-Social and Behavioral Sciences, 15, 4059-4063.
[29]. Hasan, M. M., & Hoon, T. B. (2012). ESL LEARNERS' PERCEPTION AND ATTITUDES TOWARDS THE USE OF PODCAST IN DEVELOPING LISTENING SKILLS. The English Teacher, 41(2), 160-173.
[30]. Cocorada, S. (2014). COMPUTER ANXIETY, COMPUTER SELF-EFFICACY AND DEMOGRAPHIC VARIABLES, Bucharest.
[31]. Wando, P. K. M. D., & Too, J. K. (2012). Secondary school students' attitudes towards Mathematics computer - assisted instruction environment in Kenya. Educational Research and Reviews, 7(9), 207-214.
[32]. Chen, Y. (2011). The influence of integrating technology in language learning courses. (3458352 Ph.D.), University of Kansas, Ann Arbor. ProQuest Central; ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses Global database.
[33]. Kahveci, A., Sahin, N., & GenÇ, S. (2011). Computer Perceptions of Secondary School Teachers and Impacting Demographics: A Turkish Perspective. TOJET : The Turkish Online Journal of Educational Technology, 10(1). doi:10.1177/0022487108328488

[34]. Smith-LaBrash, S. A. (2010). Influence of learning styles, gender, self-rated computer experience, and age on preference for computer assisted learning versus traditional learning. (1483122 M.S.), Northern Michigan University, Ann Arbor. ProQuest Dissertations & Theses Global database.
[35]. Karim, D. (2012). Exploring head and deputy headteachers' attitude towards using computers in education. International Journal of Information and Communication Technology Education, 8, 20+.
[36]. Aydin, S., & Genc, G. (2011). Students' motivation toward computer-based language learning. International Journal of Educational Reform, 20, 171+.
[37]. Güneyli, A., Özgür, B., Zeki, C. P., & Örnek, K. K. t. B. (2009). Computer use in foreign language teaching: a case study from North Cyprus. Eurasian Journal of Educational Research, 34, 37-54.
[38]. Xianghu, L. (2013). Action Research on the Effects of an Innovative Use of CALL (Computer Assisted Language Learning) on the Listening and Speaking Abilities of Chinese University Intermediate Level English Students. University of Exeter.
[39]. Merriam, S. B., & Simpson, E. L. (1995). A guide to research for educators and trainers of adults: ERIC.
[40]. Rooney, K. M. (2011). Impact of keyword caption ratio, language proficiency, and attitude on foreign language listening comprehension. (3489700 Ph.D.), Capella University, Ann Arbor. ProQuest Central; ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses Global database.
[41]. Fraenkel, J. R., & Wallen, N. E. (2000). How to design and evaluate research in education: McGraw-Hill.
[42]. Ali, Z., Mukundan, J., Baki, R., & Ayub, A. F. M. (2012). Second Language Learners' Attitudes towards the Methods of Learning Vocabulary. English Language Teaching, 5(4), 24-36.
[43]. Arishi, S. A. (2012). Attitudes of students at Saudi Arabia's industrial colleges toward Computer-Assisted Language Learning. Teaching English with Technology(1), 38-52.
[44]. Azar, A. S., & Nasiri, H. (2014). Learners' Attitudes toward the Effectiveness of Mobile Assisted Language Learning (MALL) in L2 Listening Comprehension. Procedia-Social and Behavioral Sciences, 98, 1836-1843.
[45]. Jalali, S., & Dousti, M. (2014). Attitudes of Iranian EFL learners towards CALL: The effect of treatment length investigated. Malaysian Journal of ELT Research, 10(1), 46-IV.
[46]. Rahimi, M., & Yadollahi, S. (2012). Multivariate Effects of Level of Education, Computer Ownership, and Computer Use on Female Students' Attitudes towards CALL. English Language Teaching, 5(4), 108-115.
[47]. Zuraina, A. (2015). A Case Study of Tertiary Students' Experiences Using Edmodo in Language Learning. International Journal of Language Education and Applied Linguistics (IJLEAL), 2, 39-48.
[48]. Zuraina, A., Faridah, H., Ruhil Amal, A., Nur Syafawati, S., & Suriya Kumar, S. (2013). 10 Ideas to Effective Vocabulary Learning Using Online Game: The OnVac Way. International Journal of Language Education and Applied Linguistics (IJLEAL), 1-10.

Appendix

Research Questionnaire

أعزائي الطلاب

السلام عليكم ورحمة الله وبركاته

أنا شاهد حسين عضو هيئة تدريس بقسم اللغة الإنجليزية – كلية التربية – جامعة المحمعة، أتقدم إليكم بهذه الاستبانة بغرض استخدامها كأداة جمع معلومات لبحث بعنوان **" اتجاه طلاب اللغة الإنجليزية السعوديين نحو استخدام تقنيات الحاسب الآلي في تعلم مهارات الإستماع".**

تنقسم الإستبانة الى جزأين: (أ) البيانات الخاصة بالعينة التي تمثل التركيبة السكانية محل الدراسة وتشمل 10 سؤال و (ب) قياس اتجاه الطلاب نحو استخدام تقنيات الحاسب في التعلم وتشمل 30 سؤال.

إن المشاركة في هذا الاستبيان تطوعية، ولا توجد أدنى مسؤولية تجاهكم لعدم المشاركة أو الانسحاب من الدراسة مع سرية البيانات التي تستخدم لمرة واحدة لغرض البحث العلمي ولا تتاح لأي غرض آخر.

في حالة وجود أي استفسار، يرجى مراجعة المشرف على الاستبيان أو مراسلة **شاهد حسين** على بريده الإلكتروني: shahids14@yahoo.com أو shahid@mu.edu.sa.

في حالة الموافقة على المشاركة، يرجى التوقيع أدناه مع جزيل الشكر والتقدير لتعاونكم.

التوقيع: / / التاريخ

Dear students,

My name is *Shahid Hussain*, a faculty member of the department of English, College of Education, Majma'ah University, This is a research survey for a study entitled "*Attitude of Saudi EFL learners toward the use of CALL in listening comprehension*."

The survey will take approximately 5 to 8 minutes to complete. It consists of two sections: (a) Part One (10 items) and (b) Part Two: Scale of Attitudes toward Computer Based EFL Learning (30 items). Participation is voluntary and there are no penalties or consequences otherwise imposed for non-participation.

Participants may withdraw from the study at any time without penalty. The survey results are confidential and will be used only once for scientific research. No personal identification information about the participants or survey resources will be made available.

For inquiries, you may contact the instructor who supervises the survey, or email the researcher at shahids14@yahoo.com (personal) or s.shahid@mu.edu.sa (official).

If you agree to participate, please sign your name below. Your participation would be highly appreciated.

Signature :……. Date: ……..

Part One: Students' Demographic Profile

1. Gender (Check one): الجنس (ضع علامة √)
   Male ☐ ذكر Female ☐ أنثى
2. Age: (tick one) الفئة العمرية (ضع علامة √)

18	19	20	21	22	Other……years أخرى ……عام
☐	☐	☐	☐	☐	

3. Your major (check one) التخصص (ضع علامة √)
   Sciences ☐ العلوم Englis ☐ اللغة الإنجليزية

How good are you at computer use? Check one. كيف تقيم كفاءتك في استخدام الحاسب؟ ضع علامة √ أمام الاختيار المناسب.

Very Advanced		متقدم جدا
Advanced		متقدم
Average		متوسط
Low		ضعيف
Very low		ضعيف جدا

4. Do you have access to a personal computer? هل لديك حاسب شخصي؟
   Yes ☐ No ☐ لا
5. Check one. Would you prefer to take EFL courses that are ☐ (ضع علامة √) أفضل دراسة مقررات اللغة الإنجليزية التي
   Computer integrated? ☐ تدرس باستخدام تقنيات الحاسب
   Not computer integrated? ☐ لا تدرس باستخدام تقنيات الحاسب

6. Do you think a computer based EFL classes can be more effective in developing your listening skill? **هل تعتقد أن تدريس اللغة الإنجليزية باستخدام تقنيات الحاسب أكثر فاعلية في تطوير مهارات الإستماع**

Yes نعم ☐ No لا ☐

7. How often do you use a computer? (Check one) كم مرة تستخدم الحاسب اسبوعيا ؟ (ضع علامة √)
   - Daily ☐
   - 4—6 times per week ☐ 4 – 6 مرات اسبوعيا
   - 1—3 times per week ☐ 1- 3 مرات اسبوعيا
   - Less than once per week ☐ أقل من مرة اسبوعيا
8. How many computer integrated EFL courses have you taken? (check one)
   كم عدد مقررات اللغة الإنجليزية التي درستها باستخدام تقنيات الحاسب؟
   - 0 ☐ لا يوجد
   - 1 ☐ 1
   - 2 ☐ 2
   - 3 or more ☐ 3 أو
9. Where do you take your CALL based EFL courses? (check one)
   أين يتم تدريس مقررات اللغة باستخدام تقنيات الحاسب؟
   - Computer Lab ☐ في معمل الحاسب
   - Smart Classroom - (including interactive smart board, overhead projector computer and speakers) ☐ في غرفة دراسة ذكية (تتضمن سبورة ذكية وجهاز عرض وأجهزة حاسب آلي وسماعات)

PART TWO: Scale of Attitudes toward CALL in Listening (SACL)

Directions: The following are 30 general statements that describe your attitudes toward the use of Computer Assisted Language Learning for listening comprehension. Please, think about each statement and circle the number that indicates how strongly you agree or disagree with each of the statement using a rating scale of 1 to 5.

Circle "5" if you strongly agree (SA). Circle "4" if you agree (A).
Circle "3 " if you are uncertain (U). Circle "2" if you disagree (D).
Circle "1" if you strongly disagree (SD).

الإرشادات: فيما يلي 30 جملة تصف اتجاهك وميولك نحو استخدام الحاسب الآلي في تعلم مهارات الإستماع، لذا يرجى التكرم بقراءتها ووضع دائرة حول أحد الأرقام من 1 - 5 بحيث يوضح بدقة مدى موافقتك أو عدم موافقتك على كل منها.

يرجى وضع دائرة حول الرقم المناسب كالتالي:

(5) إذا كنت توافق بشدة **(4) إذا كنت توافق** **(3) إذا كنت غير متأكد** **(2)**
إذا كنت لا توافق **(1) إذا كنت لا توافق بشدة**

EMS	SA أوافق بشدة	A أوافق	U غير متأكد	D لا أوافق	SD لا أوافق بشدة
I feel comfortable using computer to learn listening comprehension. أشعر بالراحة عند استخدام الحاسب في تعلم مهارات الاستماع.	5	4	3	2	1
I like to use computers in many ways (eg: the Internet, software programs, etc.) to learn listening comprehension أفضل تنوع أساليب استخدام الحاسب في تعلم مهارات الاستماع من برامج وإنترنت وخلافه.	5	4	3	2	1
I prefer listening activities in the CALL lab to the activities in the traditional classroom. أفضل ممارسة أنشطة تعلم مهارات الاستماع بمعمل الحاسب على حجرات الدراسة التقليدية.	5	4	3	2	1
I think listening activities in the CALL lab are more effective than classroom activities. أرى أن تمارين تعلم مهارات الاستماع بمساعدة الحاسب أكثر فاعلية مما يدرس بحجرات الدراسة التقليدية	5	4	3	2	1
I need a firm mastery of computer use for learning listening comprehension. أحتاج إلى إتقان استخدام الحاسب لتعلم مهارات الاستماع بمساعدته.	5	4	3	2	1
I like using headphones when I have listening exercises . أحب استخدام سماعات الأذن في تمارين مهارات الإستماع..	5	4	3	2	1
It is important for good listeners to master computer skills. من المهم اتقان مهارات استخدام الحاسب للتدرب على الاستماع بشكل جيد.	5	4	3	2	1
I like to talk about computer based listening activities with others. أحب مناقشة بعض القضايا المتعلقة بأنشطة الاستماع باستخدام الحاسب الآلي مع الآخرين.	5	4	3	2	1
I am eager to study listening comprehension through CALL. أتحمس كثيرا لتعلم مهارات الاستماع بمساعدة الحاسب الآلي.	5	4	3	2	1
I often read information about the latest computer based listening activities. غالبا ما أقرأ معلومات تتعلق باستخدام الحاسب الآلي في التدرب على مهارات الاستماع.	5	4	3	2	1
I can see that teachers have sufficient knowledge of running CALL programs for listening comprehension. الأساتذة ملمون بالمعرفة والتدريب اللازمين لتعليم مهارات الاستماع بمساعدة الحاسب الآلي.	5	4	3	2	1
I would spend more hours in the CALL lab to practice listening activities if it were possible. أفضل قضاء وقت أكبر في معمل التدريب على مهارات الاستماع بمساعدة الحاسب الآلي إذا كان ذلك ممكنا.	5	4	3	2	1
I found that the CALL lab has sufficient technical support for audio video facilities. يوجد بمعمل الحاسب دعم فني جيد للأنشطة المسموعة والمرئية.	5	4	3	2	1
I find CALL integrated EFL listening classes more interesting than traditional EFL listening classes. أرى أن دروس تعلم الإستماع بمساعدة الحاسب أكثر تشويقا من نظيرتها التقليدية.	5	4	3	2	1
I feel comfortable expressing my ideas and asking questions in CALL integrated listening class. أجد من السهولة بمكان التعبير عن أفكاري وطرح الأسئلة في دروس الإستماع بمساعدة الحاسب.	5	4	3	2	1
I find it easier to answer my listening comprehension assignments on the computer. أرى أنه من السهل الإجابة على تمارين الإستماع باستخدام الحاسب.	5	4	3	2	1
I think learning listening comprehension through computers is more feasible أعتقد أن دراسة مهارات الإستماع بمساعدة الحاسب أكثر جدوى من الطريقة التقليدية .	5	4	3	2	1
I feel that computers make learning of listening comprehension much easier. أرى أن استخدام الحاسب يسهل تعلم مهارات الإستماع بشكل كبير .	5	4	3	2	1
I prefer EFL listening activities that require more computer use. أفضل أنشطة الإستماع التي تتطلب المزيد من استخدام الحاسب.	5	4	3	2	1
I think that CALL environment raises the level of my motivation for learning listening. أعتقد أن التعلم بمساعدة الحاسب يزيد من دافعيتي لتعلم مهارات الإستماع.	5	4	3	2	1
I often use computer to do my listening comprehension assignments. غالبا ما استخدم الحاسب في أداء الواجبات الموكلة إلي في دروس الإستماع .	5	4	3	2	1
I feel at ease learning listening in the CALL integrated class. أشعر بسهولة تعلم مهارات الإستماع بمساعدة الحاسب.	5	4	3	2	1
I think that programs used in the CALL lab help me in learning listening. أعتقد أن البرامج المستخدمة في معمل الحاسب تساعدني في تعلم مهارات الاستماع.	5	4	3	2	1
I feel using computers makes me spend more time on listening skill than I would in a traditional listening class. أرى أن استخدام الحاسب يجعلني أقضي مزيدا من الوقت في تعلم مهارات الاستماع أكثر مما قد أقضيه من خلال الجلسات التدريسية التقليدية.	5	4	3	2	1
I find that using computer makes me practice listening more frequently. أرى أن استخدام الحاسب يجعلني أتدرب على الاستماع كثيرا.	5	4	3	2	1
I like the use of videos as they make listening activities more interesting. أحب استخدام الفيديو في الإستماع لأنه يجعل تمارين الأستماع أكثر تشويقا.	5	4	3	2	1

I think using computers to learn English can enhance my listening comprehension proficiency. أعتقد أن استخدام الحاسب في تعلم اللغة الإنجليزية يدعم كفاءة تعلم مهارات الاستماع .	5	4	3	2	1
I would prefer to have CALL in future English listening courses. أفضل تعلم مهارات الإستماع بمساعدة الحاسب في المستقبل.	5	4	3	2	1
I found using CALL had a positive impact on my listening comprehension. تبين لي أن التعلم بمساعدة الحاسب كان له أثر ايجابي في تعلم مهارات الإستماع.	5	4	3	2	1
I am motivated by the use of CALL to utilize extra material related to listening comprehension. يدفعني التعلم بمساعدة الحاسب إلى استخدام المزيد من المواد السمعية الإضافية في التعلم.	5	4	3	2	1

Thank you for your participation.