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# COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) IMPACT ON STUDENTS' READING ACHIEVEMENT AND THEIR ATTITUDE TOWARDS ITS USE

Ayeda Abdulla Saeed Al Shebli

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COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) IMPACT  
ON STUDENTS' READING ACHIEVEMENT AND THEIR  
ATTITUDE TOWARDS ITS USE

Ayeda Abdulla Saeed Al Shebli

This thesis is submitted in partial fulfillment of the requirements for the degree of  
Master of Education (Curriculum and Instruction)

Under the Supervision of Dr. AbdurRahman AlMekhlafi

December 2014

### **Declaration of Original Work**

I, Ayeda Abdulla Saeed Al Shebli, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled "*Computer-Assisted Language Learning (CALL) impact on students' reading achievement and their attitude towards its use*", hereby, solemnly declare that this thesis is an original research work that has been done and prepared by me under the supervision of Dr. AbdurRahman AlMekhlafi, in the College of Education at UAEU. This work has not been previously formed as the basis for the award of any academic degree, diploma or a similar title at this or any other university. The materials borrowed from other sources and included in my thesis have been properly cited and acknowledged.

Student's Signature \_\_\_\_\_

Date: \_\_\_\_\_

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### **Abstract (in English)**

This study sought to investigate the effects of computer-assisted language learning (CALL) on students' reading achievement, and students' attitudes toward the use of CALL. Two groups of grade 7 students participated in this study. At the beginning of the study, both groups were given a pretest to evaluate these students' reading skills. In the control group, students were taught through ordinary instruction. On the other hand, in the experimental group; students used CALL to practice their reading skills. At the end of the treatment, both groups were given a posttest in order to determine whether there was any difference in their reading achievement. Then, the experimental group completed a questionnaire in order to provide data on their attitudes toward the use of CALL. Results showed a significant difference between the experimental and the control groups in favor of students who learned and practiced reading skills through CALL instruction. Furthermore, the results of the questionnaire completed by the group that used CALL showed that students had positive attitudes toward the use of CALL.

**Keywords:** Attitudes; CALL; English Education; Grade 7; Reading Achievement; UAE

## Title and Abstract in Arabic

تأثير برامج الحاسوب التعليمية على تحصيل الطلبة في مهارة القراءة ووجهات نظرهم في

استخدامها

### المخلص

سعت هذه الدراسة إلى اكتشاف تأثير برامج الحاسوب التعليمية على تحصيل الطلبة في مهارة القراءة ووجهات نظرهم في استخدامها. شاركت مجموعتان من طلبة الصف السابع في هذه الدراسة. في بداية الدراسة أعطيت المجموعتان اختبار (ما قبل الاختبار) لتقييم مهارات الطالبات في القراءة. في المجموعة الضابطة، تم تعليم الطلبة من خلال التعليم العادي. من ناحية أخرى، في المجموعة التجريبية. استخدم الطلبة برامج الحاسوب التعليمية لممارسة مهارات القراءة لديهم. في نهاية العلاج، أعطيت كلا المجموعتين اختبار (بعد الاختبار) البعدي من أجل تحديد ما إذا كان هناك اختلاف في تحصيل الطلبة في مهارات القراءة. ثم، أكملت المجموعة التجريبية استبيان من أجل توفير بيانات عن مواقفهم تجاه استخدام برامج الحاسوب التعليمية.

أظهرت النتائج اختلافًا بين المجموعتين من ناحية تحصيلهم في مهارات القراءة لصالح المجموعة التجريبية التي استخدمت برامج الحاسوب التعليمية. وعلاوة على ذلك، أظهرت نتائج الاستبيان أن وجهات نظر الطلبة في استخدام برامج الحاسوب التعليمية ايجابية.

**كلمات البحث:** برامج الحاسوب التعليمية، تحصيل مهارات القراءة، تعليم اللغة الانجليزية، الصف السابع.

وجهات نظر الطلبة، الإمارات العربية المتحدة



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## **Dedication**

*To everyone who supported me in this study to make it possible*

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