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IRANIAN EFL LEARNERS' ATTITUDES TOWARDS COMPUTER-MEDIATED LANGUAGE
LEARNING: MERITS AND DEMERITS

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ABSTRACT

Adopting a quantitative approach, the present study sought to investigate how EFL Iranian learners perceive the negative and positive impact of computer-mediated instruction on the process of language learning so as to obtain the requisite data, a sample of 108 Iranian EFL learners in different language institutes were selected in Rasht and Ardabil, Iran. The sample entailed EFL learners with different degrees, learning experience, and gender. An attitude belief questionnaire consisting of 27 items was adopted and administered. According to descriptive statistics conducted on each item of the questionnaire, it was shown that learners hold both positive and negative attitude towards the effectiveness of computer-mediated instructions with regard to different aspects of its implementation. With regard to these findings, the implications for teaching and teacher education and suggestions for further research have been offered at the end of the study.

Introduction

The inevitable impact of technology on every aspect of our life has recently been a matter of growing concern among ELT practitioners and researchers to the extent that various investigations have been carried out on teachers' and learners' attitudes towards the application of latest development in computer technology. Gardner (1985) identified five major attitude and motivation variable in his Attitude/Motivation Test Battery; integrativeness, attitudes towards learning situation, motivation, integrative orientation and instrumental orientation. The classroom context in which learners are instructed and interact has been proved by several research studies to play a significant role in forming learners attitude. As Zimbardo and Ebbesen (1969) put it: "if attitude or value appraisal is to be the crux of social studies education, the promotion of selected behaviors through action experiences in the field as well as in the classroom must become the central objective of political education" (P. 536). Hence the manner of supplying instructions and presenting instructional materials must be held in high regard. The responsibility lies with teachers to modify and bring about changes on learners' attitude both in classroom and the community in which they interact (Zimbardo & Ebbesen, 1969).

"Computer-assisted language learning (CALL), which in its early days was dominated by drill and kill instructional programs" "allows students more choice and flexibility in working with instructional material" (Warschauer *et al*, 1996, P.1). Having enumerated all the factors effecting the successful use of computers in

the classroom, researchers and educational psychologists claim that learners' attitude substantially contributes to the effectiveness of computer-mediated instructions. In support of the importance of learners' attitude towards computer use, Liu (2009) provided a handful of evidence supporting the way students view the importance of computers in schools: perceived ICT attributes, cultural perceptions of ICT, computer experience and ICT confidence. It was proposed that the major proportion of students' ICT attitudes are predicted by perceived ICT attributes. "Perceived advantages of ICT as an educational medium account for students' positive attitudes and their willingness to adoption of ICT in their English learning." Although there has already been a considerable amount of research into computer-mediated instruction, and its effectiveness on the quality of materials in students' vantage point, not enough attention has been paid to learners' perspective towards the disadvantages of being plunged into such learning environments particularly Iranian EFL learners whose learning experiences have been confined to the use of traditional educational system. As a matter of fact,

"A major, if not the major, difference between traditional instructional materials and those offered through technology is that of non-linearity. Web-based and CD-ROM materials allow learners a huge number of pathways and choices. This provides an interesting contrast with the technology of the 1960s where, through programmed learning (Skinner 1954; Skinner 1968) and mastery instruction (Gentile, 2005; Guskey, 1997), there was often a single pathway and no learner choice" (Beatty & Nunan, 2004, P. 18)

With an eye to address the above issue, the present study seeks to investigate learners' attitude towards Computer-mediated Language Learning concerning both positive and negative aspects were investigated. The present study will add to the previous body of research on whether the use of computer-mediated instructional procedures has ever negatively impact their learning outcome.

Review of literature

Learners' individual attitude toward innovation is affected by several prime factors. Among all, one of the major factors which deeply affects individual's attitudes is the perceived attributes of technology: 1) relative advantage, 2) compatibility, 3) complexity, 4) trial ability and 5) observability (Roger, 2003). If the practitioners perceive that the innovation has an advantage over previous technology, is in line with current practices, is comprehensible and practical enough, it yields immediate results and can be adopted efficiently. With regard to learners' and teachers' attitude towards Computer-mediated Language Learning (CLL), a comprehensive review of literature reveals a bit of attention absorbed in EFL contexts. These studies conceptualized and approached CLL in different but intimately related ways. A high-profile case in point is Oz, Demirezen, and Pourfeiz (2015). They did a survey study among 123 EFL university students so as to point out the extent to which computer literacy, attitudes towards foreign language learning and computer-assisted language learning are reflected in their language learning perception. Two scales of Attitudes towards Foreign Language Learning (A-FLL) and the Attitudes towards Computer-Assisted Language Learning (A-CALL) were administered to gather the required data. Findings of the study indicated that learners' attitude towards CALL is directly connected to their computer literacy.

In a succinct study of EFL teachers' and students' perspectives on the use of electronic dictionaries for learning English, Dashtestani (2013) examined 126 Iranian EFL students and 73 EFL teachers using a mixed-methods research study in the form of questionnaires and interviews. Accordingly, it was illustrated that despite EFL learners' preference to use online dictionaries over paper ones, they need training to get to know how to select a suitable electronic dictionary and use its services for learning EFL. It was further shown that both EFL teachers and students held positive attitudes toward the use of electronic dictionaries for learning EFL.

In another piece of research, Kalanzadeha et al (2014) attempted to explore the influence of using technology on Iranian EFL students' motivation. To this end, they explored 60 English students majoring in English translation. A motivation and technology questionnaire was administered to collect the required data. The result supported that Iranian EFL university students had a positive attitude towards the effect of technology in their English classes.

Nguyen and Tri (2014) surveyed 149 English major students to examine the use of ICT in terms of frequency of use, purposes, perceptions, and expectations on the part of learners. The findings indicated that the participants made more use of ICT for non-educational purposes than for educational purposes. They further noted that both teachers and learners hold positive attitudes towards ICT use in the case that it can help to maximize language learning and teaching.

Investigating undergraduate students' attitudes toward using computers as a learning tool, Kitchakarn(2015)carried out a research study on 192 undergraduate students enrolled in two fundamental English courses. The results of the study specified a couple of variables that radically influence attitudes toward computer including experience of using computers and perceived abilities in using programs. However, the factor of gender revealed no significant impact on learners' perception.

In an analysis of the perception of EFL high school students in using of computer technology in the process of learning, Izadpanah(2016) probed 340 high school students in two different high schools (one male and one female) in Zanjan using a mixed method design in which researchers exploited and discussed both quantitative and qualitative data. With this aim in view, a CALL attitude questionnaire was administered including the follow-up open-ended question parallel with questionnaire items. The results of her study revealed positive attitudes on the part of learners towards facilitation of English learning in computer-mediated classroom.

In a similar study, Rezae 2017carried out a research project on Iranian teachers' attitude towards using social media and technology to increase interaction among students inside or outside the classroom. To this end a questionnaire survey with two separate sections on problematic aspects of using social media and teachers' perception concerning the impact of social media on language learning and teaching was deployed. They observed that there was appositive attitude towards the educative potentials of social media in foreign language context among Iranian EFL teachers. They further identified a couple of factors which potentially hinder the integration of social media in actual teaching practice i.e. lack of technology equipment for students, imposing more demands of energy and time on teachers, lack of a pre-planned procedure in education system, students' financial problems to provide the personal equipment and students' weakness in using technology.

In the same vein, in another piece of research in Iranian EFL context, Mollae (2013) attempted to explore teachers' perceptions of using technology in teaching EFL. In order to fulfill this purpose, both qualitative and quantitative data were obtained. A 30-item questionnaire was designed to elicit teachers' perceptions of the use of technology, and an interview was also conducted. The study was conducted on 40 undergraduate and graduate EFL teachers working in English language institutes in Shiraz, Iran. The major findings were reported as the following. Teachers had higher perceptions toward technology integration in their classes that is, most teachers were willing to use technology in their classes to enhance language and teaching learning. Moreover, facilitating and inhibiting factors affecting technology implementation were identified as, inadequate teacher training; a lack of vision of technology's potential for improving teaching and learning; a lack of time to experiment; and inadequate technical support.

Elsewhere, Liu (2009) sought to define how college non-English students' approach the integration of Information and Communication Technologies (ICT) into English learning and the contributing factors to the existence of such attitudes. Accordingly, 140 third -year non-English were asked to fill in an attitude questionnaire developed based on Zhang Qi's (2007) research in English as Foreign Language teachers' attitudes toward ICT. An interview was further conducted on a group to express their feelings freely. Findings of the study enumerated a number of factors affecting students' attitude towards ICT, i.e., perceived ICT attributes, cultural perceptions of ICT, computer experience and ICT confidence.

In sum, the results of the above studies have underlined the positive attitude of both teachers and learners regarding Computer-mediated Language Learning and information technology and its impact on facilitating learning process. Yet, the results of these studies are not conclusive enough, and little attention has been paid to the area of EFL context. It also remains open to question whether the use of computer-mediated

instructional procedures has ever negatively impact their learning outcome. So, in the present study learners' attitude towards Computer-mediated Language Learning concerning both positive and negative aspects were investigated.

Method

2.1 Participants

It is well worth noting that this study highly depends on studying EFL learners' attitude. The sample involved in the quantitative phase of the study consisted of 108 Iranian EFL learners studying at 4 different language institutes in Ardabil and Rasht, Iran (41 male and 67 female) with varying experience ranging from 3 to 22 months of experience in learning English as a foreign language. Their ages varied from 20 to 36 years of age and their mother tongue was Persian. The impetus for selecting these institute language learners was a purposive sampling based on the agreement on the part of language institute managers and learners themselves to the research participation requests made by the researcher.

2.2 Instruments

The quantitative approach to research was employed in the current study. With regard to the quantitative data collection, a validated 27- item questionnaire in a form of 5-point Likert scale ranging from 'strongly agree' to 'strongly disagree' was adopted (see Appendix A). Aryadoust, Mehran, and Alizadeh (2015). So as to establish the reliability of the questionnaire, the data were analyzed using SPSS 20, and Cronbach alpha coefficient obtained was .7.

2.3 Procedure

Like it was mentioned above, a quantitative research design was used in the present study to explore and discuss quantitative data gathered by means of a questionnaire. The required data in the research was collected through a validated questionnaire. Descriptive statistics (mean, Standard Deviation) were conducted on each item of the questionnaire so as to determine the highly agreed items base on a mean comparison. The items that revealed the least mean value were considered to be the disadvantages of using Computer-mediated instruction.

Results and Discussion

The data collected by means of the questionnaire were submitted to SPSS and subjected to descriptive statistics in order to calculate and compare the mean of each item. In this way, more significant items were determined. Table 1 shows the mean score of every items of the questionnaire.

Table.1. Advantages and Disadvantages of Using Computer-mediated language learning.

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
item1	108	1	5	2.61	1.049	1.100
item2	108	1	4	2.13	.987	.974
item3	108	1	4	1.98	.917	.841
item4	108	1	5	2.74	1.114	1.241
item5	108	1	5	2.78	1.155	1.333
item6	108	1	5	2.41	1.119	1.253
item7	108	1	5	3.33	1.094	1.196
item8	108	1	5	3.50	1.089	1.187
item9	108	1	5	3.20	.829	.687
item10	108	1	5	3.22	1.122	1.259
item11	108	1	5	2.22	1.035	1.072

item12	108	1	5	3.09	1.227	1.505
item13	108	1	5	2.54	.901	.812
item14	108	1	4	2.17	.837	.701
item15	108	1	5	3.13	1.024	1.048
item16	108	1	5	2.89	1.088	1.184
item17	108	1	5	2.22	1.071	1.146
item18	108	1	5	2.74	1.130	1.278
item19	108	2	5	3.30	1.087	1.182
item20	108	1	5	3.39	1.244	1.548
item21	108	1	5	2.96	1.222	1.494
item22	108	1	5	3.46	1.089	1.186
item23	108	1	5	3.87	1.128	1.273
item24	108	1	5	3.00	.986	.972
item25	108	1	5	2.65	1.008	1.015
item26	108	1	4	1.69	.882	.778
item27	108	1	4	2.67	.886	.785
Valid N (list wise)	108					

Overall, the effectiveness of computer-mediated learning was perceived to be moderate in their language process especially with regard to listening, speaking, and communication skills in questionnaires. As it is obvious in Table.1, since the responses to the items of the questionnaire ranged from 1, which represents strongly disagree, to 5, which stands for strongly agree, items with higher mean values are considered as the most significant items. Therefore, item 23 (Communicating by e-mail is a good way to improve my English) with the highest mean value (M=3.87) was mostly agreed by the learners. The followings were also considered as important items among learners' responses accounting for the advantages of using computer-mediated instruction.

7. Computer is a useful tool for developing writing skills (M=3.33)

8. I like learning a new language by computer (M=3.50)

9. I can get more useful feedback in CALL lessons (M=3.20)

10. Learning English through the use of computers motivates me (M=3.22)

15. Using computer tools to learn English is a great advantage over traditional methods (M=3.13)

19. The use of computer can help improve my communication skills (M=3.30)

20. Using a computer makes language lessons more interesting to me (M=3.39)

Based on the analysis of the data, it can be inferred that the use of computer in language instruction facilitates their writing skills and increases their motivation especially through the use of email writing assignments as a high-tech computer tool. Moreover, it suggests that having received the feedback in print helps them get to know their shortcomings.

The above analysis makes it possible to assume that students lack of sufficient knowledge and ability in using computer-mediated materials, as a brand new method in current educational system, makes them confused in the process of learning. These findings of the study were in line with some of previous studies (Kalanazadeh, Soleimani&Bakhtiarvand, 2014; Izadpanah, 2016; Kitchakarn, 2015; Nguyen & Tri, 2014) regarding the effectiveness of computer-mediated learning on language skills. In agreement with the aforementioned results is Izadpanah (2016) who claimed that "students, with prior experience in technology, might benefit more from technology use in education." Also, the results are in line with Nguyen and Tri (2014).

They revealed students' agreement with ICT (Information Communication Technology) instructional materials and their beneficial impact on listening speaking, writing, reading, and grammar and vocabulary knowledge. Kalanzadeh, Soleimani&Bakhtiarvand (2014) pointed out that through the use of e-learning, learners perceived its effectiveness on development of their language skills which are parallel with results of present study. Elsewhere, Kitchakarn (2015) concluded that students hold positive attitude towards the use of CALL effectiveness on improvement of different language skills.

Regarding disadvantage of computer use in language instruction and learning the following two items dedicated the highest mean score among all.

22. CALL makes me feel tense and uncomfortable (M=3.46)

24. I need training in using language learning software programs (M=3.00)

On the other hand, item 3 (Computers make learning English much easier for independent learning.) and item 26 (I can cover more material on my own when I study English with computers) were mostly disagreed by participants which in turn suggests that no matter how sophisticated and powerful the state of technology is, students perception of its efficiency depends on the extent to which it is learners-friendly.

Form a quantitative standpoint, it seems plausible to assume that that computer mediation in learning process has to do with learners' motivation which is in line with some previous research studies (Izadpanah, 2016; Dashtestani, 2013; Liu, 2009). These finding confirm the results of the study conducted by Liu (2009) in that students' attitude towards ICT was highly effected by perceived ICT attributes, cultural perceptions of ICT, computer experience and ICT confidence. In the same vein, Izadpanah (2016) showed that some students but not most of them need technology training courses to eliminated possible affective barriers on the part of learners to benefit computer-mediated instruction. Dashtestani (2013), interview results showed that a likely explanation for major obstacles to use electronic materials is the lack of students training and lack of facilities.

Conclusion

The present study investigated the extent to which learners perceive the positive and negative impact of computer-mediated instruction in EFL language institutions. The findings supported some of the educational benefits of computer mediated instruction such as its positive effect on motivation, language skills, collaborative and independent language learning outside and inside classroom, and its efficiency in accessing a greater range of materials from various resources. In spite of the effectiveness of computer-mediated instruction in an EFL context where learners are provided with insufficient opportunities for using their language skills in real-life communicative interactions, there also seems to be potential pitfalls in utilizing computer-mediated materials in EFL classrooms as it was revealed by the findings obtained in this study, since not all learners have full understanding of how to keep up with brand new instructional syllabus designed in accordance with computer-mediated instruction. Keeping account of the negative aspects of implementation of computer-mediated instruction, EFL teachers and learners can get formative and promising outcomes in the learning process. Hence some crucial factors must be taken into account to prevent debilitating effect and possible backwashes of computer-mediated such as providing facilities and training courses for learners on how to get the best out of computerized instructional materials. Moreover, sensitizing learners to the definite advantage of electronic materials as facilitative tools can lead to positive perception of it as part of language instruction on the part of learners. "Students' attitude toward positive effect of CALL on communication skill shows that tendency toward communicative approaches are common" (Izadpanah, 2016, P.156). Researchers who are interested in the area of teacher and learner attitudes and perception towards computer-mediated instructions are suggested to explore the association of factors influencing teachers' and learners' attitude in future studies. Another area of investigation this study suggests is the exploration of the difference in teachers' and learners' attitude towards computer-mediated instruction. Additionally, investigation of teachers' and learners' attitude towards the impact of computer-mediated instruction on separate realms of

skill development is also suggested while considering learners age, whether child and adult or child, young adult and adults.

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Appendix A

Attitude questionnaire

Name: :					
Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male					
What grade are you in? <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12					
Participant background of access to computer and internet technology					
Do you own a computer? <input type="checkbox"/> Yes <input type="checkbox"/> No					
How often do you use it? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (1= not very often; 5= on a daily basis)					
How would you rate your technology skills compared to other students in your class?					
<input type="checkbox"/> Advanced- I know more than others do					
<input type="checkbox"/> Average- I know the same as others					
<input type="checkbox"/> Beginner- I am still learning how to use technology					
How would you rate your English proficiency?					
<input type="checkbox"/> Advanced <input type="checkbox"/> Upperintermediate <input type="checkbox"/> Intermediate <input type="checkbox"/> Lowerintermediate					
Attitude Reports toward Language Learning through Computer					
Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Computer is a useful tool to access various types of English materials for reading.					
2. CALL helps me develop my listening skill.					
3. Computers make learning English much easier for independent learning.					
4. CALL makes lessons more interesting than traditional English instruction. .					
5. 5. Computers make English learning easier in the classroom.					
6. CALL helps me develop my speaking skills.					
7. Computer is a useful tool for developing writing skills.					
8. I like learning a new language by computer.					
9. I can get more useful feedback in CALL lessons.					
10. I can get more useful feedback in CALL lessons.					
11. I am confident about working with computers.					
12. I often use computers to do my English assignments.					
13. CALL helps me enlarge my vocabulary knowledge.					
14. It is essential for English language learners to master computer skills.					
15. Using computer tools to learn English is a great advantage over traditional methods.					
16. CALL is a stress-free environment to learn English.					
17. Learning English through computers is not necessary.					
18. I find that using computers does not help my English learning.					
19. The use of computer can help improve my communication skills.					
20. 20. Using a computer makes language lessons more interesting to me.					
21. CALL helps me develop my grammar					
22. CALL makes me feel tense and uncomfortable.					
23. Communicating by e-mail is a good way to improve					

my English.					
24. I need training in using language learning software programs.					
25. Chatting with native English speakers on the internet is helpful for learning English.					
26. I can cover more material on my own when I study English with computers					
27. Computers will dehumanize learning English.					

نام					
جنسیت <input type="checkbox"/> زن <input type="checkbox"/> مرد					
پیشینه دسترسی به تکنولوژی کامپیوتر و اینترنت شرکت کننده :					
آیا کامپیوتر دارید؟					
<input type="checkbox"/> بله <input type="checkbox"/> خیر					
چند وقت یکبار آن را بکار می برید؟					
چگونه مهارت های تکنولوژیکی خود را نسبت به دیگر همکلاسی هایان ارزیابی می کنید؟					
پیشرفته بیشتر از دیگران می دانم <input type="checkbox"/>					
متوسط به همان اندازه دیگران می دانم <input type="checkbox"/>					
مبتدی - هنوز در حال یادگیری استفاده از تکنولوژی هستم <input type="checkbox"/>					
کاملاً مخالفم	مخالقم	نظری ندارم	موافقم	کاملاً موافقم	
					یادگیری زبان انگلیسی به کمک کامپیوتر موجب پیشرفت مهارت های خواندن من می شود
					یادگیری زبان انگلیسی به کمک کامپیوتر موجب پیشرفت مهارت های شنیداری من می شود
					به کمک کامپیوتر، یادگیری زبان انگلیسی به صورت مستقل میسر می شود
					یادگیری زبان انگلیسی به کمک کامپیوتر در مقایسه با تدریس زبان انگلیسی به صورت سنتی جذاب تر است
					کامپیوتر، یادگیری زبان انگلیسی را در کلاس های زبان انگلیسی آسان تر می کند
					یادگیری زبان انگلیسی به کمک کامپیوتر موجب پیشرفت مهارت های گفتاری من می شود
					یادگیری زبان انگلیسی به کمک کامپیوتر به من انگیزه می دهد
					یادگیری زبان انگلیسی به کمک کامپیوتر موجب پیشرفت مهارت های نوشتاری من می شود
					دوست دارم زبان های جدید را با کمک کامپیوتر یاد بگیرم
					استفاده از کامپیوتر در یادگیری زبان می تواند در رفع اشتباه های زبانی من کمک فراوانی کند
					من در کار کردن با کامپیوتر اعتماد به نفس بالایی دارم
					من معمولاً برای انجام تکالیف زبان انگلیسی از کامپیوتر استفاده می کنم
					یادگیری زبان انگلیسی به کمک کامپیوتر موجب افزایش دامنه لغات من می شود
					داشتن مهارت های کامپیوتری برای زبان آموزان زبان انگلیسی لازم است
					ابزارهای کامپیوتری در مقایسه با روش های سنتی مزایای بیشتری دارد
					یادگیری زبان انگلیسی به کمک کامپیوتر محیطی به دور از استرس را برای یادگیری زبان انگلیسی فراهم می کند
					یادگیری زبان از طریق کامپیوتر ضرورتی ندارد

					استفاده از کامپیوتر کمکی به یادگیری زبان انگلیسی نمی کند
					استفاده از کامپیوتر موجب پیشرفت مهارت های ارتباطی در زبان انگلیسی می شود
					استفاده از کامپیوتر یادگیری زبان انگلیسی را برای من جذاب تر می کند
					استفاده از کامپیوتر در یادگیری زبان انگلیسی، سبب می شود که اطلاعات من نسبت به قواعد زبان بیشتر شود
					یادگیری زبان به کمک کامپیوتر من را عصبی و ناراحت می کند
					ارتباط از طریق ایمیل موجب پیشرفت زبان انگلیسی من می شود
					من برای استفاده از برنامه های نرم افزاری آموزش زبان نیاز به آموزش دارم
					چت کردن با افراد انگلیسی زبان در اینترنت برای یادگیری زبان انگلیسی مفید است
					یادگیری زبان از طریق کامپیوتر، سبب می شود که مطالب بیشتری را مطالعه کنم
					یادگیری زبان انگلیسی به کمک کامپیوتر حس طبیعی مانند یادگیری در کلاس را ندارد