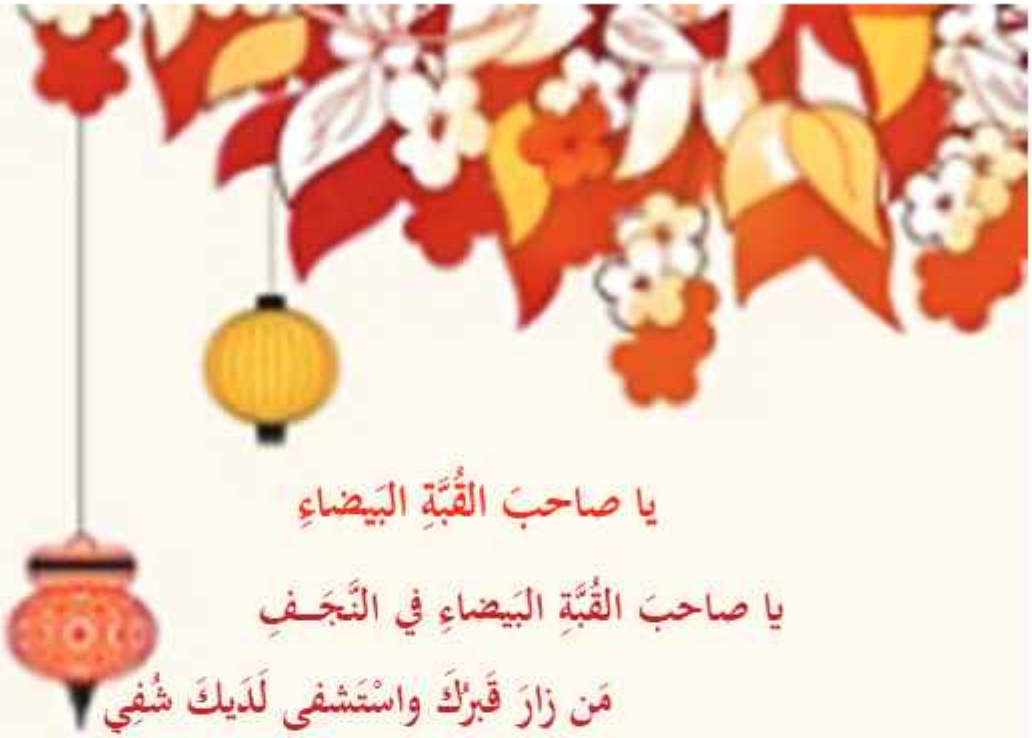

يا صاحبَ القُبَّةِ البَيضاءِ

يا صاحبَ القُبَّةِ البَيضاءِ في النَّجَـفِ
مَن زارَ قَبرَكَ واسْتَشفى لَدَيكَ شُفِي

زوروا أَبا الحَسَنِ الهادي لَعَلَّكُـمُ
تُحظَون بالأجرِ والإقبالِ والزُّلَف

زوروا لِمَن تُسْمَعُ النَّجوى لَديهِ فَمَنْ
يَزرهُ بالقَبرِ مَلهوفاً لَديهِ كُفِـي

إذا وَصَلْ فَاحْرِمْ قَبْلَ تَدْخُلَهُ
مُلَبِّيـاً وإسْعَ سَعْياً حَولَهُ وطُـفِ

حَتَّى إذا طِفْـتَ سَبْعاً حَولَ قُبَّتِهِ
تأَمَّـلْ البابَ تلْقى وَجْهَهُ فَقِـفِ

وقُل سَلامٌ من الله الســلامِ على
أَهـلِ السلامِ وَأهلِ العلمِ والشـرَفِ

Republic of Iraq
Ministry of Higher Education & Scientific Research
Research & Development Department

جمهورية العراق
وزارة التعليم العالي والبحث العلمي
دائرة البحث والتطوير
قسم الشؤون العلمية

No.: الرقم: ب ت/ ٨١٦٥/٤
Date التاريخ: ٢٠/٧/٢٠٢٥

ديوان الوقف الشيعي/ دائرة البحوث والدراسات

م/ مجلة القبة البيضاء

السلام عليكم ورحمة الله وبركاته...

اشارة الى كتابكم المرقم ١٣٧٥ بتاريخ ٢٠٢٥/٧/٩، والحاقاً بكتابنا المرقم ب ت ٤/ ٣٠٠٨ في ٢٠٢٤/٣/١٩، والمتضمن استحداث مجلتكم التي تصدر عن دائرتكم المذكوره إعلاه ، وبعد الحصول على الرقم المعياري الدولي المطبوع وانشاء موقع الكتروني للمجلة تعتبر الموافقة الواردة في كتابنا اعلاه موافقة نهائية على أستحداث المجلة.

...مع وافر التقدير

أ.د. لبنى خميس مهدي
المدير العام لدائرة البحث والتطوير
٢٠٢٥/ ٧ /١٧

نسخة منه الى:
- قسم الشؤون العلمية/ شعبة التأليف والترجمة و النشر.... مع الاوليات
- الصادرة

مهند ابراهيم
١٥/ تموز

إشارة إلى كتاب وزارة التعليم العالي والبحث العلمي / دائرة البحث والتطوير
المرقم ٥٠٤٩ في ٢٠٢٢/٨/١٤ المعطوف على إعمامهم المرقم ١٨٨٧ في ٢٠١٧/٣/٦
تُعدّ مجلة القبة البيضاء مجلة علمية رصينة ومعتمدة للترقيات العلمية.

فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد(٨)
السنة الثالثة صفر الخير ١٤٤٦هـ آب ٢٠٢٥م
تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي

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العنوان الموقعي
مجلة القبة البيضاء
جمهورية العراق
بغداد /باب المعظم
مقابل وزارة الصحة
دائرة البحوث والدراسات

الاتصالات

مدير التحرير
٠٧٧٣٩١٨٣٧٦١
صندوق البريد / ٣٣٠٠١

الرقم المعياري الدولي
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في دار الكتب والوثائق(١١٢٧)
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البريد الالكتروني
إيميل
off_research@sed.gov.iq

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الرقم المعياري الدولي
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دليل المؤلف.....

١-إن يتسم البحث بالأصالة والجدة والقيمة العلمية والمعرفية الكبيرة وسلامة اللغة ودقة التوثيق.

٢- إن تحتوي الصفحة الأولى من البحث على:

أ. عنوان البحث باللغة العربية .

ب . اسم الباحث باللغة العربية . ودرجته العلمية وشهادته.

ت . بريد الباحث الإلكتروني.

ث . ملخصان أحدهما باللغةِ العربية والآخر باللغةِ الإنكليزية.

ج . تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.

٣-أن يكونَ مطبوعًا على الحاسوب بنظام(office Word) ٢٠٠٧ او ٢٠١٠) وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجزَّأ البحث بأكثر من ملف على القرص) وتُزوَّد هيأة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وُجدت، في مكانِها منَ البحثِ، على أن تكونَ صالحةً مِنَ الناحيةِ الفنيَّة للطباعة.

٤-أن لا يزيدَ عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4).

٥. يلتزم الباحث في ترتيب وتنسيق المصادر على الصيغة APA

٦-أن يلتزم الباحث بدفعِ أُجُور النشر المحدَّدة البالغة (٧٥،٠٠٠) خمسة وسبعين الف دينار عراقيّ، أو ما يعادلها بالعملات الأجنبية.

٧-أن يكونَ البحثُ خاليًا مِنَ الأخطاءِ اللغوية والنحوية والإملائيَّة.

٨-أن يلتزم الباحث بالخطوط وأحجامِها على النحو الآتي:

أ. اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.

ب . اللغة الإنكليزية: نوع الخط (Times New Roman) عناوين البحث (١٦). والملخصات (١٢). أما فقرات البحث الأخرى؛ فبحجم (١٤) .

٩-أن تكونَ هوامش البحثِ بالنظام التلقائي (تعليقات ختامية) في نهاية البحث. بحجم ١٢.

١٠-تكون مسافة الحواشي الجانبية (٢,٥٤) سم والمسافة بين الأسطر (١) .

١١-في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الالكتروني المتوافر على شبكة الانترنيت.

١٢-يبلَّغ الباحث بقرارِ صلاحيَّة النشر أو عدمها في مدَّةٍ لا تتجاوز شهرين من تاريخ وصولهِ إلى هيأةِ التحرير.

١٣-يلتزمُ الباحث بإجراءِ تعديلات المحكّمين على بحثهِ وفق التقارير المرسلة إليهِ وموافاةِ المجلة بنسخةٍ مُعدَّلةٍ في مدَّةٍ لا تتجاوزُ (١٥) خمسة عشر يومًا.

١٤-لا يحق للباحث المطالبة بمتطلبات البحث كافة بعد مرور سنة من تاريخ النشر.

١٥-لاتعاد البحوث الى أصحابها سواء قبلت أم لم تقبل.

١٦-دمج مصادر البحث وهوامشه في عنوان واحد يكون في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.

١٧-يخضع البحث للتقويم السري من ثلاثة خبراء لبيان صلاحيته للنشر.

١٨-يشترط على طلبة الدراسات العليا فضلاً عن الشروط السابقة جلب ما يثبت موافقة الاستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.

١٩-يحصل الباحث على مستل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) الف دينار.

٢٠-تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.

٢١-ترسل البحوث على العنوان الآتي: (بغداد – شارع فلسطين المركز الوطني لعلوم القرآن)

أو البريد الألكتروني: (off_research@sed.gov.iq) بعد دفع الأجور في الحساب المصرفي العائد إلى الدائرة.

٢٢-لا تلتزمُ المجلة بنشر البحوث التي تُخلُّ بشرطٍ من هذهِ الشروط .

مجلة انسانية اجتماعية فصلية تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي
محتوى العدد (٨) صفر الخير ١٤٤٦هـ آب ٢٠٢٥م المجلد الأول

فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد(٨)
السنة الثالثة صفر الخير ١٤٤٦هـ آب ٢٠٢٥م

Development and validation of a computer Assisted language learning curriculum and llsyabus for Iraqi ELT teachers and students at BA and MA level

M.M. Atta Qasim Tahimesh
M.M. Saja Qasim Tahimesh
University of Wasit / College of Basic Education

Abstract:
This study investigates the perspectives of both students and instructors regarding the integration of computer-assisted language learning (CALL) into English language education. Focusing on ELT programs at the undergraduate and postgraduate levels, the research was conducted across several Iraqi universities, including Baghdad, Karbala, Basra, and Wasit. Data were collected through questionnaires distributed to 150 students and 150 instructors, complemented by semi-structured interviews with 10 instructors selected based on questionnaire results for further insight. The analysis revealed statistically significant differences in students' attitudes based on their academic level. However, both students and instructors expressed generally similar and positive perceptions of the role of computer technology in language teaching and learning. The findings highlight the urgent need for structured training programs and the development of a well-designed CALL-based curriculum tailored to the local educational context to ensure effective technology integration in language instruction.

Keywords: CALL, educational technology, teacher and learner perceptions, autonomous learning, curriculum development.

Background of the Study

Over the past few decades, the integration of computer technology into education has grown significantly, reshaping the dynamics of teaching and learning across disciplines. In the realm of language education, computer-assisted language learning (CALL) has sparked both enthusiasm and debate. Many educators and learners recognize the value of computer-based instruction as a means to enrich and facilitate language acquisition. However, attitudes toward CALL often vary according to experience and familiarity with technology. Novice teachers, typically more exposed to digital tools during their academic training, tend to demonstrate greater ease in adopting such approaches, while veteran instructors may exhibit resistance due to limited technological exposure or confidence (Bebell, O'Conner, O'Dwyer, & Russell, 2003; Smith, 2003). CALL has evolved into a key component within the field of applied linguistics. Beatty (2003) defines it as any language learning activty that utilizes a computer to foster language development. He emphasizes that CALL has the potential to influence both teach-

ing and learning by shifting the pedagogical focus from traditional grammar-based instruction to more communicative and interactive methodologies.

Although the concept of using computers in language education can be traced back to the 1950s, it was during the 1960s that the first practical computer-based language programs began to emerge in academic institutions. Initially limited to research settings within universities, these programs had restricted reach. However, continual technological advancements have made CALL tools increasingly accessible, user-friendly, and pedagogically robust (Chapelle, 2001; Beatty, 2003).

As higher education institutions move toward adopting CALL methodologies, the perceptions of both teachers and students become pivotal. Understanding the factors that shape these attitudes is essential for effective implementation. Exploring how these groups view CALL—and the reasons behind their perceptions—can provide valuable guidance for designing responsive curricula and training programs that harness the full potential of technology in language education.

The Importance of CALL

Traditional, teacher-centered classrooms often position students as passive recipients of knowledge, where their primary role is to listen, absorb information, and follow instructions. In such settings, the teacher typically controls the content delivery, facilitates discussions, initiates classroom interactions, and regulates the overall flow of activities (Sandholtz et al., 1990). Metz (as cited in Muir-Herzig, 2003) refers to these as "real classrooms"; however, this conventional model has been widely criticized for its limitations. As Sandholtz and colleagues note, instruction in such environments frequently relies on rote practice aimed at enhancing exam performance rather than fostering deep learning. Consequently, while students may develop test-taking proficiency, they often lack critical thinking and higher-order cognitive skills.

One major drawback of traditional instruction is its limited connection to real-life contexts. When classroom learning lacks practical relevance, students may struggle to apply the language effectively outside the academic setting. This has prompted a call for a shift in pedagogical focus—from memorization-based instruction

to approaches that emphasize problem-solving, conceptual understanding, and analytical reasoning (Sandholtz et al., as cited in Muir-Herzig, 2003).

Computer-assisted language learning (CALL) offers innovative alternatives to conventional methods by integrating educational technology into the language learning process. CALL employs a variety of instructional approaches through software and multimedia tools. For example, the audio-visual method emphasizes pronunciation and listening through dialogues and repetition. The cognitive approach supports self-directed learning, enabling learners to progress at their own pace and assume responsibility for their outcomes. The communicative approach, in turn, focuses on enhancing learners' ability to use the language in authentic, real-world interactions (Celce-Murcia, 2001). When incorporated into digital tools, these methods often prove more effective than traditional classroom instruction.

Beatty (2003) emphasizes that CALL plays a significant role in developing the four core language skills—reading, writing, listening, and speaking—while also promoting learner autonomy. For teachers, CALL presents valuable opportunities to enhance instruction through the integration of technology in both classroom practice and academic research.

Jones and Fortescue (1987) explain that CALL can enhance reading skills in three main ways: first, by encouraging incidental reading as part of task completion; second, by providing immediate feedback on comprehension tasks that also reinforce grammar and vocabulary knowledge; and third, by offering text manipulation activities that support understanding of both content and structure. CALL programs frequently include interactive reading tasks where students infer word meanings from context or identify grammatical categories—for example, selecting the part of speech of a highlighted word in a sentence (p. 33). Healey (1999) further notes that CALL fosters reading strategies such as skimming, scanning, identifying main ideas and details, and making predictions by integrating audio-visual aids and interactive features.

In addition to reading, CALL supports the development of writing skills through digital writing tools such as word processors. These applications simplify the writing process by allowing students to

easily add and revise content, correct grammatical errors, and format their work. Features such as spellcheck, punctuation assistance, and sentence structure analysis guide students in producing clearer, more organized writing. Furthermore, the ability to revise drafts, incorporate visual data like tables or charts, and save time through digital formatting enhances both writing fluency and quality (Costanzo, 1989; Dunkel, 1991; Howie, 1989; Neu & Scarcella, 1991).

Enhancing Listening and Speaking Skills through CALL

Computer-assisted programs play a crucial role in the development of listening and speaking skills. Listening software often features authentic audio materials presented by native speakers, allowing learners to replay difficult segments multiple times until full comprehension is achieved. This repeated exposure not only strengthens listening comprehension but also supports accurate pronunciation—an essential component in developing spoken fluency (Hanson-Smith, 2000; Pennington, 1989). In addition, many CALL programs include features that enable learners to engage in simulated dialogues and record their own speech. By comparing their recordings with native-speaker models, students are able to self-assess and refine their oral language production.

Benson and Voller (1997) highlight the long-recognized connection between educational technologies and learner autonomy. They argue that CALL tools can empower students by facilitating independent learning and providing access to self-directed practice beyond the classroom environment.

Advantages of CALL for Learners

CALL offers a wide array of benefits that enrich the language learning experience, particularly within learner-centered classrooms where students assume greater responsibility for their progress. Computers provide learners with diverse and flexible opportunities to practice language skills in meaningful contexts. This pedagogical shift challenges teachers to adopt new, facilitative roles while encouraging students to reflect on and adapt their learning strategies (Jaber, 1997). Within this model, the teacher transitions from a knowledge transmitter to a learning facilitator or mentor, and learners become more accountable for their development. CALL supports this learner-centered philosophy by enabling students to control the pace, sequence, and content of their learning (Kenning

& Kenning, 1983).

Among the primary advantages of CALL are its interactivity, adaptability to individual learning speeds, privacy, independent practice opportunities, immediate feedback, tolerance for repetition, and integrated editing tools. These features collectively enhance learner motivation, promote autonomy, and foster a willingness to explore language use in a supportive, low-anxiety environment.

Kenning and Kenning (1983) further assert that unlike traditional tools such as cassette tapes or videos, computers provide a dynamic interactive environment. This interactivity allows learners to engage actively with content and receive real-time corrections—an advantage not offered by passive media. Additionally, the individualized and private nature of CALL reduces learners' anxiety, encouraging experimentation without the fear of criticism or embarrassment.

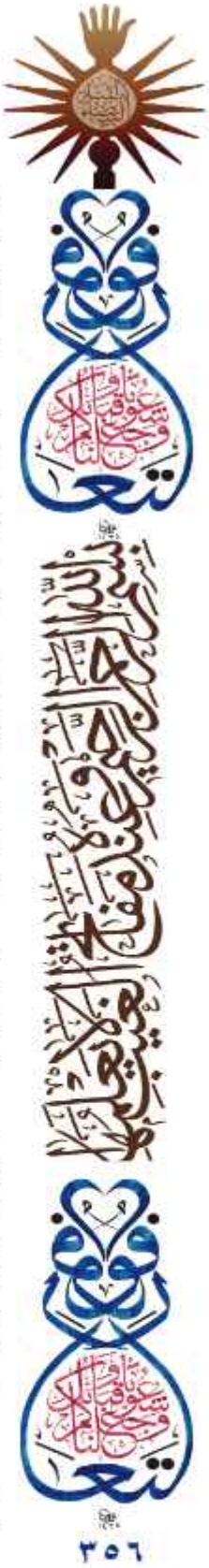
Roles of Computers in Language Learning

Taylor (as cited in Levy, 1997) identifies three primary roles that computers can play in the educational context: tutors, tools, and tutees. As tutors, computers deliver structured lessons, respond to learner input, and track individual progress—offering an adaptive learning experience. As tools, they assist in the development of core language skills such as reading, writing, speaking, and research, by providing access to various learning resources and applications. In the role of tutees, learners engage with the technological aspects of computers, including programming and software modification, thus fostering a deeper understanding of how digital environments function.

Taylor also highlights the important distinction between computers used as tutors versus those used as tools. While tools offer support in performing tasks, tutor-based systems actively assess learner input and modify instruction accordingly—an ability not found in traditional educational tools. Furthermore, CALL enables personalized, self-paced learning, making it especially beneficial for students who need more time to grasp concepts or who may have missed classes. Because learning materials are stored digitally, students can review lessons at their convenience, ensuring greater continuity and accessibility in the learning process.

Enhancing Learner Autonomy and Motivation through CALL

CALL environments offer flexible and engaging opportunities that enhance both learner autonomy and motivation. Students who



complete tasks early can explore supplementary activities related to the curriculum, reinforcing their understanding. Unlike traditional classrooms, which are often constrained by fixed syllabi and time limitations, CALL offers learners the freedom to revisit and repeat material at their own pace. This flexibility removes pressure and supports individualized learning paths.

One of CALL's most significant advantages is the provision of immediate, automated feedback, a feature unavailable in conventional tools such as cassette players or video recordings. Writing software, for example, enables learners to revise their texts through functions like insertion, deletion, and reordering. Such tools also highlight errors in spelling, grammar, and formatting, thereby supporting the refinement of written work and fostering writing fluency.

This level of control over the learning process nurtures independent learning. As Little (1991) explains, true learner autonomy is achieved when students take active responsibility for their learning choices and establish a personal connection with the content and methodology (p. 4). CALL tools often enhance this engagement through visually appealing interfaces, animations, and interactive features that increase motivation. Unlike static drills, computer-based exercises present language tasks in dynamic and stimulating formats.

Additionally, many CALL programs include gamified features such as multiple-choice questions with real-time responses, offering encouraging messages like "Well done!" or "Try again!" These elements help sustain learner morale and foster a positive, persistent attitude toward language learning.

Moreover, CALL environments encourage linguistic experimentation. In writing tasks, for instance, students must coordinate vocabulary selection, grammatical accuracy, organization, and coherence. Through repeated practice with CALL tools, learners gradually build confidence in producing complex written texts—developing not only their language proficiency but also their critical thinking and problem-solving skills (Costanzo, 1989; Dhaif, 1989; Galavis, 1998; Hardisty & Windeatt, 1989; Kemp, 1993; Kenning & Kenning, 1983; Pennington, 1996).

Computer-Assisted Language Learning (CALL)

Computer-Assisted Language Learning (CALL) refers to the use of computer technologies—including web-based platforms, CD-

ROMs, and interactive digital applications—designed to facilitate language learning through structured, learner-specific activities. Traditionally, CALL has been employed to support second language acquisition; however, the present study investigates its applicability in assisting learners struggling with their native language as well. CALL functions both as a complementary resource to traditional classroom instruction and as a standalone tool that promotes autonomous, self-paced learning.

Brief History of CALL

Understanding the integration of CALL within educational settings requires examining its historical development in parallel with evolving language teaching methodologies. According to Levy (1997), the evolution of CALL is commonly divided into three major stages: Behaviorist CALL, Communicative CALL, and Integrative CALL. Each phase reflects changes in both technological capabilities and dominant pedagogical paradigms.

Behaviorist CALL, which emerged in the 1950s and became prominent during the 1960s and 1970s, was rooted in behaviorist learning theories—particularly those proposed by Skinner (1938). Programs from this era focused on repetitive drills and exercises aimed at reinforcing vocabulary and grammatical patterns. Often referred to as "drill and practice," and at times critically labeled "drill and kill," this approach positioned the computer as a neutral, tireless tutor that allowed learners to work independently and at their own pace.

The earliest CALL systems were developed on large mainframe computers and later transitioned to personal computers. A well-known example from this period is the PLATO system, developed at the University of Illinois during the 1960s. While PLATO did not encompass the full spectrum of language learning needs, it proved effective in delivering mechanical practice tasks. This, in turn, freed up classroom time for more communicative and interactive activities (Hart, 1981).

Statement of the Problem

While numerous studies have examined students' and educators' attitudes toward the use of computer technologies in educational settings (Arkın, 2003; Bebell et al., 2003; Delcloque, 1997; Lam, 2000; Pekel, 2002; Smith, 2003; Tuzcuoğlu, 2000; Warschauer, 2003), there remains a noticeable gap in comprehensive research that simultaneously investigates both students' and teachers' perceptions of Com-

puter–Assisted Language Learning (CALL) and the factors that shape these perceptions.

As CALL becomes increasingly integrated into English as a Second Language (ESL) and English as a Foreign Language (EFL) curricula, there is a growing need to evaluate its pedagogical impact and practical implementation. Although recent literature has explored various aspects of digital technology in language instruction—such as technological tools, learner traits, and instructional effectiveness—certain critical dimensions remain underexplored. Notably, the extent to which teacher preparation programs equip future educators to effectively integrate CALL into their classrooms is still insufficiently addressed.

A key step toward enhancing CALL implementation lies in evaluating the adequacy of TESOL training programs in preparing teachers for technology integration, and understanding how these programs are perceived by graduates in terms of usefulness and applicability. Furthermore, investigating informal or alternative avenues of CALL training may offer valuable insights for designing more accessible and practical professional development models.

In many Iraqi universities, the use of computer technologies remains largely confined to administrative functions such as emailing, online research, lesson planning, and institutional communication (Bebell et al., 2003; Smith, 2003). Despite the existence of language laboratories equipped with thirty computers per lab, CALL's full pedagogical potential is not being fully realized. Typically, lab–based language sessions include four one–hour classes aimed at supporting language skill development. However, based on personal observation and experience, both instructors and students often face challenges with using CALL effectively—ranging from technical difficulties and lack of training to skeptical or resistant attitudes.

Given that perceptions significantly influence the acceptance and success of CALL, this study seeks to examine how both students and instructors perceive the use of computer technology in language learning across selected Iraqi universities. It also aims to identify the key factors that shape these perceptions and to determine whether there are notable similarities or differences between the two groups in terms of CALL acceptance and usage.

Purpose of the Study

The primary aim of this study is to investigate and analy ceptions of Iraqi undergraduate and postgraduate Engli teachers and students regarding the importance and a training in Computer–Assisted Language Learning (C cifically, the study seeks to understand what participar sufficient preparation in CALL and to examine the type: es of training they have received—whether formal or ir Additionally, the research explores the participants' lev faction in two critical areas:

1. Their personal development of technological skills.
2. Their ability to effectively integrate technology into i al or learning contexts.

The study also evaluates general attitudes toward the u nology in language education, with the aim of iden structured (formal) and unstructured (informal) CALL fluences these attitudes.

Research Questions

The study is guided by the following research question:

1. How do students perceive the use of computers as s tary tools in classroom instruction?
2. How do teachers perceive the integration of compu ogy in supporting language teaching?
3. What are the key similarities and differences betwe and teachers' attitudes toward the implementation of C
4. Do perceptions of CALL vary based on gender or aca among students and teachers?

Hypothesis

The study is based on the following null hypothesis:

There is no statistically significant relationship betwee mentation of Computer–Assisted Language Learning the perceptions held by Iraqi EFL teachers and student

Key Terms and Definitions

- CALL (Computer–Assisted Language Learning): Refe of computer technology—whether through standalone online platforms—to support and enhance the process learning (Hanson–Smith, 2000, p. 9).
- Students' Perceptions: Denotes the views, beliefs, ar held by learners regarding the role of computers i

learning, both as instructional tools and as technological devices more broadly.

• Teachers' Perceptions: Refers to educators' attitudes and beliefs about the integration of computer technologies into language instruction, including their perceived effectiveness and relevance in the classroom environment.

• Learner Autonomy: Defined as "the ability to distance oneself, reflect critically, make informed decisions, and take independent action in the learning process" (Little, 1991, p. 14). It involves self-directed learning and personal responsibility for language development.

Significance of the Study

This study addresses the preparation and training of English language teachers and students enrolled in undergraduate and graduate (BA and MA) programs across Iraq, with a specific focus on the integration of Computer-Assisted Language Learning (CALL). Despite the increasing relevance of CALL in modern language education, there remains a lack of standardized guidelines or widely accepted best practices for CALL training within English Language Teaching (ELT) programs in the region.

To date, few comprehensive studies have examined how CALL is incorporated into teacher and learner preparation in Iraqi higher education. Preliminary observations suggest that CALL-related training is minimal and frequently perceived by participants as inadequate. This research, therefore, seeks to fill a critical gap by identifying what constitutes effective and sufficient CALL training for ELT students and educators at both academic levels.

The study aims to highlight the core competencies and foundational knowledge associated with CALL, assess how well these are integrated into existing curricula, and evaluate the satisfaction levels of participants who have undergone such training. The outcomes are intended to inform and enhance the design of CALL-oriented training modules in ELT programs. Moreover, the findings may serve as a valuable resource for other academic disciplines or language programs aiming to incorporate educational technology, positioning them as secondary—but potentially significant—beneficiaries of this research.

Limitations and Delimitations

1. The participants in this study were exclusively Iraqi, which limits

the generalizability of the findings to learners and educators from other cultural or national contexts.

2. The research specifically targets Iraqi English language teachers and students, thus the conclusions and recommendations are primarily applicable to this demographic group and may not extend to other populations.

Outline and Organization of the Study

• Chapter One: Introduces the overall theme of the research and establishes its foundational elements. This chapter presents the research problem, clearly states the purpose of the study, formulates the central research questions and hypotheses, explains the significance of the research, and provides precise definitions of key terms to ensure conceptual clarity throughout the thesis.

• Chapter Two: Reviews the theoretical framework supporting the study. It explores diverse perspectives within the existing literature, situates the research topic within ongoing academic debates, examines relevant prior studies, and identifies the specific gap in the literature that this study aims to fill.

• Chapter Three: Details the research methodology, including descriptions of the participant groups, identification of dependent and independent variables, and an overview of the data collection instruments. This chapter also outlines the procedures for data gathering and analysis.

• Chapter Four: Presents the study's findings, supported by appropriate tables, charts, and figures. The results are systematically organized to address the research questions and test the hypotheses introduced in Chapter One.

• Chapter Five: Provides a comprehensive discussion of the findings and their implications for English language teaching. This chapter also addresses the limitations of the study, suggests directions for future research, and offers pedagogical recommendations derived from the research outcomes.

Methodology

Participants

The study sample comprised 150 English language instructors (80 males and 70 females) and 150 English language learners (80 males and 70 females) drawn from four Iraqi universities: Baghdad, Karbala, Wasit, and Basra. All participants were native Arabic speak-

ers, aged between 24 and 45 years. Both teachers and students were actively involved in teaching and learning English as a foreign language within their respective institutions.

Instruments

Data were collected through a structured questionnaire (see Appendix), administered in English to both teachers and students. The questionnaire was divided into several sections, including demographic information (such as age and gender), self-assessments of typing and computer skills, experience with digital tools (e.g., word processors, email, Internet usage), and a set of items designed to measure attitudes toward the use of computers in educational settings.

Procedure

Questionnaires were distributed individually to participants along with a brief explanation of the study's objectives and assurances of anonymity. Participants were informed that their responses would be used exclusively for academic research focused on exploring their perceptions regarding the integration of computer technology in English language teaching and learning. Clarifications were provided as needed to ensure full comprehension of the questionnaire items.

Data Analysis

The gathered data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics—including means and standard deviations—were calculated for each questionnaire item to summarize participants' overall perceptions. Additionally, a one-way Analysis of Variance (ANOVA) was conducted to examine whether significant differences existed among participant groups based on their respective levels of exposure to computer-assisted language learning activities.

Discussion

The studies reviewed in this research predominantly utilized mixed-methods approaches, combining both qualitative and quantitative data. A total of 300 participants—including English language teachers and students from various Iraqi universities—contributed to the dataset. Despite the relatively limited number of existing studies on this topic, the findings offer valuable insights into the current status of Computer-Assisted Language Learning (CALL) implementa-

tion in Iraq.

Consistent with previous research (Kulekci, 2009), a positive attitude toward technology among educators and learners does not necessarily guarantee effective integration of computers to achieve language teaching goals. Interview data revealed several persistent challenges hindering CALL adoption, including:

1. Teachers' perceived lack of competence and confidence in using computer technologies;
2. Insufficient technological infrastructure within educational settings;
3. A disconnect between current curricula and CALL methodologies.

Interestingly, conflicting perceptions emerged regarding the impact of computers on student focus. While some participants viewed technology as a potential distraction, others emphasized its role in enhancing learner engagement. This ambivalence contributes to teachers' hesitancy, as concerns arise that technology might detract from, rather than support, effective learning.

Conclusion»

Computer-Assisted Language Learning (CALL) presents significant opportunities to improve English language teaching and learning. When strategically implemented and aligned with clear pedagogical objectives, CALL can foster increased learner motivation, expand access to authentic materials, provide instructional flexibility, and accommodate diverse learning preferences and cognitive styles. Additionally, well-designed software tools can facilitate interactive and meaningful language practice.

High-quality CALL materials that balance structured exercises with opportunities for free expression, coupled with immediate feedback mechanisms, have the potential to greatly benefit learners. This study sought to evaluate the perceptions of both teachers and students concerning CALL usage in English as a Foreign Language (EFL) contexts, while also examining challenges related to its implementation.

Although the scope of existing research remains limited, the insights obtained underscore a critical reality: mere access to technological resources does not ensure their effective integration into language teaching. Consequently, it is imperative to enhance educators' awareness of CALL's practical benefits through sustained training, hands-on experience, and institutional support. Such

measures are essential to foster teachers' competence and motivation, thereby promoting successful incorporation of technology into their pedagogical practices.

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APPENDICES

APPENDIX A

Teachers' Questionnaire

SECTION ONE: Background Information

Please *tick* (√) the appropriate choices and provide the necessary information below.

1. Age:[ ] 20-25 [ ] 26-30 [ ] 31-35 [ ] 36-40 [ ] 41-45+
2. Sex: [ ] Female [ ] Male
3. Years of teaching experience:

[ ] Less than 1 year [ ] 1-4 [ ] 5-8 [ ] 9-12 [ ] 13+

4. Currently teaching at level:

[ ] A [ ] B [ ] C [ ] D

5. Are you currently teaching in a computer laboratory? [ ] Yes [ ] No

SECTION TWO: General perceptions

This section is designed to elicit your general perceptions towards computers and towards using computer technology in language instruction.

1. How often do you use computers? Please *tick*(√) the appropriate option.

[ ] less than once a week [ ] 1-2 times a week
[ ] 3-4 times a week [ ] 5 or more times a week

2. What do you use computers for? Please tick (√) the appropriate option(s), and also indicate your frequency of use (e.g., √ games[1 2 3]).1= rarely 2= sometimes 3= often

___ electronic mail [1 2 3]
___ games [1 2 3]
___ online shopping [1 2 3]
___materials design [1 2 3]
___ typing and maintaining lesson plans, office work: student records, administrative reports (e.g., word, excel, power point) [1 2 3]
___ surfing internet [1 2 3]
___ assigning and checking assignments via e-mail [1 2 3]
___ chat rooms [1 2 3]
___ entertainment [1 2 3]
___ web page design [1 2 3]
___ other (please specify).

_____.

3. For the following items, please *circle* the answers that best show your opinion.

1= strongly disagree 2= disagree 3= agree 4= strongly agree

a. I like using computers.	1 2 3 4
b. I generally have positive sights towards computers.	1 2 3 4
c. Using computers makes me more efficient in my life.	1 2 3 4
d. Using computers make me more efficient at work.	1 2 3 4
e. Using computers generally makes completing tasks easier.	1 2 3 4
f. I like searching the internet for general interest.	1 2 3 4
g. I perceive computers as pedagogical tools.	1 2 3 4
h. I generally have positive sights towards using computers in language instruction.	1 2 3 4
i. I like using computers for teaching purposes.	1 2 3 4
j. I like searching the internet for teaching resources.	1 2 3 4
k. Computers can be a good supplement to support teaching.	1 2 3 4
l. Computers can be a good supplement to support learning.	1 2 3 4
m. I believe that training is required to teach with computers.	1 2 3 4
n. I think that I need training to teach with computers.	1 2 3 4

SECTION THREE: Opinions about the Content of the CALL Program.

This section is designed to elicit your opinions about the content of the CALL program at Universities. For the following items, please *circle* the answers that best show your opinion.

1= strongly disagree 2= disagree 3= agree 4= strongly agree

1. The CALL program is beneficial in improving reading skills.	1 2 3 4
2. The CALL program is beneficial in improving writing skills.	1 2 3 4
3. The CALL program is beneficial in improving speaking skills.	1 2 3 4
4. The CALL program is beneficial in improving listening skills.	1 2 3 4
5. The CALL program is beneficial in improving grammar.	1 2 3 4
6. The CALL program is beneficial in improving vocabulary knowledge.	1 2 3 4
7. Reading passages on the computer program are easy to understand	1 2 3 4
8. The CALL program offers students choices while studying.	1 2 3 4

SECTION FOUR: Opinions about the Application of the CALL.

This section is designed to elicit your opinions about the application of the CALL program at Universities. For the following items, please *circle* the answers that best show your opinion.

1= strongly disagree 2= disagree 3= agree 4= strongly agree

1. The CALL programs can be used to teach grammar to support students' learning.	1 2 3 4
2. The CALL programs can be used to teach vocabulary to support students' learning.	1 2 3 4
3. The CALL programs can be used by students in practicing grammar to support their learning.	1 2 3 4
4.The CALL programs can be used by students in practicing vocabulary to support their learning.	1 2 3 4
5. Student interest in learning language will increase by using computer programs.	1 2 3 4
6. I like teaching with computers.	1 2 3 4
7. I can monitor my students' progress in a computer laboratory better than in class.	1 2 3 4
8. I believe students can learn more from computers than from books.	1 2 3 4

SECTION FIVE: Factors Affecting Teachers' Use of the CALL Program.

Please *tick*(√) the appropriate options that you think affect your way of teaching with computers (You may tick more than one).

[ ] I believe I need training in guiding students in the use of software for learning language.
[ ] I believe I need training in guiding students in the use of software for practicing language.
[ ] I believe I need training in planning lessons in a computer laboratory.
[ ] I believe the curriculum that we use for CALL instruction is satisfactory. [ ] The time that we spend in a computer laboratory is not enough to cover all the topics on the curriculum.
[ ] The design of the laboratory positively affects my teaching with computers. [ ] Students sights towards CALL instruction affect my teaching in a computer laboratory.
[ ] Other factors (please specify)

_____.

APPENDIX B

Students' Questionnaire

SECTION ONE: Background Information

Please *tick* (√) the appropriate choices and provide the necessary information below.

1.Sex: [ ] Female [ ] Male 2.Currently studying at level

[ ] A [ ] B [ ] C [ ] D

SECTION TWO: General Perceptions

This section is designed to elicit your general perceptions towards computers and towards using computer technology in language instruction.

1. How often do you use computers in your daily tasks
2. Please *tick*(√) the appropriate option.

[ ] once a week [ ] 1-2 times a week
[ ] 3-4 times a week [ ] 5 or more times a week

3. What do you use computers for?

4. Please *tick* (√) the appropriate option(s), and also indicate your frequency of use (e.g., _√_ electronic mail [1 2 3]). 1= rarely 2= sometimes 3= often

___ electronic mail [1 2 3]
___ games [1 2 3]
___ online shopping [1 2 3]
___ doing assignments [1 2 3]
___ surfing internet [1 2 3]
___ chat rooms [1 2 3]
___ entertainment [1 2 3]
___ web page design [1 2 3]
___ other (please specify)

3. For the following items, please *circle* the answers that best show your opinion.

1= strongly disagree 2= disagree 3= agree 4= strongly agree

a. I like using computers.	1 2 3 4
b. I generally have positive sights towards computers.	1 2 3 4
c. Using computers makes me more efficient in my life.	1 2 3 4
d. Using computers make me more efficient in the classroom.	1 2 3 4
e. Using computers generally makes completing tasks easier.	1 2 3 4
f. I like searching the internet for general interest.	1 2 3 4
g. I perceive computers as learning tools.	1 2 3 4
h. I generally have positive sights towards using computers in language instruction.	1 2 3 4
i. I like using computers for learning purposes.	1 2 3 4
j. I like searching the internet for study resources.	1 2 3 4
k. Computers are good instruments to support learning.	1 2 3 4
l. I believe that training is required to use computers in learning a language.	1 2 3 4
m. I think that I do not need training to use computers effectively.	1 2 3 4

SECTION THREE: Opinions about the Content of the CALL Program.

This section is designed to elicit your opinions about the content of the CALL program at Universities. For the following items, please *circle* the answers that best show your opinion.

1= strongly disagree 2= disagree 3= agree 4= strongly agree

1. The CALL program is beneficial in improving reading skills.	1 2 3 4
2. The CALL program is beneficial in improving writing skills.	1 2 3 4
3. The CALL program is beneficial in improving speaking skills.	1 2 3 4
4. The CALL program is beneficial in improving listening skills.	1 2 3 4
5. The CALL program is beneficial in improving grammar.	1 2 3 4
6. The CALL program is beneficial in improving vocabulary knowledge.	1 2 3 4
7. Reading passages on the computer program are easy to understand.	1 2 3 4
8. The CALL program offers students choices while studying.	1 2 3 4

SECTION FOUR: Opinions about the Application of the CALL Program.

This section is designed to elicit your opinions about the application of the CALL program in a computer laboratory at Universities. For the following items, please ***circle*** the answers that best show your opinion.

1= strongly disagree 2= disagree 3= agree 4= strongly agree

1. I can use my time effectively in accomplishing the tasks on the computer.	1 2 3 4
2. My teacher gives me effective guidance in the computer laboratory.	1 2 3 4
3. My teacher manages lessons in the computer laboratory effectively.	1 2 3 4
4. My teacher deals effectively with each individual student in laboratory sessions.	1 2 3 4
5. In computer sessions I can understand the reasons for mistakes better than I do in class.	1 2 3 4
6. While studying on my own in laboratory sessions, I feel more comfortable than studying in class.	1 2 3 4

SECTION FIVE: Factors Affecting Students' Use of the CALL Program.

1) Please ***tick***(√) the appropriate options that you think affect the way of your learning with computers (You may tick more than one).

[ ] I believe I need training in using software programs in learning language.

[ ] I believe I need training in using software programs for practicing language.

[ ] I think our teachers' instructions in laboratory sessions are satisfactory.

[ ] The time that we spend in a computer laboratory is not enough to cover all the topics on the curriculum.

[ ] The design of the laboratory positively affects my learning with computers.

[ ] My teachers' sights towards CALL instruction positively affect my learning in a computer laboratory.

[ ] Other factors (please specify

_____.

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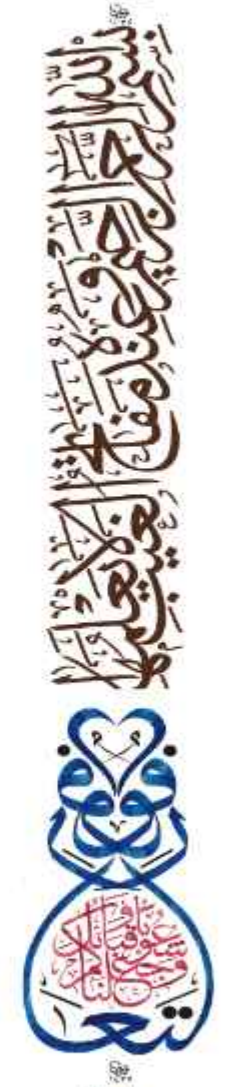

فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد(٨)
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