

Iranian vs. Indian English Language Teachers' Attitudes and Preferences about Computer Assisted Language Learning

Hamed Asghari¹, Seyyed Hassan Seyyedrezaei^{2*}

¹Department of English Language Teaching, Gorgan Branch, Islamic Azad University, Gorgan, Iran

²Department of English Language Teaching, Aliabad Katool Branch, Islamic Azad University, Aliabad Katool, Iran

*Corresponding Author's Email: srezaei.sh@gmail.com

ABSTRACT

The aim of this study was to investigate Iranian vs. Indian English language teachers' attitudes and preferences toward CALL. To this goal, the researcher conducted a mixed method study based on a questionnaire and an open-ended interview. Fifteen Iranian and 15 Indian English language teachers participated in the quantitative section, and 5 from each nationality participated in the qualitative section. The findings showed that Iranian EFL teachers had positive attitudes and preferences toward using CALL. Additionally, Indian English language teachers had positive attitudes and preferences toward using CALL, and they reported some issues they faced while applied CALL into their classrooms. All participants in both countries believed that the implication of CALL can be a great help to improve students' language learning process. In the quantitative section, the result showed correlation (r) of .046 which means there is a positive relationship between Iranian and Indian teachers toward CALL.

KEYWORDS: Computer Assisted Language Learning (CALL); Teachers' attitude; Teachers' preferences

INTRODUCTION

The term "Computer Assisted Language Learning" (CALL) was founded in language teaching in the early 1960s. CALL reflected a field heavily based on the programmed instruction. It has grown to include online blogs, use of apps, virtual learning environments, computer-mediate-communication, among others (Warschauer, 1996).

For over two decades, the use of the computer as a helping method of language learning has been discussed. Nowadays With the great development of computers and the Internet, more and more second and foreign language teachers and learners are using these technologies for foreign language teaching and learning .Recent studies have shown a burgeoning interest in using computer technology for language teaching and learning in the classroom (Richards & Renandya, 2008).

Several studies demonstrated the importance of technology in education (Chapelle, 2001), that computers can help teachers and students to meet the challenges of the future. Technology can also help teachers to keep up to date with the developments in their field and education in general (Levy & Stockwell, 2006).

As far as the researcher's best knowledge, the studies on teachers' and students' perceptions toward CALL found that students have positive attitudes towards CALL, whereas teachers' perceptions and subsequent behavior in using CALL vary. The accomplishment of students interacting with computer innovation will depend to a great extent on the attitudes of teacher and their eagerness to grasp the innovation (Milbrath & Kinzie, 2000). Understanding the factors that affect these attitudes, might help develop ways for students and teachers to cope with the issues that they might face in learning and teaching.

However, the integration of English as a foreign language (EFL) teachers as active participants in the teaching and learning process has received little attention (Ismail, Almekhlafi, & Almekhlafy, 2010), because research has focused instead on issues such as the needs of teachers in the technology courses (Hargrave & Hsu, 2000) and pre-service to enhance teachers' knowledge and attitudes toward computer use as a teaching tool (Milbrath & Kinzie, 2000, Seyyedrezaei & Barani, 2011). Therefore, this study is going to clarify the perception of Iranian and Indian EFL and ESL teachers toward computer-assisted language learning simultaneously which the first study is in this case. That is to say, the lack of enough evidence for a comparison of EFL and ESL context of CALL can be a great significance toward the understanding the difference and similarities in Iranian EFL context.

STATEMENT OF THE PROBLEM

A considerable amount of research has been conducted to find out the perception of teachers regarding computer technology use in classrooms (e.g. Lam, 2000; Smith, 2003; Warschauer, 2003). Additionally, several cases have looked at the problems of teachers may face during the learning process and language teaching. However, there has been not enough studies on the use of CALL that address both the attitudes and preferences of English language teachers and the factors contributing to these attitudes in the learning process in both Iranian and Indian teaching

context. That is to say, the comparison of two Asian countries regarding the perception of attitudes and preferences of English language teachers to CALL is still an unknown study, specifically for Iranian EFL setting. It should be noted that the use of both questionnaire and interview can be fruitful to reveal the attitudes and preferences of both Iranian and Indian English language teachers in a qualitative and quantitative way, which is studied only in a few cases regarding this topic. Also, the use of English in India is diverse from Iranian EFL setting because it can be considered as ESL, therefore, this study can find out the gap of the diversity of two Asian countries (EFL & ESL) about the same case study.

As far as the researcher's knowledge is concerned, there is no related study which compares Iranian EFL context with other Asian countries' English teaching context toward the perception and preferences of CALL. As it mentioned before, there is no related study regarding comparison of Iranian and Indian English teachers' attitude and preferences toward CALL, but some studies like Golshan and Tafazoli (2014), Mahmoudi and Masoumi (2015) and Marandi and Hedayati (2014) studied on the Iranian EFL teachers' perceptions toward CALL, which they all had different findings toward the topic, therefore it is necessary to conduct another study in order to provide more generalizable conclusion of Iranian EFL teachers' perceptions.

RESEARCH QUESTIONS

1. What are Iranian English language teachers' attitudes and preferences toward CALL?
2. What are Indian English language teachers' attitudes and preferences toward CALL?
3. Are there any significant differences between Iranian vs. Indian attitudes and preferences toward CALL?

PARTICIPANTS

The participants of this study were 30 (15 Iranians and 15 Indians) English language teachers majored in English language teaching at BA (7 Iranians & 2 Indians) and MA (10 Iranians & 11 Indians). The Iranian participants' mother tongue was Farsi, and the Indians' mother tongues were different. One of the participants was Nepali, another one was Urdu, 8 of them were Kannada, and 3 of them were Bengali and the rest are Hindi. It should be mentioned that 18 out of 30 were females and the rest were males (12) and the range age was from 23 to 43 years old. Based on the randomization, 5 from each nationality were chosen to participate in the researcher-made open-ended interview.

INSTRUMENTS

TEACHER TECHNOLOGU INTEGRATION SURVEY (TTIS)

The Teacher Technology Integration Survey (TTIS) developed by Vannatta and Banister (2009) is consisted of 61 items (4-point Likert Scale) with four additional demographic items and took approximately 15 minutes to complete. It should be mentioned that three of the questions needed to be reversed (1, 2 & 8), and the researcher reversed the scores before putting in SPSS. The validity of the questionnaire was approved by three experienced scholars in this field. The KR21 method was used and the reliability of the test was reported at .89 (Marandi & Hedayati, 2014).

A RESEARCHER-MADE OPEN-ENDED INTERVIEW

In order to find out the attitude and preferences of Iranian and Indian English language teachers toward CALL, an interview was developed too and it was seven open-ended questions which made based on the six criteria of the study. These six criteria are namely risk-taking behaviors and comfort with technology; perceived benefits of using technology in the classroom; beliefs and behaviors about classroom technology use; teacher technology use; facilitation of student technology use; and teacher support for technology use and access to technology. The participants were given 20 minutes to answer all the questions. The statements of 10 participants recorded and then transcribed in detail for further analyses. Also, a pilot study was carried out to check the reliability, the KR21 analysis showed .83 which is considered as a reliable instrument to use in the study and the validity of the interview was checked by consulting three university teachers with 10 participants and their comments were applied.

PROCEDURE

This phase of the study investigated Iranian and Indian English language teachers' attitudes and preferences and the major obstacles toward their integrating CALL in their language classes. First, 30 teachers (15 Iranians & 15 Indians) enrolled in the questionnaire which measures the participants' attitudes and preferences towards CALL. Then the researcher interviewed 5 Iranian teachers and 5 Indian teachers as a way of comparing opinions on CALL between

these two countries. Due to data protection issues, neither the participants nor their universities identified in the quantitative section, but with participants' authorizations, the names were revealed in the qualitative section. The interviews recorded, and later on, transcribe. All the interviews in Iran conducted on the phone or face to face, however, the Indian English language teachers interviewed via Skype.

RESEARCH DESIGN

A purposive convenience sampling method was administrated to find voluntary participants. This study was a mixed method (Quantitative and Qualitative method) to find out the answers. The Concurrent Triangulation was used as the design of the mixed method which means two methods used to confirm, cross-validated, or corroborate findings within a study. The selection of participants had aspects of purposive sampling, as well as aspects of convenience sampling.

As described above, case studies are in-depth investigations using multiple sources of data (Creswell, 2007; Stake, 1995; Yin, 2009) and it encompasses a "bottom-up" approach to identifying patterns and themes, classifying the data into broader and more abstract categories of information (Creswell, 2007). In the qualitative analysis, the researcher's ultimate objective was to present an in-depth depiction of teachers' perceptions and preferences which have effect on the implementation of CALL.

Last but not least, written reports of qualitative research generally contain thick descriptions and the liberal use of quotations. Thick description is rich and detailed descriptions of the people, settings, and contexts under examination. Such thick description is provided to create for the reader a solid foundation on which a researcher's interpretations are based (Teddlie & Tashakkori, 2003).

FIRST RESEARCH QUESTION'S ANSWER MAIN CRITERIA

The first research question seeks to find out the Iranian EFL teachers attitude and preferences toward CALL. To find out this question, the researcher interviewed with five Iranian EFL teachers which selected out of 15 available teachers for the quantitative section by randomization. Through the interviews, the teachers first discussed the demographic information (e.g. full name, age, graduation, & years of experience) and then by the seven prepared questions, the researcher tries to reveal teacher attitudes, and preferences that they expressed their feelings regarding to use of CALL, advantages and disadvantages, the practicality, language development's aid of CALL, and types of CALL they have used in the classroom.

Mohsen is a 32-year-old teacher who has had 6 years of English language teaching experience in Language Private Institutions in Shiraz. He graduated Master of Arts in Teaching English as a Foreign Language (TEFL) from Shiraz University. He is enthusiastic and energetic in the classroom and he appears eager to use computer-assisted language learning in the classroom with different types of hardware and software tools.

Reza is a 34-year-old teacher who has taught English as foreign language 8 years in Bandar Abbas who owned a Language Private Institution and he has taught there. He received his master degree in Isfahan Azad University in TEFL. Also, he believed he applied CALL as a dominant part of his classroom for children and teenagers.

Afsaneh is a 29-year-old teacher who taught EFL for 7 years in public high schools and Language Private Institutions in Isfahan. She has a master degree from Khurasegan Azad University. She is passionate about sharing up-to-date knowledge with the help of technology in her classes, especially in Language institutions. She also stresses the need for CALL in the classroom environment to be more welcoming.

Sattar is a 41-year-old teacher who has been in this profession for 20 years in public high schools, and he also has taught General English in Imam Jafar Sadegh Farhangiyan University in Ilam for 10 years. He is a Ph.D. student of TEFL in the University of Mysore in India. His views toward the use of CALL in the classroom are positive and he is extremely passionate to apply more educational methods for teaching language in the classroom environment.

Malihe is a 30-year-old teacher who has taught English for 6 years in public and private high schools of Isfahan. She has a Bachelor degree in TEFL from Isfahan Azad University. She also sees CALL as a great tool for students' engagement in the classroom which she thinks it is the core of language learning.

The first question of the interview is "What do you think about the use of computers in the classroom?". As far as the researcher's best knowledge the mostly agree that the use of CALL can be fruitful for student learning and student achievement but they are slightly different.

The teachers expressed that the implication of CALL is met when teachers are able to use it appropriately to understand the concept covered, in order to develop the input-enhancement of the students. They described using CALL as "the helpful aid" to achieve better language learning. They described that although there are not enough

language-related tools to find a specific and organized concept for language teaching, they can use the Internet as the supplementary for finding and organizing materials for further classes.

Mohsen stated that:

“So student learning can be enhanced by the using of CALL and the Mobile-based applications, and I see student achievement moving up the ladder of learning English with the motivation created by technology. It’s the same thing with learning by dull paper books vs. using computers and enjoying learning. The computer actually can be a great help to enhance students’ learning to move forward.”

There are also socio-emotional aspects related to the use of CALL. It seems that most of the participants believed socially the use of CALL is a trend in Iranian EFL context instead of being an objective to reach the goal of communicative skills. As Sattar stated that:

“Not only the use of CALL can be beneficial, but also, it is a trendy way to gain more students by showing off the use of technology in Private Institutions advertisements. Because most of the families think, it is luxury to use computers for teaching and bragging about the high-rated class of their children to other families and friends.”

The second question is the following “What are the benefits of CALL from the perspective of the pedagogy of teaching English?” Teachers in this question reported a number of beneficial characteristics that they believe contribute to their effectiveness of CALL in the English language pedagogy, including up-dated experience in using computers with children, access to trendy teaching materials, achieving to the goal of motivation, and professional development of teachers. They also related some personal characteristics they believe contribute to their pedagogy.

Three of the teachers worked with children as teens and/or when they were in university, and they felt that those technologies contributed to their teaching process can be the best way attract children/teens to learning a language. Afsaneh, specifically, thought that the benefits of CALL in language pedagogy as reported by two other participants had a large impact on her teaching. However, she went on to describe what she termed as “motivational aid” that she felt influenced her teaching with children. For example, “I think that coming from an attractiveness of students and having that attitude with using technologies—I think that has helped me to really enjoy kids and have a good attitude to really support them.” In addition to coming from a family of participants, she began working with children by computers at first for being trendy and then to be a beneficial way to teach the language.

The third question of the interview goes to “What kind of technology do you currently use for teaching?” Although many technology-based teaching methods and resources effectively engage students and build their skills, many do not use the variety of computer-aided materials when using technology in the classroom. All the teachers in this study somehow mentioned the use of Computer’s CD-ROM as the first use of computers in the classroom. That is, they have used Audio CDs to improve students’ listening skills. As Reza noted that “CD-ROMs are the most beneficial and common way of using technology in the classroom because all students need to listen to teachers’ provided listening files”. Moreover, some of the participants found Smart-boards as great computer-aided tools for children. As Mohsen believed that:

“Smart-boards are really supportive and excited in many of my classes, especially with kids. Well, they love to come over and participate in using these boards with some of the interactive applications like *Baby Einstein* which helps the children to learn and have fun at the same time.”

Additionally, Malihe felt the same way about using Smart-boards in her language classes as a motivational way to improve children’s contributions in the classroom. Surprisingly, Sattar used Mobile in their university classes, and he thought it helps the student to find the words “faster and easier”, as he noted:

“In my ESP classes we should use Technical Dictionaries commonly, but cell phones’ dictionaries help my students to find the words faster and easier. They mostly downloaded a bunch of dictionaries to use in the classroom which saves my time in teaching and keep the students’ bags empty from the heavy dictionaries.”

The fourth question is “What do you think are the disadvantage of using a computer in the classroom?” Rarely the participants mentioned the disadvantages of the using CALL in the classroom, but two of the teachers believed that there were some disadvantages of using computers which can be mentioned as distractions of the computers. These two mentioned that when computers are used in teaching, there are tendencies that the effective teaching will disappear between the teacher and the learner. This is due to the intervention of the attention that is given

by the student to the computer machines. In other words, computers could become a barrier to communication between the teacher and the learner. Also, students might search online for answers to test questions or have answers sent to their computers by other students. Students are able to access huge amounts of information via computers and may present that information as their own. Plagiarizing may be difficult for universities to prove or identify because of the broad scope of the Internet and the difficulty of finding all possible sources of information. As Sattar believed that:

“Some students are therefore plagiarizing consciously, lacking enough knowledge of the language that would make them cheat of online sources. Also, they believed that everybody doing it, and it is not that big a deal to check things online on the Internet when a teacher asks you about something in the middle of the class.”

Also, Mohsen talks about the distractions of the computers in the classroom as follows:

“As I experienced in some of my free discussion classes which students allowed using laptops for surfing on the Internet for finding information and using dictionaries, I found some distractions with my students. As an example, my student checked their Facebook as she scrolled through hundreds of her friend’s photos, or a student was looking for a new cell phone from the Digikala.”

Therefore, it can be concluded that the use of a personal cell phone or laptops can have some distractions for Iranian EFL learners which mostly happened in adults or teenagers.

The fifth question tries to find out the contribution of CALL in the classroom and the question is “Do you think CALL can be contributed to students’ language development?” All the teachers stated that if the teachers and students have enough knowledge of using computers, it will be a very handy way to improve language skills. As Reza believed that:

“There are programs that have been published that effective target reading, speaking, and writing weaknesses in all students, including *Microsoft Word Processors* for learners, which help them to check their spelling or grammatical errors in their writing task. And *Baby Einstein* appeared to be one of these applications for children which thereby considered to be an appropriate CALL program for kids’ study. In my classes, I used the *Family and Friends Book Series* application which made movies for the conversations in this program and it helped students to have the experience of being in a real conversation.”

Malihe reported that:

“They can click on pictures to call up the names of the objects they see. They can speak into the microphone and immediately hear a recording of what they have said. The program can keep a record of their progress, e.g. the vocabulary learned, and offer remedial help if necessary. Many of these programs are offered as complete language courses. They require students to spend hours on their own in front of the computer screen, usually attached to a microphone headset and enjoy learning too.”

As it seems, all the participants seem to have a bright view of using CALL in the classroom for children and teenagers. They believed that the related programs can be a great help for students to have at least an educational use in their computers to enjoy and learn simultaneously. Additionally, they mentioned that it helps to have better language accent with the help of some of the Animations, as Afsaneh noted that:

“Voice actors on cartoons speak clearly. I mean they pronounce their words well so that everyone can understand them especially kids. There are cartoons that are made specifically for learning new words and phrases which I used in my classes like *Magic Time*, that kids enjoyed and learn lots of new things.”

The sixth question is about “What factors do you think the influence of CALL?” This question may lead the teachers into complexities. Before starting to answer the questions are asking for more clarifications. That there are so many factors influencing learning that it is hard to account for all of them and ensure that they operate the schools. They suggested the there are so many factors that, in spite of the beauty of using CALL in the classroom, it is hard to predict whether the successful CALL implementation can be happened in any type of classes also be successful when employed at different classes. As Reza stated that:

“teachers and material developers must first understand the needs of the students, including needs about which the students requirements for learning through computers that may the student be unaware themselves, and the overall pedagogy should be designed generally and leave the details for teachers in each classroom, including the use of technology and many other factors. I mean, the CALL environment should be a professional way, I want to say that motivation must be the main focus, and I believed that student motivation might not be at the second side, but at the first priorities.”

Also, Mohsen believed that:

“there are lots of factors affecting individual students in using CALL for developing language, including psychological changes, that is, it may some students see the CALL projects as a part of extensive learning or fun which provide then lacking attention to learning through the computer, so the way of viewing student toward using CALL should not be ignored.”

To sum up, it can be noted that the psychological terms are the main effective factors for Iranian EFL teachers because they believed that each class and student can have a different perspective toward using CALL. Therefore, it is suggested that educators should help students to accept the complexity and unpredictability of teaching with the computer as natural conditions and to avoid the unpredictability of the classroom, and it may help to create new possibilities for their students’ learning and development their learning toward technologies.

The last question goes to “Do Iranians/Indians English language teachers integrate computer technology into their classrooms?” All the participants in this study believed that there were two types of CALL-based classes, public schools, and private institutions. That is they believed that public schools are rarely using computers effectively as a part of language learning, and they have several reasons which two of them are more highlighted. The first is the inability of middle-aged teachers to use computers as a handy tool for language instruction. They stated that most middle-aged teachers who have great experience in language teaching have interested in traditional pedagogies rather than new ways of teaching. They mentioned that the teachers with this type of view have guarded against using computers and they seem that it may distract the teaching situation. As Afsaneh stated their view:

“These types of teachers prefer instructor-centered learning which is an inefficient solution for education to compare with more active learning styles. I mean, they limit themselves to a specified content as proposed many years ago without any updates. And they were memorizing content or applying rehearsed structures, without using actual process-skills as needed in professional teaching nowadays. So they are against any changes especially when it comes with computers.”

THE SECOND RESEARCH QUESTION'S ANSWER

The second research question tried to find out the Indian English language teachers’ preferences and attitudes toward CALL. In order to reach this goal, five Indian English language teachers were selected randomly out of 15 available teachers in the quantitative section. At the first stage, the participants’ profiles were discussed in detail in order to help readers’ visualizations about the teachers who enrolled in this case. Then, each question of the open-ended interview was broadly described and discussed based on an in-depth quotation of the teachers.

Laxme is a 29-year-old teacher who has Nepali mother tongue. She has 2 years of teaching experience in Gain Group of Institutions as an EFL teacher. Also, she is M.Phil. Graduated from English Literature from Christ College in Bangalore, India. She has taught English in the university in general English education center. Also, she believed that being open and welcoming to the students can be a great help to accept the changes of paper-based instruction to computer-based instruction.

Sunil is 32-year-old English as a foreign language teacher who has 5 years of teaching experience in teaching in Value Point Academy in general language education. His mother tongue is Kannada, and he has Bachelor degree in English Language Literature from Garden City College in Bangalore, India. Also, he passed several Teaching Training Courses in Bangalore to be more familiar with the notion of English as Foreign Language Teaching.

Ahmed is a 31-year-old teacher who has instructed English for 6 years in India. His first language is Urdu and he is originally from Kashmir. He graduated M.Phil. from Bangalore University, Bangalore, India and he studied English Translation. It should be mentioned that he has had several online courses for language teaching instruction, therefore, he is quite familiar with the notion of CALL. Now, he is teaching English at Inlingua English Learning Institutions, in Bangalore.

Morthy is a 43-year-old TEFL teacher who has taught English for 18 years. He taught English in high schools and universities in Bangalore such as Quickstep English center. He is graduated from Indiana Academy in Bangalore,

India. It should be mentioned that his mother tongue is Kannada. He had the experience of various types of using CALL in his classes namely, web-based writing, Video-conferencing classes, and lots of power-point lectures during the last 10 years.

Abhishek is a 28-year-old English language teacher who has 6 years of teaching experience from when he was a college student in CMR College in Bangalore, India. He studied English language teaching at Bachelor Degree and his first language is Bengali. He has taught English recently in SpaarkGroming Institute in Kolkata, India. He frequently used CALL in his classes and as he mentioned: "Love to do a thing with computers".

The first question of the interview is "What do you think about the use of computers in the classroom?" While in Iranian universities, the accessibility of Computer-aided language learning tools is a serious issue, the Indian universities provide several technology-related classrooms to their students, therefore, all the Indian participants have had enough knowledge and familiarity with the application of CALL in the classroom. They felt that their formal class programs priority is to have beneficial technology-based tool for the teaching, a number of them also talked about professional teaching course opportunities that had been helpful to implement CALL in the Classes. So, most notably, all of the teachers specifically mentioned their positive preferences and perception toward getting help from electric devices to establish collaborative learning environments in which all students participate, as some of them noted they (students) work together to enhance their learning, and they are held accountable to meeting classroom expectations to raise better understanding of using CALL for teachers and students. The teachers also talked about specific training or professional development they attended for grading-process of using CALL as a teaching policy of the institutes. Ahmed stated that:

"Most of the teachers discussed having attended the computer-based English Language training which is obligatory by the Educational Departments all across India specifically Bangalore and for all teachers who have the certificate to teach. These types of course training stressed the importance of CALL training for teachers, and it leads most of us to have positive thinking about using computers"

On one hand, Laxme believed the use of CALL in the classroom is the priority as well as using paper-based instruction. She also reported that:

"In order to go deeper in the studying of a language, the materials should be provided by the CMC or CALL. Interestingly, although these classes is not optional for teachers who have worked under the name of a university with lots of International culturally diverse students to learn English language, most of us expressed that we knew we would have moved forward technically and culturally to improve our students' future or to prepare them meeting their needs which can be only treated by the computers."

On the other hand, Morthy who has had 18 years of language teaching instruction believed that:

"One of the main teaching beliefs among the teachers and department is the preparation program which is very helpful to teaching in my CALL context because the population of the students is quite accepted that to be more up-to-date can be the first need of every educational department. In addition, the students are a little more expressed by using current and trended context which children have to learn to have a better academic future. Instead, the teachers found their experiences as a long-term substitute as a tutor to be good preparation for becoming a proficient teacher in using CALL in the classroom."

As it is clear, CALL programs are obligatory courses which teachers should participate in a certain amount of time in order to avoid expiration of their teaching certificate. Also, it seems that the participants did not have any negative attitude toward the obligation of CALL teaching courses and they thought it may lead them to have a better career with the brighter future.

The second question goes to "What are the benefits of CALL from the perspective of the pedagogy of teaching English?" As well as Iranian EFL teachers, Indians have a great positive attitude and preferences toward the use of CALL in their classroom. Accordingly, all the five participants believed that with the great development of computers and Internet, more and more foreign language teachers and learners are using these technologies for foreign language teaching and learning today, and they stated that the uses of computers in teaching and learning have a positive effect on the achievement levels of foreign language learners. They mostly noted some hints regarding the benefits of CALL namely (a) experiential learning, (b) motivations, (c) enhancing students' achievement, (d) authentic materials for study, (e) greater interaction, (f) individualization, (g) independence from a single source of information, and (h) global understanding.

Abhishek believed that:

“it is important for teachers to have a comfortable feeling regarding the use of CALL which can be effective and influential for both teachers and learners it can help to have practical practices and with receiving constructive interactions with a computer and making adjustments to applying the materials. This material is also helpful in “bridging old and new.” I want to say that, these online materials can help teachers to be more updated and it makes the teacher feels that motivation of learners in the classroom such as being an extrovert that is energized.”

Another participant, Sunil reported that:

“The effect of CALL programs helps learners to characterize the individualism on their learning, and the teachers to be out of centering in classes, that is I want to emphasize that the prior experiences learning-centered classes is working with CALL could happen particularly experiences such as independence in finding new information.”

The third question goes to “What kind of technology do you currently use for teaching?”. As most of the teachers in this study worked in similar places they have equal tools to use in their classroom. As an example, most of the teachers talked about two-way conversation e-learning, which is having virtual classes with students by several online-based applications like Skype. Another way which is currently becoming a trend is Mobile Assisted language learning. At this point, Laxme stated that:

“The smart phone user base in India continues to increase, in both urban and rural areas. The coming years will witness users accessing most of their educational content through internet powered smart phones in a massive way. Most educational content, including even online courses, will be optimized entirely for mobile devices.”

Additionally, Morthy who has taught in universities mentioned the online educational source as a new tool to help students, and he noted that:

“Open educational resources also help the making of a flexible atmosphere where teachers can customize educational content for individual sessions or classroom settings, especially with *Doddle Online Software*. This is applicable for typical curricular subjects like teaching language skills.”

The fourth questions are “What do think is the disadvantage of using computers in the classroom?”. As well as Iranian EFL teachers, Indians also believed that there were little cons toward the use of the computer in the classroom which can be hindered the classroom teaching sessions. The most common noted issue is a distraction which Ahmed mentioned that:

“College students learn less when they use computers or tablets during teaching lectures in classes, I believe that laptops distract learners from learning, both for users and for those around them.”

Another notable issue which is mentioned by the Indian teachers is technology can foster cheating during the class assessment. Laxme reported that:

“While students have always found ways to cheat, computers make cheating easier than ever — I mean from copying-and-pasting someone else’s work to using an essay-writer from an online essay website. Those are the problems that I face every day in my classes.”

The other different reason is about lacking equal accessibility to the technologies by Indians who have great financial gaps socially and economically. As Morthy believed that:

“There is a financial gap between Indian high-class society and low-levels. Some of the students cannot afford to buy a new pair of shoe, so it is unfair to convince those using computers or mobiles at home for improving themselves, and it hurts when you see a talented child cannot afford to use these stuff.”

The fifth question tries to find out the contribution of CALL in the classroom and the question is “Do you think CALL can be contributed to students’ language development?”. As it seems in this question, there is no doubt for teachers that CALL can be a great tool for providing a communicative class with more authentic-comprehensible input. Also, three of them stated that the more the teacher use CALL the more students are eager to learn. As Laxme noted:

“Classes in India usually consist of the teacher lecturing while the students sit still, listening attentively and taking notes. The students do not dare to ask questions or speak up in class, rarely interacting with their teachers or classmates. They willingly fall into rote, reticent, and passive learning. The passive learning style is quite a contrast to CALL, and computer somehow solves this problem.”

In addition, Sunil reported that:

“Computer creates a more learner-centered environment, in which only a small amount of lecturing information is presented in each class period, accompanied by active learning exercises that enable students to learn individually, independently, and critically.”

As it seems in above quotations, most of the teachers believed that the main reason of using CALL in the classroom is to make students active in learning, and it helps to shift from teacher-centered classes to learner-centered classes. Also, two of the participants mentioned the use of CALL in collaborative learning or group-work which stimulating students to help one another and maximizing the learning performance. And they believe that the use of CALL in the classroom creates a collaborative learning atmosphere in which participants actively construct knowledge for themselves via interaction in the online or computer-based situation. To be clearer Sunil reported that:

“Using CALL through collaboration can improve the perception of social support and academic achievement in EFL learning, maximizing positive interdependence. It means CALL instructions empower language learners to work together collaboratively for foreign language acquisition.”

The sixth question is about “What factors do you think the influence of CALL?”, and when the researcher asked this question from the Indian participants, they asked for more clarification because there were doubts about the reason for asking this question. After more clarifications, they started to state their ideas regarding the topic. They mentioned several factors but some of them were reported by most of them, like teachers’ familiarity, accessibility to technology and teachers’ willingness to use computers. Absheik believed that:

“The role of the instructors to present to the learners the content of the lesson as text graphics, video, animation, or slides, including learning activities, drills and practice are vital. The computer serves as a means for delivering instructional materials, but the one who makes things work is the teacher.”

And Morhty reported that:

“Computers can be connected to the internet and can incorporate interactive multimedia: text, graphics, audio, video, and animation. It can be said that the explosive growth of the internet has given new life to interactive media and CALL. To access text, graphics, audio, video, and animation published on the internet, the teacher and learner need to use "Web browser" software, a computer-based graphical program that allows users to search and explore information on the internet, but at first there should be a good internet connection, and enough computers in a classroom to use these materials as an aid for teaching language.”

The last question is trying to find out “Do Iranians/Indians English language teachers integrate computer technology into their classrooms?”. Indian teachers stated that because of the economic gaps, some Indian region lives in pure poverty; therefore, it is obvious that they cannot afford to use computers in the classroom. But these participants in this study mostly from Bangalore, they have organized plans based on the education department’s curriculum. And they believed in Bangalore they applied CALL in many ways as Ahmed reported that:

While it is true that many schools in India are just now being introduced to computer use, India's first formal educational technology scheme started way back in 1972, during the government's fourth five-year plan. As I mentioned, India has a great history of using technologies, and nowadays over 100,000 secondary schools in India have used ICT teachers to improve the use of computer and technology in their school. Specifically,

in the field of English, teachers can use a notable extent, some presenters and commenters called into question the appropriateness of creating special 'computer labs' within schools.”

THE THIRD RESEARCH QUESTION'S ANSWER

In order to answer this question, at first, the normality of data is analyzed by the K-S test in Table 1.

Table 1. *Tests of Normality*

	Nationality	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The Questionnaire Mean	Iranian	.192	15	.143	.904	15	.111
	Indian	.123	15	.200*	.967	15	.804

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 1 labeled Tests of Normality, the scores of questionnaires in two groups are given the results of the Kolmogorov-Smirnov statistic. This assesses the normality of the distribution of scores. A non-significant result (Sig. value of more than .05, Sig = .111) indicates normality. In this case, that is to say, the distribution of data do not have any violations, therefore, to assess the relationship of the data, the Pearson Product Moment Coefficient Correlation is applied in Table 2.

Table 2. *Pearson Product Moment Coefficient Correlation of the Questionnaire*

		Nationalities	The Questionnaire Mean
Nationalities	Pearson Correlation	1	.046
	Sig. (2-tailed)		.808
	N	30	30
The Questionnaire Mean	Pearson Correlation	.046	1
	Sig. (2-tailed)	.808	
	N	30	30

Table 2 labeled as Pearson Product Moment Coefficient Correlation of the questionnaire. Correlation analysis is used to describe the strength and direction of the linear relationship between two variables. Pearson is designed for interval level (continuous) variables. It can also be used if there is a continuous variable (Questionnaire scores) and one dichotomous variable (Nationality, e.g. Iranians & Indian). Pearson correlation coefficients (r) can only take on values from -1 to $+1$. The sign out the front indicates whether there is a positive correlation (as one variable increases, so too do the other) or a negative correlation (as one variable increases, the other decreases). The size of the absolute value (ignoring the sign) provides an indication of the strength of the relationship. A perfect correlation of 1 or -1 indicates that the value of one variable can be determined exactly by knowing the value of the other variable. A scatter plot of this relationship would show a straight line. On the other hand, a correlation of 0 indicates no relationship between the two variables. Knowing the value of one of the variables provides no assistance in predicting the value on the second variable.

In this table, as it is shown in Pearson Correlation section, $r = .046$ and it is interpreted that there is no significant difference between Indians and Iranians English language teachers toward the perceptions and preferences toward CALL. However, Cohen (1988, pp. 79–81) suggests that if (r) between .10 and .29 the relationship is small,

between 30 and .49 the relationship is medium and between .5 and 1 the relationship is big. However, the relationship between these variables is .046, there for the relationship is slightly positive.

DISCUSSION

This study had three main research questions; it tried to find out what are the attitudes and preferences of Iranian EFL teachers toward CALL. This question's data was gathered by an open-ended interview based on the seven researcher-made questions, and it was described broadly by the in-depth quotation technique. Generally, it was assumed that Iranian EFL teachers had a positive attitude toward the use of CALL in the classroom, and they believed that computers and technologies can implement in a classroom situation. Also, they stated that some of the technologies they have used in the classroom like CD-ROMS, computers, Smart-boards, and cell phones. Additionally, they stated that there are several positive points regarding the use of CALL in the classroom namely, easy access to up-to-date information, developing learner-centered classes, fostering motivation and other positive affective factors, and integration of the participants to classes collaboratively. However, there were a bunch of advantages, they mentioned some disadvantages regarding the use of CALL, which is briefly mentioned here as a distraction, cheating, and plagiarism. To sum up, they generally believed that the use of CALL in the classroom is beneficial for both teachers and students and it can help the learners to improve their learning process both pedagogically and psychologically.

The second research question seeks to find out the attitudes and preferences of the Indian English language teachers regarding the use of CALL in the classroom. The Indian teachers have lots of similar ideas in their statements with Iranian EFL teachers. However, there were some differences in facilities they have used in the classrooms, and the disadvantages they believed CALL can have for Indian learners. The major difference between Indian and Iranian is that they have ongoing CALL-related conferences with their departments in order to improve the use of CALL in their classrooms, which is not mentioned by the Iranian EFL teachers. Also, they mentioned that they have a computer lab that is used for learners to have one-by-one conversations and surfing on the Internet. The diverse disadvantage that they mentioned is about the economic gap between different levels of society in India, which most of the habitats suffer from poverty, therefore, they do not have a suitable accessibility to the computer-related facilities at homes. To conclude, it can be mentioned that the Indian English language teachers have positive attitudes toward the use of CALL in their classroom and they have an organized department to lead them through the accessibility and instruction of using CALL in the classroom.

The third research question seeks to find out the relationship of Iranian English language teachers and Indian English language teachers toward the use of CALL. And according to Table 4.6, there is a significant relationship between these two groups of teachers, but the level of significance is extremely low (.046) and it is near 0.

Golshan and Tafazoli (2014) investigated on the role technology-enhanced language learning tools in Iranian EFL context by three subcategories namely frequencies, attitudes, and challenges. As well as the current study, Golashan and Tafazoli used a mixed method study based on a researcher-made questionnaire and a semi-structured interview to reveal teachers' perception toward technology-enhanced language learning. The results have shown that TELL usages and the electronic devices in the language classroom can be effective for language learning in Iranian EFL context. Also, most of the participants stated that developing a positive perception toward the use of TELL and CALL in the classes can be fruitful for the educational system. Therefore, it can state that Golshan and Tafazoli's study is in the same way as the current study. That is to say, both the studies found out that Iranian EFL teachers had a positive attitude toward the use of CALL in the classroom context. Also, both studies revealed that CALL can be a good way to improve and enhance students' language learning process.

Mahmoodi and Masoumi (2015) worked on a related study toward the perception of Iranian EFL teachers towards the application of CALL. They employed an open-ended questionnaire to find out the views of the CALL's application to reveal the contribution of technology in the EFL context. As same as the current study in Mahmoodi and Masoumi's study, teachers stated that the computer can be a valuable learning instrument to enhance the quality of students' learning, sharing information and communicating with target language speakers, which is mentioned by the Iranian EFL participants in the current study. However, they noticed some limited technical support, limited class hours, limited computer facilities, and inappropriate class size. In this part, the Iranian EFL teachers in the current study had the same view of the lack of facilities, but they did not mention the time of the class or technical support's issues.

On the other hand, there is a negative view toward CALL in Marandi and Hedayati's (2014) case study. They studied on the Iranian EFL teachers' perceptions of the difficulties of implementing CALL. They found out that Iranian EFL teachers do not usually apply technology-based materials into their classes; and the obstacles in implementing CALL in language classrooms could be classified into three categories: teacher, facility, and learner constraints. These

obstacles toward the use of CALL are mentioned by the Iranian EFL participants in the current study, but they believed that these obstacles are not as bolded to prevent a teacher of using CALL in his/her classroom.

Also, there was a study related to this topic in Indian ESL context conducted by Baskaran and Shafeeq (2015). They studied English as a Second Language (ESL) teachers' pedagogical and technological perceptions of CALL integration in English Language Teaching (ELT). Their findings concerned that ESL teachers perceived CALL integration as easier, interesting, encouraging, and motivational which is in the same way as the current study and supported the findings. However, they had concerns about technology-based facilities at the schools, which seem there were several changes in Indian government's view toward using CALL from 2014 until 2018, because, all the Indian participants mentioned that there is a computer lab at their school. Unfortunately, there is no related case study regarding the comparison of Iranian and Indian EFL teachers about using CALL, and this case study might pave the way for scholars to conduct more studies regarding this topic in order to help to generalize the findings.

To conclude, the importance of CALL is universally accepted by the several scholars and it is obvious that the use of computers in teaching context can be a great help for teachers to enhance the approaches have applied in the classroom. On the other hand, CALL provides a better understanding of language in the classroom, that is to say, the use of the computer in the classroom is a great solution to foster the learning outcomes. Therefore, generally speaking, the computer is a great assistance to both learning and teaching in communication and psychological factors like attitude and preferences.

CONCLUSION

Nowadays, CALL is gaining more popularity for language teachers around the world in both ESL and EFL contexts. Different experienced and novice teachers in case studies and face-to-face conversations considered several merits for applying CALL, and most of them mentioned the same items. Also, as one of my friends who has had conversation classes over the past five years mentioned the use of the computer in the classroom can help the students and teachers to have stimulation of real-life speaking and listening contexts. Last but not least, I imagined that the Internet and computers help the students to visualize the language teaching topics in the classroom. It means, CALL implements different sources of teaching like videos, games, and pictures help learners to conceptualize the contents easily. Therefore, it is vital to study teachers' attitude toward CALL to find out the perception of Iranian and Indian teachers.

This study investigated the Iranian and Indian English language teachers' attitudes and preferences regarding CALL. To this end, the researcher conducted three research questions and the design based on the mixing method, the two research questions based on the qualitative study, and the third question is based on the quantitative study. The first question seeks to find out the attitudes and preferences of Iranian EFL teachers toward CALL, and the results have shown that the Iranian EFL teachers had positive attitude toward CALL, and they believed that CALL can be a fruitful way to use in classroom, and it can help the language learners to improve their learning skills. Also, they believed that there are some issues regarding the use of CALL, like distractions and cheating. The second research question tries to find out the Indian English language teachers attitudes and preferences toward CALL, and the enrolled teachers believed that CALL is an extraordinary aid to their classes in order to improve learners' language learning. As well as Iranian EFL teachers, they stated several issues regarding the use of CALL in India like distractions, cheating and lacking enough facilities for some Indian ESL learners because of poverty. The last research question tries to find out the differences between Indian and Iranian EFL teachers, and it is showed that there is a slightly significant relationship between Iranian and Indian English language teachers. That is to say, they had related views and attitudes toward CALL.

To conclude regarding how teachers views technology in language learning, the most common use is as a complement to what is done in lessons, providing students with extra materials or information. Our participants use face-to-face teaching for those areas students find most difficult, and they leave CALL for other areas that students find easier. This approach helps some participants to use CALL as an assessment tool and teaches courses entirely through it. The main advantages identified by the use of CALL are that it promotes independence in students and that it offers them flexibility. The Iranian and Indian teachers see CALL as a creative and innovative way to relate the book-based materials with real life and authentic materials with computers and the Internet.

Our participants are currently in a situation where they will have to use computer-assisted instruction more in their teaching, and we believe that this could be used as an opportunity for a real-time study. As the researcher believed that more previous IT experience teachers gained, the more likely they are to use CALL and to be happier with it.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

REFERENCES

- Baskaran, L., & Shafeeq, C. P. (2015). ESL teachers' perception of CALL integration in ELT, *IJSELL* 3(5), 63-74.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Erlbaum, Hillsdale, NJ.
- Creswell, J. W. (2007) *Qualitative enquiry and research design: Choosing among five approaches*, Thousand Oaks, CA: Sage Publications
- Chapelle, C. (2001). *Computer applications on second language acquisition: Foundations for teaching, testing and research*. Cambridge: Cambridge University Press.
- Golshan, N., & Tafazoli, D. (2014). Technology-enhanced language learning tools in Iranian EFL context: Frequencies, attitudes and challenges. *Procedia - Social and Behavioral Sciences* 136, 114-118.
- Hargrave, C., & Hsu, Y. (2000). Survey of instructional technology courses for preservice teachers. *Journal of Technology and Teacher Education*, 8(4), 303-314.
- Hedayati, H., & Marandi, S. S. (2014). Iranian EFL teachers' perceptions of the difficulties of implementing CALL. *Recall*, 26, 298-314.
- Ismail, S. A. A., Almekhlafi, A. G., & Al-mekhlafy, M. A. (2010). Teachers' perceptions of the use of technology in teaching languages in United Arab Emirates' schools, *International Journal for Research in Education (IJRE)*, 27, 37-56
- Lam, Y. (2000). Technophilia v. technophobia: A preliminary look at why second language teachers do or do not use technology in their classrooms. *Canadian Modern Language Review*, 56, 389-420.
- Levy, M., & Stockwell, G. (2006). *CALL dimensions: Options and issues in computer-assisted language learning*. Mahwah, NJ: Routledge.
- Milbrath, Y. L., & Kinzie, M. B. (2000). Computer technology training for prospective teachers: Computer attitudes and perceived self-efficacy. *Journal of Technology and Teacher Education*, 8(4), 373-396.
- Mohammadi, G., & Masoomi, M. (2015). The perception of Iranian EFL teachers towards the application of computer assisted language learning. *Mediterranean Journal of Social Sciences*, 6 (5), 228-239.
- Richards, J. C. & Renandya, W. A. (2008). *Methodology in language teaching: An anthology of current practice*. New York: Cambridge.
- Seyyedrezaei, S. H., & Barani, G. (2011). Iranian teachers' perspective of the implementation of audiovisual devices in teaching, *Procedia Computer Science*, 3, 1576-1580.
- Smith, B. (2003). Computer-mediated negotiated interaction: An expanded model. *The Modern Language Journal*, 87, 38-57.
- Stake, R. (1995). *The art of case study research* (pp. 49-68). Thousand Oaks, CA: Sage.
- Stepp-Greany, J. (2002). Students, perception of language learning in a technological environment: Implications for the new millennium. *Language Learning and Technology*, 6(1), 165-180.
- Teddlie, C., & Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. In A. Tashakkori, & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 3-50). Thousand Oaks, CA: Sage Publications.
- Vannatta, R., & Banister, S. (2009). Validating a measure of teacher technology integration. In I. Gibson, R. Weber, K. McFerrin, R. Carlsen, & D. A. Willis (Eds.), *Society for Information Technology & Teacher Education International Conference*. Charleston, SC, USA: Association for the Advancement of Computing in Education (AACE).
- Warschauer M. (ed.) (1996) *Virtual connections: Online activities and projects for networking language learners*, Honolulu, HI: University of Hawaii Second Language Teaching and Curriculum Center.
- Warschauer, M. (2003). The effect of synchronous and asynchronous CMC on oral performance in German. *The Modern Language Journal*, 76(2), 157-167.
- Yin, R. K. (2009). A review of case study research: Design and methods. *Applied Social Research Methods*, 5, 219.