

**In the Name of Allah,
The All Compassionate,
The All Merciful**

University of ...
Faculty of Humanities
English Language Department

**A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree
of Master of Arts in Teaching English as a Foreign Language (TEFL)**

**The Impact of Computer-Assisted Language Learning (CALL) on the
Achievement and Learning Motivation of Underprivileged Iranian Junior
High School EFL Students**

By

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Student number:

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1.Introduction

Traditional teaching method is no longer the only educational paradigm due to the advent of E-learning (Hyeoncheol & Injin, 2007).

Computer-assisted language learning (CALL) is defined as "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997:21). CALL contains a great range of information and communications technology applications and approaches to teaching and learning foreign languages. It also extends to the use of corpora and concordancers, interactive whiteboards, computer-mediated communication (CMC), language learning in virtual worlds, and mobile-assisted language learning (MALL). CALL has been begun since 1960, and it was first introduced on university mainframe computers. CALL is intended to supplement face-to-face language instruction, not replace it (Levy, 1997).

The purpose of CALL is twofold. One is to develop the self-directed learning capabilities of learners by providing differentiated learning materials, and the other is to improve the academic achievement of underprivileged students to narrow the educational divide (KERIS, 2008). Isolation and disconnectedness in the CALL environment may impact student drop-out and may lead to loss of motivation to learn (Doris, Supawan, & Christine, 2010). However, CALL makes it possible to offers a wide variety of learning methods and materials to spark the interest of learners and facilitate the self-directed learning of learners, and encourage them to study naturally (Greeno, Collins, & Resnick, 1996; Resnick, 1987).

Recently, CALL is increasingly widespread to stir up the learning motivation, interest, and learning flow of learners. In the early 2000s, CALL was primarily utilized in alternative elementary and secondary education geared toward learners who missed an opportunity to have regular school education. Since 2005, it has aimed at providing learning motivation to underprivileged students (Doris, 2010).

The focus of this study is on the effect of CALL on the motivation of underprivileged Iranian middle school students of English as a second language.

Due to incorrect methods of teaching English in Iranian schools, students are much less motivated to learn English than students in other countries. Underprivileged students are no exception to this rule, have no incentive to learn a second language due to living in deprived areas, and are more likely to seek business and drop out of school. Thus, it seems that the use of novel approaches could incorporate into motivating such students (Greeno, 1996).

My main concern is whether CALL increases underprivileged students' motivation for learning English as a second language.

Statement of the problem

Underprivileged students are less motivated to learn a L2 than other students due to living in deprived areas and the impact of these conditions. To motivate such students, a method that encourages them to do so should be used. One way to encourage these students to learn a second language is to use CALL, which helps students become more motivated to learn by using new methods and tools.

One of the possible reasons for poor students dropping out or resisting learning a L2 is lack of motivation. There has been a great deal of research on CALL and the motivation for learning in underprivileged students, but very little has been done on the effect of CALL on such students. This study will try to address this gap by focusing on the underprivileged Iranian students and the impact of CALL on them for learning English as a second language.

Motivation is widely recognized as a key factor in long-term L2 performance, and research in this area has increased dramatically over the past years. Most of these studies were designed to use and test his competitive model of learning motivation. These studies included his L2 Motivational Self-System (L2MSS) by Dornyei (2009) and its now slightly diminished rival, his L2 socio-educational model of motivation by Gardner (1985) increase. However, a growing body of research is directed at understanding contextual motivation and examining different aspects of context that influence learner motivation. These include the long-term and immediate motivational effects of different types of teaching methods.

Subcategory showed the impact of the CALL system on learner motivation both inside and outside the classroom. Two previous reviews of the educational benefits of CALL provided further evidence of its positive effect on learner motivation compared to accelerating language acquisition. Lamb (2017) identified her four (overlapping) motivational benefits of using her CALL system in the classroom. This can increase student engagement with classroom learning tasks and validate young people's self-experiences with digital technology. Using mobile her tools such as her iPads and smartphones in language classes

has a positive effect based on learners' attitudes, commitment, mutual encouragement and enthusiasm. (Ozer, 2018)

This study will try to address this gap by focusing on the underprivileged Iranian students and the impact of CALL on them for learning English as a second language.

Significance and objectives of the study

As a teacher who teaches English as a second language in Iranian deprived areas, I see that there are talented students in these areas who are not motivated enough to learn English due to lack of possibilities and frustration with continuing their education. Each of these students can have a bright future provided that we should not easily allow them to become less interested in learning due to lack of motivation.

using CALL in the educational environment of Iranian deprived areas can help a lot in creating a fun and at the same time scientific atmosphere to motivate and teach underprivileged students better.

In following, students find themselves in an environment they have never experienced before, and this newness helps them to be more motivated to learn. In addition, the useful tools used in CALL are fully up-to-date and can play an important role in learning. Benson and Voller (1997, cited in Carter and Nunan,2002) states that: The widespread availability of audio tape, videotape, CD-ROMs, DVDs, educational softwares and internet downloads of sound and video files has vastly increased potential input material for language learning. Consequently, selection of the most appropriate input, chunking the input into manageable and useful segments, developing support material for self-access learning and training of learners in the best uses of this input is ever more important.

The purpose of this study is to determine whether CALL motivates underprivileged students to learn more and whether the benefits of using it for underprivileged students outweigh its disadvantages.

Research questions and hypothesis

The current study aims to answer the following questions:

1. Does computer-assisted language learning (CALL) have any effect on the performance of underprivileged Iranian junior high school EFL students?
2. Does computer-assisted language learning (CALL) enhance the motivation of underprivileged Iranian junior high school EFL students toward learning a foreign language?
3. Does gender moderate the effect of using CALL on underprivileged Iranian junior high school EFL students?
4. Does gender moderate the motivation of underprivileged Iranian junior high school EFL students toward using CALL?

Thus, the following hypotheses will be tested:

1. Computer-assisted language learning (CALL) does not have effective role in improving students' learning.
2. Computer-assisted language learning (CALL) has no effect on the motivation of underprivileged Iranian middle school students toward learning a second language.
3. Gender does not moderate the effect of using CALL on underprivileged Iranian junior high school EFL students.
4. Gender does not moderate the motivation of underprivileged Iranian junior high school EFL students toward using CALL.

Definition of Keyterms

Computer-assisted language learning (CALL):

- Computer Assisted Language Learning (CALL) is an approach to language teaching and learning in which the computer aids aid to the presentation, reinforcement and assessment of material to be learned. According to Levy (1997:1) CALL is "the search for and study of applications of the computer in language teaching and learning".
- **operational definition**
the search for and study of applications of the computer in language teaching. and learning.

Underprivileged:

- Someone underprivileged does not have the advantages other people have. Underprivileged people usually live in poverty.
- **operational definition**
One's attitude to oneself, as you know, is primarily influenced by what others think of us.

Motivation

- In In his book, schnotz(2009) shows the range and diversity of motivation research. From a psychological point of view, schnotz gives a rough overview leading to the main areas of this research and application: the current state of work and learning. At first, they were all called instincts, then in terms of approaching problems, they used impulses, needs, habits, energies, attitudes and many other words, but the terms covered are now stable. It develops into what is called a motive. With the advent of cognitive psychology in the 1960s, the field of human behavioral research concentrated on motivation. Since then, we are in what schnotz calls the "age of motivation" (ibid.). In fact, the concept and designation seems stable. The authors pick up the great researchers who gave their names to the theory of motivation, or the

key terms they found in other books and works that led them to study phenomena related to motivational processes. On the state of motivation, research (Franken 2002, Veiga Branco 2004). The most commonly accepted general definition of motivation in motivational research is that of Vallerand and Thill, dating back to 1993 (schnotz, 2009) Onset, direction, strength and persistence of action”. We propose a modified definition of Fenouillet based on the first definition. To describe actions and behaviors.” In both the world of education and the world of work, the term “motivation” is a vague and instrumentalized term, often used as a positive idea of voluntary and enduring commitment to a task. They are often confused. However, for researchers, for those who want to study, and for those who direct or perform the work of others, motivation is not self-evident and therefore an object of study. People are motivated by success or failure. What motivates you in one person's eyes is not necessarily, what motivates you in another's eyes. Classroom activities can be boring for some students and exciting for others. If you read the researchers doing research in the field of motivation, you will discover a huge amount of research. Talking about the origin of a research topic means positioning yourself in that research. Although research on motivation reports philosophical thought about matter from ancient Greece to the past centuries, including the beginnings of so-called modern thought (Fenouillet, 2003, Mucchielli, 1981), we In fact, our reflection is based on a perspective that spans the late 19th century, especially the 20th century, and continues to develop up to the present day. Theories on the problem of human motivation are diverse and numerous. They dominate the field of sociological, biological and psychological research, thanks to psychology, especially social psychology, and are operationalized in the field of education, training and work. (Fenouillet, 2003). Carre (2001), referring to Vallerand and Thill's definition, states that it is particularly

concerned with "the dynamic aspects of the relationship between individuals and their environments". Emphasize the dynamic aspects involved in this motivational concept. Because in the tutor-student relationship, this interaction is more important than anything else. This aspect also determines the variability, permeability, and sensitivity of the phenomenon to the environment. We believe that understanding motivation in a more static sense comes down to accepting that motivation is inanimate, has no energy or even a source point, is fixed, and arises from everything else and all processes. In short, it is stable or doomed, so it does not enter the realm of education (Schnitz,2009).

operational definition

Motivation is a process of interaction between the learner and the environment, which is marked by selection, initiation, increase, or persistence of goal-directed behavior. It has been thought of variously as a quality of the individual, the situation, or the activity in which the individual is engaged (Schnitz,2009).

English as a Foreign Language (EFL):

- The English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language, also called English as an Additional Language which is the practice of learning English in a predominantly English-speaking country (Levy,1997).

- **operational definition**

learning and using English as an additional language in a non-English speaking country (Levy,1997).

2.Literature review

Many studies have investigated the role of CALL on language learning: Studies such as Gruba (2004) and Smidt and Hegelheimer (2004) showed that, reliable digital video programming is a valuable tool that provides high levels of input and results in improvements in students' output; or as Jakobsdottir and Hooper (1995) found, when computers "read" a text aloud, learners' listening skill and motivation improve.

Gurba (2004) mentioned that appropriate "applications of the computer" are widely considered more powerful, more salient, and more comprehensible than other traditional media for second and foreign language students and a number of recent studies on second language learning have shown a growing interest in computer-assisted language learning and teaching.

According to (Roschelle, Pea, Hoadley, Gordin & Means, 2000), CALL can help and support learning, and it is especially useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry "by engaging students in authentic, complex tasks within collaborative learning contexts".

The history of the thriving field of L2 motivations and attitudes towards language learning contexts and target language communities dates back to research in social psychology initiated by Wallace Lambert and Robert Gardner in the Canadian context in the 1970s. Additionally, Gardner (1985) presented the first social education model of L2 learning. This model integrates features of traditional motivational research on L2 learning, while focusing entirely on social and individual psychological perceptions, noting the links between L1 and L2 communities (Dörnyei, 2009).

According to Gardner (1985), learners' attitudes toward a particular language community influence their success in incorporating aspects of that language. Such claims underscore the importance of learner attitudes as one of the most important motivating factors influencing L2 learning. The social education model emphasizes integrative motivation as a foundation. Subsequently, Tremblay and Gardner (1995) extended the scope of Gardner's socio-psychological model to only his L2 motivation, integrating social-oriented components with new elements from other goal-oriented and cognitive motivational theories. In one such new extended model, the components of linguistic attitudes included attitudes toward L2 speakers, interest in foreign languages, integrative orientation, attitudes toward L2 teachers, and attitudes toward L2 courses, and instrumental orientation (Safdari, 2019)

A report by the US Dept. of Education (1995) expressed that, students felt the use of technology made them feel smarter and empowered them with the knowledge that others did not have, and using computers made them feel special and important. They thought computers "made learning more fun."

Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of CALL on student development. The result of this review showed positive and consistent patterns when students were in CALL environments, such as significant gains and achievement in all subject areas and improved attitudes toward learning, and increased self-esteem.

Existing literature indicates that key variables, including individual attitudes, are important factors influencing human language use and learning (Aydin, 2018 Jahangard et al. 2020). A basic premise of most attitude/motivation research in second and foreign language learning is that positive attitudes towards language learning not only increase learner motivation, but also contribute to improved performance in a wide range of areas, is also

very helpful. Negative attitudes, on the other hand, act as psychological barriers to successful L2 learning. (Ozer, 2018). Recent advances in SLA equate with the international community, international attitudes, intercultural communication skills, and international citizenship in motivating L2 learners to learn and be used successfully. On the other hand, positive attitudes toward the effectiveness of CALL apps in language learning may increase the behavioral intentions of learners who use them (Aydin, 2018).

Akbulut (2008) assessed the attitudes of Turkish students (N=155) regarding the efficacy of CALL. All learners had a higher level of English proficiency. results indicate positive attitudes of participants to CALL, computers are beneficial in maintaining independence, collaboration, learning, empowerment, equipment benefits, communication, and convenience It turns out.

According to You & Dörnyei (2016) which investigated the English learning motivation of students in both rural and urban China, underprivileged students showed lower learning English motivation because they had less exposure to the global world and were educated in low resource contexts.

The present study will investigate the impact of CALL on learning motivation of Underprivileged Iranian Middle School Students for learning English as a second language and whether the use of computers would motivate the learners in their language learning process or not.

3. Methodology

Overview

The last section provided the theoretical background and empirical studies regarding the TEFL. At first, theoretical considerations on the teaching of the classrooms and their effect on learning grammatical structures have been investigated. Then, empirical studies with regard to learners' attitudes towards using L1 and teaching in EFL settings were optimised.

The recent chapter is concerned with the methodology regarded to carry out this study. In this chapter, a detailed account of the participants of the study was given. The design of the study was explained. Next, the features of the instrument applied for the data collection were proved. At the end, the strategies of the data collection accompanied by the data analysis were verified.

The case study best fits this study as it has been used in many fields, particularly in evaluation, where the researcher expands an in-depth analysis of a matter, frequently in the program, incident or event, activities, process, or an individual or more. This research employed the mixed method of quantitative and qualitative in order to collect and analyse the data. The writer gathered the data by doing observation and analysis on different times and dates of the calendar. The researcher recorded the data on the use of teaching observation, testing and evaluation. Moreover, in this data, the writer also had chances to record the assistant's lecture in class.

The data from the interview was transcribed, then it was classified into a table based on the question that was being asked. The source of data for this study was the computer assisted learning of two classes of the eight years of pre high school by appliance of mixed method research. Then, these data were provided by means of a computer program.

The data analysed for this paper are teaching facilities and testing based on computer aims. The teacher plan and way of teaching theory of test assessment and evaluation were applied as the reference for accuracy and evaluation.

In this section, the researcher explained the applied Methods. The Methods chapter supplied relevant information regarding this study subject. It dealt with the teaching frameworks and its used details during the process of examining and analysis that was done by the researcher. In this experiment, mixed research was used as the research method for this study. Generally, it was applied to discuss the reflected phenomena of social activity for a researcher of the research.

The survey method was employed to study the objectives of this research. Making a survey among people helped the researcher to understand the common problems faced by different students from deprived areas to different schools. This survey was done through various modes of interaction on a personal basis over students of the same grade from the same school. The tools that were used to gather information for the survey include Google forms, Computer, and interaction among various needles, and analysing the errors made by the EFL learners of Iran, by teaching them a set of words to learn and then recording the required errors according to computer assistance learning.

As the recent research studied the appliance of the language, its method is a mixed method. The recent attempt was both quantitative and qualitative which was linked with data, numbers and descriptions. Thus, it did not deal with one sided research methods and or only descriptive solutions or content analysis in the study. The technique of data collection was

carried out by passing different steps. The stages of conducting this research began by aiming computer aided language learning as the basis of the research title.

Then, the appliance of this approach was considered as the teaching method for the students. The experiment was carried out specifically on a deprived area in Iran considered as the learning method based on computers. The process of teaching all started in this way; the teacher sought to go to a village in order to teach the students of the same pre-high school. The same two classes of the eighth grade were chosen as the groups of research.

What really matters is that the researcher had considered that the two chosen classes had the same level of English and intelligent quotient too. One class was determined as the control group. Also, it was linked with the normal process of language learning. On the other hand, the second group at the other class was regarded as the experimental group.

The process of Teaching English as the foreign Language started by creating the atmosphere of teaching in a class. Then, the vocabulary of their book was taught and examined. The method of teaching was used in the way that an application was installed on the computer. Then, it was played in the class by its reflection on the wall. Nextly, the comprehension occurred in the minds of 14 to 15 year old students.

This chapter contained some sections such as Instrument, Materials, The Procedures of the Study, Design of the study, Data Collection and Data Analysis and sample. In this dissertation, the main materials for analysis were the students of the same grade from two different classes. Further, the considered taxonomy involved in order to analyze the process. On the other hand, the considered strategy was included during this experiment.

This mixed method research conduction was done by using The Impact of Computer-Assisted Language Learning (CALL) considered as an independent variable and Achievement and Learning Motivation of Underprivileged Iranian Junior High School EFL Students as a dependent variable. The researcher applied both quantitative and quantitative methods for test analysis measurement. Mixed method is a research method which is measured ultimately. Also, It used to examine the condition of natural objects, producing descriptive and non descriptive data in the form of written or oral words plus statistical measurement.

During this attempt of The Impact of Computer-Assisted Language Learning (CALL) on the Achievement and Learning Motivation of Underprivileged Iranian Junior High School EFL Students several stages were paced to achieve the reliable data such as determining the students in the same level of English from the same pre high school but two different classes by pre testing and post testing measurement; deviding them into the control and experimental groups. Moreover, the vocabularies of the eighth grade of pre high school were taught by computer aided language learning method.

Observation and other research through the internet were regarded too. Afterwards, further expansions were added on the data analysis steps and the methods applied to present the data, interpret it, validate it, and to indicate the potential results of the study. The materials were analysed. The observation method was implemented by combination techniques for collecting the relevant data. Another focus of this research that is related to research methods was that it focused on analysis of the translation strategies and procedures that were used by the translator in translating the chosen short story.

In the process of Instrument, the focus was on application assistance learning since it was the main instrument used in this quantitative research. Besides, the computer is another instrument of this study. Finally, the results of the research were manifested in tables and charts. The main applied instruments in this text analysis study were the computer, projector, classes, relevant books, application and different articles and journals from the internet. In addition, this research was evaluated based on mixed method data.

As the Materials of the current study, the recent attempt was carried out regarding the both source and the target language in teaching. It became possible by utilising the instruments. The Procedures of the Study section, in this process two classes were chosen. For analysing them post test and pre test were applied. Finally, the process of analysis occurred by classifying and categorising.

The Design of the study was proposed in order to bridge this current research and to carry out The Impact of Computer-Assisted Language Learning (CALL) on the Achievement and Learning Motivation of Underprivileged Iranian Junior High School EFL Students. The methodological foundation that the researcher utilised is the mixed method. It is a research method that is according to both qualitative and quantitative methods. It is a technique which is usually used to designate combining quantitative and qualitative research methods in the same research project. Also, a procedure for collecting, analysing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem.

Lastly, the researcher explained the problem by existing data to achieve the aims and objectives of the study. For selecting the samples, at first, the investigator consulted with her supervisor. Next, the researcher prepared tables and charts to represent the accurate procedure of data in the analysis. In the table, the updated strategy was presented. The analysis was conducted according to the title of the study. samples extracted from the same area of Iran and the same pre high school in a village. In fact, this thesis mainly focused on the research questions answering.

The Research Method and Design

The proposed study employed mixed method design, drawing on a quasi-experimental study, school survey, and semi-structured interview. Quasi-experiments are studies that aim to

evaluate interventions but that do not use randomization. Similar to randomised trials, quasi-experiments aim to demonstrate causality between an intervention and an outcome

The Research design that was used to test a Research Design causal relationship under a controlled situation is called experimental design. It is a design in which some of the variables being studied were manipulated or which sought to control the condition within which persons are observed. Controlling conditions meant that the phenomenon or the condition should not be allowed to change while the experimentation is going on.

In experimentation, various types of evidence have to be controlled so that the alternative hypothesis can be tested, and a causal relationship may be found. During the CALL-based treatment, each participant in the experimental group had access to a computer in the English lab. They also received extra task-based listening comprehension materials and activities along with some comprehension questions three times a week through their e-mails. The data analysis of the post-test listening comprehension scores indicated a significant difference between the experimental and control groups; that is to say, the experimental group outperformed the control group and obtained a higher average. The motivation of the experimental group participants was also higher than the control group participants.

The major aim of this study is to find out the students' learning proficiencies after being taught by teaching them the vocabularies in a normal way. Therefore, this study belongs to quantitative and qualitative research. The research design used is a true experiment of two groups' pre- and post-test design, with one group as the experimental group and the other group as the control group.

This research was conducted according to the title of The Impact of Computer-Assisted Language Learning (CALL) and it was conducted by consideration of the Achievement and Learning Motivation of Underprivileged Iranian Junior High School EFL Students taxonomy. The researcher did this mixed method research based on the Computer-Assisted Language Learning in order to find the result evaluation of the two classes. For this purpose, different materials were selected.

The present thesis was conducted by applying a methodological foundation that was dependent on it. So, this type of research had a role of bridge in this dissertation. In this thesis, the task of the researcher was to find out the exact extent of the research questions and to achieve the quality and quantity of this research. The aims and the objectives of the study would help the researcher during this research.

During this content analysis investigation, these purposes were followed: The computer-assisted language learning (CALL) on any effect on the performance of underprivileged Iranian junior high school EFL students. Computer-assisted language learning (CALL) enhances the motivation of underprivileged Iranian junior high school EFL students toward learning a foreign language. The gender moderate effect of using CALL on underprivileged Iranian junior high school EFL students. In addition, after analysing data in

this research, the results and outcomes were observed by the investigator. They all have been utilised both quantitatively and qualitatively.

To achieve the objective of this study an examination as the pre test and post test were detected. Next, all the participants underwent a vocabulary teaching, test and assessment. Afterwards, the data were analyzed, results were interpreted, and conclusions drawn. This research, the researcher used a mixed method and used correlational research as a research design. The correlational study is the method to determine whether one variable has a relationship with another variable. Thus, the most appropriate research design used to answer whether or not students' vocabulary mastery correlated based on The Impact of Computer-Assisted Language Learning (CALL) on the Achievement and Learning Motivation of Underprivileged Iranian Junior High School EFL Students. It occurred in a village in the academic year of 2023 by correlational design.

Participants

The participants of this study will consist of 40 underprivileged junior high school students of the age 14 who are studying at Shahid Haj Ali Bayandor junior high school in Mad Abad village, Mahneshan, Zanjan, which will be divided into two classes. Availability sampling will be employed. Both genders are included in the sample. The setting was selected for the accessibility of the researcher to observe two several classes. Apart from that, the class consisted of bilingual students and a teacher. The data were collected in 2023. The researcher as the EFL teacher of the village high school participated in this study as the core and main participant.

The detailed information about the participants can be seen in chapter 4. The population, sample, and sampling were very essential in this research because without all of them, this research could not be conducted. The population and participation of this research is defined as the generalisation area that consists of an object or subject which has certain qualities and characteristics determined to learn then concluded by researcher. It means that the larger group of individuals has one more characteristic in common that is of interest to the researcher.

In other words, population is a number of groups which the researcher would like to make the results of the research to be reported. The population of the research was the students at the age 14 of the eighth grade of pre high school of Madabad village in the year of 2023. The total population in this research is 40 students. They were all native speakers of Farsi (Persian). They were all learning English as a compulsory course in order to graduate. They all were in the same level of English. The students' level was estimated based on a baseline test which was taken from the students at the beginning of the semester. In this attempt, English proficiency of the students is examined based on vocabulary comprehension.

Instruments

To collect the data, the proficiency PET test, the Pre-test, the Post-test, and the Motivation Questionnaire will be used. The MQ adapted from Pu (2009) will be utilized in this study to measure the learners' motivation toward the course and how beneficial they perceived their time spent in the CALL setting. Moreover, other instruments that will be used in this project include the English version of the A-CALL scale applied to assess the participants' attitudes toward CALL.

The main instruments that were used in this text analysis research were the computer program related to the students book course, vocabulary test, class facilities, library resources of university and different downloaded journals from the internet. In addition, this research applied its instruments and materials in a quantitative and descriptive qualitative way.

Sample

Sample is a portion and representative part of the population that was taken to represent the research. The sample of this research was the test assessment of two different classes of the same grades. The Sampling Technique Sampling is the process that is used to select the sample. The sampling was the selection of the sample of individuals who participated in the research. It had a purpose to gain information about a population.

Here, sampling was a very crucial way to obtain a group of a subject who will be representative of the larger population or will facilitate specific information needed. In this attempt, the researcher applied a cluster random sampling technique because the population is in groups and homogenous. Here the researcher provided some pieces of paper consisting of the data in two classes. They were obtained as the main sample of this research.

Test: pre test and post test

This test was administered after some sessions teaching English accompanied by listening activities for the experimental group and without any listening activity for the control group. Again the test contained four multiple choice listening proficiency tests related to the evaluation of the students learning quality during one semester. The tests that were applied in the present study were designed by the researcher regarding the intended vocabularies which were taught in the training course supplied for the participants of the current study. Thus, they were validated by the teacher.

Procedure

First, the researcher started with two intact classes that later on formed the control and experimental groups and will take part in proficiency pretest to verify the groups' initial homogeneity. After establishing the homogeneity of participants, they assigned randomly to the experimental and control groups. A twenty-session course was held, and each session lasted about 90 minutes. They had a bilingual background, Turkish and Persian. For the control group, the traditional teaching method was used in the absence of a multimedia laboratory, CALL was used for the experimental group, and a number of computers was available for participants.

In this study, as a teacher, the examiner selected two groups that are in the same situation in all respects. Her main concern was whether CALL increases underprivileged students' motivation for learning English as a second language. For adding more credit to the findings and aims of this study, She used questionnaires and interviews for my students to observe the impact of CALL on them and if applying CALL was useful for them or not.

The syllabus was the same for the two groups and the same materials will be used for both of them, except that the control group will not use CALL. In each session, The examiner let them find examples of new words or grammar, or conversations. Students of the experimental group should use computer-assisted language learning like the internet or some applications, but the students in the control group should proceed by traditional methods like using dictionaries. In the last session, students took a post-test, and it helped the researcher to find out if CALL has any impact on them or not. After finishing the class sessions, She interviewed the students and used a motivation questionnaire to find out whether students like CALL and if CALL has any effect on their motivation to learn English as a second language.

The investigation in the present research was in the way that the investigator selected the topic of “The Impact of Computer-Assisted Language Learning (CALL) on the Achievement and Learning Motivation of Underprivileged Iranian Junior High School EFL Students”. Then, the researcher referred to a pre high school of a deprived village of Iran for this reason. Next, the control group and the experimental group were determined. After, learning and comprehension occurred based on CALL.

Materials

The current mixed method research was carried out by utilising the topic of *The Impact of Computer-Assisted Language Learning (CALL) on the Achievement and Learning Motivation of Underprivileged Iranian Junior High School EFL Students*. CALL is a modern approach of teaching related to the contemporary age. In this study, the researcher observed, recognized and categorised the evaluated data according to the chosen teaching method in order to obtain the outcomes of the study.

Data Analysis

For analyzing the qualitative data, they were coded and analyzed concerning the learners' and the groups' co-regulation and socially shared their experience. After analyzing, the data of each group and the Motivation Questionnaire used to examine the motivation and performance of underprivileged Iranian Middle School Students for learning English as a second language.

In this procedures, the data and results of the study were totally analysed and compared by examining samples. After collecting the relevant datas, the analysis was carried out by utilising a mixed method since the data and the evaluation were explained descriptively and quantitatively.

In this process, the data were related to the provided facilities of two classes by aiming the CALL, an application and the students book for the pre high school students. On the other hand, related articles and APA 7 sources regarded the teacher. In a formal method for presenting the evaluated data the investigator made it possible by means of samples, charts, figures, and tables. However, descriptive sentences were effective too.

Furthermore, the researcher considered the content analysis technique and the steps were by investigation, determining, and classifying them based on the CALL approach. At the Data Analysis level, the researcher answered the research questions. After the researcher provided charts in chapter 4, she showed the procedures of data analysis and drew the conclusion section. The data were analyzed to understand how the translator used the chosen teaching technique to scrutinize the number of their frequency in this research. It was first briefly described on what occasions the equivalences were adopted and the justification for using that particular technique was provided.

After that, the CALL technique was exemplified in the table, in order to confront the source language and the target text. Overall, this process of data analysis covered several levels. Lastly, by analyzing data, the results were reported. The list of the analyzed corpora was accessible in the next chapter. Totally, the Data Analysis operation was done meticulously.

In analyzing the obtained data, the researchers applied several steps. Once the transcription was ready, the researchers conducted member checking. The step was to ensure the trustworthiness of the data. Upon reading the vocabs, the participants wished for no alteration of the data given during the interviews.

CALL can aim investigators to analyze and understand what happens in organizations and institutions. Next, member checking was also done to maintain trustworthiness. Similar topics were themed and organized accordingly according to the research questions. The investigator divided the participants' responses into two big themes, including the control group and the experimental one.

Later on, the writers analysed the data in order to reveal the types and functions of CALL teaching employed by the lecturer. To analyse the data, the first thing to do was watching the screen recording of each respondent. Then, listing and classifying each data from the screen recording into a table in Microsoft Excel. In analysing the item that the respondents had input, the vocabulary was detected: then, the next step focused on the interview data.

Generally, in the process of Data Analysis, the researcher examined and figured out the samples first and then analysed variables to understand the answers of the research questions section.

Data Collection

A short questionnaire was applied in order to obtain the data concerning the participants preferences for pre test and post test. Then, their level of English was determined. Next, the students of the same level were selected as the control group and the experimental group in order to be examined by the CALL method of teaching by means of an Application. So, the participants were more or less homogeneous in terms of their exposure to English compression.

Thus, collecting data was in a scrutinised way. The data collection was limited to the pre test and post test sections, since this part tends to be the students assessment. The sampling technique in this attempt was used in this research was students measurement sampling which was based on the theoretical concept.

Subsequently, each group was given the same test in order to investigate the relationship between The Impact of Computer-Assisted Language Learning (CALL) on the Achievement and Learning Motivation of Underprivileged Iranian Junior High School EFL Students. Afterwards, the data were compared and evaluated using the analytics software Statistic in order to investigate whether the differences in test results between the two groups are statistically significant.

Next, during this mixed analysis research, the students' reactions were scrutinised, data were gathered and distinguished based on this approach descriptively and statistically. In this research every reaction was compared and contrasted between the two classes of the eight grade of a pre high school.

In order to gather datas and distinguish the applied techniques, the taxonomy of Computer-Assisted Language Learning approach of teaching was selected. The corpus frame of the study contained the pre high school students as the samples that were examined. After reviewing documents, a conclusion was drawn for clarifying the evaluation measurement. Additionally, the current research contained some students, CALL teaching method, application assistance, pre test and post test related articles plus reliable journals too.

To collect the data the researcher did some steps. Firstly, the researcher selected the suitable students as the samples and considered them as in control and experimental group. Secondly, the related teaching model by means of the aim of an application was regarded by the criterion of its variety type. Next, the categorization and the classification happened. At the end, the researcher drew the exact and meticulous conclusion.

In overall, the data collection technique was done by pre test, post test, statistics and text analysis. Next, the researcher explained the problem by existing data to obtain the aims and objectives of this investigation. The reason for the investigator to apply a mixed method was to achieve the extent of the appliance of the CALL model and their influence on the quality. The outcomes of the present research showed the answers of 4 research questions in this experiment. The general results of present study all were shown and discussed by charts and

tables in chapters 4 and 5. The current dissertation concluded with the results of the CALL teaching technique and an explanation of the problems that arose during the process of teaching and students comprehension learning.

The Data Collecting Technique Collecting data is the most important step in conducting the research. In collecting data in this research, the researcher applied a pre test and post test. It was in order to elicit responses on the basis of which a numerical score can be assigned. It means that a test is a device that includes.

The preparation of the Data Collection technique occurred by gathering and analysing them. Also, the problem's description of data was to achieve this study purpose. The researcher used this method to achieve the reason for the study questions. Here, the examination was conducted by contrasting two different classes. The process of data collection was selected as the corpus of the study. Moreover, for the data collection procedure the researcher presented this section carefully. The Data collection method was conducted by applicational teaching and test analysis.

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