



## **Iranian Students' Perception and Attitude Toward Call and ICT-Based Technologies**

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### **Abstract**

With a growing interest in the ways that new technologies might change the way that teachers teach and students learn, there is scope to look at what can facilitate learning, especially in relation to the new possibilities afforded by Information and Communications Technologies (ICTs). Computer assisted language learning (CALL) as an outcome of ICT integration in educational enterprise in general and in the field of language learning in particular is claimed to have a lot to offer language teachers. Researches show that just like any other aspects of our life, attitude plays a pivotal role in our success and failure. Hence, this study, conducted in the northern city of Rasht, Iran, attempting to investigate the attitudes of Iranian English language learners. To this end, 70 language learners, both males and females, studying at three different language institutes served as the participants of the study who responded to two valid and reliable Likert scale CALL attitude questionnaires (A-CALL) prepared by Mieke Vandewaetere and Piet Desmet (2008) including five factors: 'the effectiveness of CALL' 'surplus value of CALL' 'teacher influence' and 'degree of exhibition to CALL', and also two other factors: 'computer proficiency' and 'computer integration'. The students' overall stance toward the integration of technology and computer in language learning in general and toward the mentioned factors in particular was analyzed and the effect of gender as well as the proficiency level of the students has been considered. The results showed that students were generally positive toward this integration while there was no significant difference between both genders and the proficiency level of the students in Iranian context. If students' perception and teachers' could be juxtaposed, optimal results can lead into appropriate course and materials for English language teaching and learning.