The Role of CALL and Parental Involvement in Enhancing Intermediate Students' Achievement in English Language in Saudi Arabia

by
Mubarak Mutni Al-Sharari
B.A, English Language, Al Jouf University (2009)

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Approved by:
Dina A. Al-Jamal ........................................... Chairman
Assistant professor of EFL, Yarmouk University
Khalaf F. Al-Makhzoumi ........................................... Member
Associate professor of EFL, Yarmouk University
Nayel D. Al-Shara'h ........................................... Member
Professor of EFL, University of Jordan

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Abstract

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This study aimed at investigating the effect of Computer Assisted Language Learning (CALL) together with parental involvement on the achievement of Saudi intermediate students in the English Language. The researcher developed teaching-learning software based on textbooks’ materials of the second intermediate class in the scholastic year 2012-2013. The participants of the study consisted of 50 students who were purposefully selected from ‘Mohammad bin Ahmad ALrasheed School’ in Qurrayyat in Saudi Arabia. One of these classes was assigned randomly as an experimental while the other class as a control group. The participants of the study also included 25 parents of experimental group students. Data were collected via a pre-post test design for equivalent groups, achievement test, observation checklist, questionnaire and interviews. The findings of the study revealed the following:

(i) High achievement scores on achievement test.

(ii) An enhancement of all language skills except for grammar and spelling.
(iii) The effectiveness of parental involvement on students’ overall performance in the English Language.

However, the current study recommended the encouragement of introducing CALL along with parental involvement at all Saudi schools.

Key words: Achievement, Computer Assisted Language Learning (CALL), EFL, Parental involvement, Saudi Arabia Schools.