

## Involving Parents in CALL: An Empirical Study

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### Abstract

The study examined Computer Assisted Language Learning (CALL) together with parental participation on Saudi students' English language achievement. A teaching-learning software, pre-posttest, observation checklist, and semi-structured interviews were constructed. Two intermediate sections with 25 students at each took part in the study. The study reported the effectiveness of parental involvement on students' overall performance in English language learning.

**Key words:** EFL, CALL, Intermediate class, Parental participation, Saudi Arabia.

### 1. Introduction

The variety of technological, instrumental, and pedagogical developments in recent decades has altered the process of teaching and learning most school subjects while steering towards employing technology (Garrett, 2009; Jimin, 2007). In the English classes the need to use technology in the process of language teaching and learning has much been affected by such spread of software, local area networks, and the internet (Arora, 2010; Kilickaya, 2009). Computer-based materials moving towards laptops, course book packages, and self-access centers tend to be more efficient in language learning (Green, 2005).

In the 1980's, the problem was relevant to the potential of using computers for language learning and teaching which was altered in the 1990's into the review of considering reasons why to incorporate computers into language classes (Warchaner and Healey, 1998). Presently, the general concern is how to implement and use computers in language education (Rahimi & Hossini, 2012; Tsou, Wang & Lic, 2002). Research shows that the issue of how to use computers in language classes is highly associated with language learners' individual differences. Among these personal factors computer attitudes are a major factor that affect human-computer interaction (AbuSeileek, 2012; Garrett, 2009; Kilickaya, 2009; Richard, 2006). There is evidence in the literature that individuals' positive attitudes towards computer-based instruction influence their willingness to sustain using computers for learning.

The present study intends not only to benefit from the computer technology in class, but also intends to find significance patterns of involving parent outside class. This includes a wide variety of actions parents will take for assisting students to succeed at school. Literature on parental involvement stated behaviors such as talking with the student about school, helping with homework, visiting the school to talk to teachers, presenting in front of the student's class, and getting actively involved in shaping the school's policies. These behaviors have been found to be positively associated with a range of positive children outcomes, including academic success (Kiuru & others, 2012). In the current research, parents' behaviors are exclusive to e-mail correspondence between the teacher and parents where classroom observations are sent to parents.

Effective parental involvement is believed to have a positive impact on a range of pupil-related outcomes. Parental involvement in schooling covers communicating between school and home, supporting learning at home, and participating in school life from helping in classrooms to decision making (Hohlfeld, Ritzhaupt & Barron, 2010; Lewin & Luckin, 2009).

Accordingly, in the present study a range of learning success potentials in the Saudi context were investigated. This study explored CALL in Saudi Arabia where learning may progress at their own pace and work individually to solve problems, which in turn, provided students with immediate feedback, and allowed them to know whether their answers are correct or not. That is to say, CALL systems can offer many potential benefits for learners, because they offer learners the chance to practice extra learning material at their convenient time.

#### 1.1 CALL Research

CALL known as an approach of learning and teaching of languages by the computer and computer based resources such as the internet to present, reinforce, and assess materials to be learned (Alkahtani, 2011; Al-Mansour & AlShorman, 2011; Marzban, 2010; Rahimi & Hosseini, 2011). In recent years, CALL researchers have investigated the advantages of using computers as teaching-learning tools in improving different language skills. Many studies indicate that CALL provides an innovative and effective alternative for language instructors (Garett, 2009; Green, 2005; Sophocleous, 2012; Warshauer & Healey, 1998). The computer would allow learners to get advance at their own pace and work individually to solve problems, provide immediate feedback, give learners a chance to know whether their answers are correct or not, and provide them with the correct answers if their answers are not correct (AbuSeileek, 2007; Hohlfeld, et.al, 2010; Romeo, 2008).

Many scholars suggested the use of CALL as a tool with which to treat knowledge. Alkahtani (2011, p.301) explained why CALL is used and integrated into classrooms: *“It is effective in teaching; it has unique pedagogical value; it enables teachers to better address students’ need for individualization; it will help students better relate to life in the information age”*.

Golas (1995) demonstrated a program being checked by the Royal Saudi Naval Forces in Saudi Arabia, and to simulate authentic situation to teach English as a second language, speech recognition technology which has been used and mixed with multimedia scenarios. It concentrated on training needs, interactive and communicative design, specifications of computer-based learning system, and the effectiveness of the learning.

Al-Saleh, and Al-Debassi (2000) described and evaluated an instructional software produced by the Royal Saudi Arabian software as developed by Golas companies in addition to its utilization of at selected 12 private schools in Riyadh, Saudi Arabia. Descriptive data from general managers of four main software producers are gathered, as well as from headmasters of selected private schools. Results were as follows: enhancement, computer literacy, and individualized learning were the main uses of the instructional software in question. The software has available support at most elementary and secondary grade levels and subject matters that include language learning process as simplified.

Tsou, et.al (2002) explored how computers facilitate English foreign language and examined how learners acquire English abstract words. A total of 13 commonly encountered abstract words at the elementary school level were chosen to be studied in the abstract word learning system. According to the theories in CALL, the abstract word learning system was made to give context for language learning, in addition to, elasticity in learning time, ways, and means. Thirty eight sixth graders participated in learning with the system. The study found that students learning by the system more abstract words than students in regular language learning class without the use of that system.

Computer assisted language as to Japanese as a second language learning system was investigated on dynamic question creation and error prediction for automatic speech recognition by Wang, et.al (2009). The system offered students the chance to practice elementary Japanese by creating their own sentences built on visual prompts, before getting feedback on their mistakes. It was made to detect lexical and grammatical errors in the input sentence, in addition to, pronunciation errors in the speech input. Questions were generated along with sentence patterns of the lesson pointing in order to perceive assortment and flexibility all through the lesson. Learners gave their answers in two ways. Either with text input or speech input. To promote speech recognition performance, a decision tree-based method was used to predict possible errors committed by non-native speakers for each generated sentence.

Another example of the efficacy of technology integration is that of Rahimi and Hosseini (2010). They assessed Iranian high school students’ attitudes towards learning English as a foreign language in CALL environment after doing some computer assisted activities. Forty two Iranian high-school students participated in this study. The findings of the study revealed a significant positive difference between students’ attitudes before and after the experiment.

Reading skill was found as enhanced through virtual learning setting. Marzban (2011) conducted a study to investigate the effect of CALL on the quality of students’ reading comprehension in an Iranian academic setting. 30 students were randomly selected as an experimental group and 30 students as a control group. It was revealed that the use of computer assisted education techniques can improve students’ reading comprehension. For this study, a pre-test / post-test experimental design was developed. 30 students out of 60 participants were randomly selected to be as a treatment group and the rest of them formed the control group. One instructor taught reading comprehension to both groups using CALL and the other group was taught reading comprehension in the traditional way. The result of the study showed that there was a statistically significant difference at the level of  $P < 0.05$  between reading comprehension scores of the two groups; therefore, it was clearly shown that the use of computer assisted language learning techniques can help in improving students’ reading comprehension.

Language assisted settings were proved as beneficial by many researchers. For example, Al-Mansour and Al-Shorman (2011) investigated the effect of computer assisted language instruction on Saudi students learning of English at King Saud University. The researchers prepared a software. The sample of the study consisted of 60 students randomly selected from king Saud University and assigned to experiment and control groups. Data were collected within an eight-week period via a pre-posttest design for equivalent groups. The finding of the study showed that using computer assisted English Language instruction alongside the traditional method has a positive effect on the experimental group students’ achievement.

Alabbad (2011) conducted an experimental study that aimed to explore the effects of computer use in language learning as well as upper elementary students’ attitudes toward learning EFL on upper-elementary level students. The study tested the variables of performance and attitudes before and after the applying computer software. A survey study at College of Administrative Sciences - King Saud University (KSU) in Riyadh, Saudi

Arabia was the field study. The study found out positive attitudes as held up by the participating students who were reflected clearly through their enhanced performance in EFL learning.

The influence of computer assisted cooperative learning approaches and group size on the EFL learners' achievement in communication skills was recently examined by Abuseileek (2012). This study explored the effect of cooperative learning small group size and two different instructional modes (positive interdependence mode vs. individual accountability mode) on English as a foreign language undergraduate learners' communication skills (i.e. speaking and writing) achievement in computer aided environments. The study also inspected the effects of disclosing/blinding the participants' identities while interacting around computers on their post-test. The findings of the study exposed that the computer aided setting enabled the participants to blind their identities and reduce their anxiety. The use of the individual accountability mode was quite useful compared with the positive interdependence mode as it enabled all group members to perform their roles significantly.

The significance of using new technologies "Wiki" as part of the pedagogy of language teacher training courses was recently discussed by Sophocleous (2012). The study examined how Wiki was used in a computer assisted language learning (CALL) course, which constituted a fourth-year compulsory component of a Bachelor of Arts in the English language and literature course. The method of examination used was presenting and discussing students' perceptions of the usefulness of the use of new technologies in their learning, and more specifically the contribution of Wiki in their CALL teacher training.

### *1.2 Parental Involvement Research*

Parental involvement means the participation of parents in systematic, two-path, and meaningful connection including student academic learning and other school activities. Parents' involvement in their children's learning has been seen as a method of enhancing school effectiveness worldwide and helping in improving learner's academic achievement (Folkvard, 2007; Kessler, 2010; Leontye, Yanghee & Juanita, 2011; Lewin & Lukin, 2009; Panferov, 2010; Sung & Padella, 1998; Wei & Yalun, 2003).

Sung and Padella (1998) examined the motivation held by 140 elementary and 451 secondary-level students toward the learning of foreign languages in formal classroom setting in public school. Information was collected from 847 parents concerning their attitudes toward FL learning and involvement in their child's language study. The findings showed that the participating parents have a very positive attitude toward FL learning.

Wei and Yalun (2003) revealed the roles that two parents played in their daughter's English education especially during the first time after moving to the United States. It is not easy to get success for the English language learners (ELL) with limited first language schooling in the home country. It normally takes several years to show cognitive academic language level. For ELL students to achieve education, they need to minimize that time barrier. Parents' active participation is essential to ELL learner's success. In their research, the two researchers were the parents of the child being studied. Through their personal monitoring information, from their daughter's classroom works and assignments, their journal and their daughter's journal, and cassette tapes of their daughter's conversations with native speakers in different situations, the researchers, as participant monitors, involved in three areas: English listening and speaking development, reading development, and writing development. For 14 months, the researchers exercised what they had learned in the TESOL classroom to their daughter's English skills enhancement at home. Results showed that parental involvement might be significant to ELL students' English education.

Folkvard (2007) investigated the relation between home computer use and performance and achievement in English at school. The sample contained 656 tenth-class students (age 15–16) in upper-secondary schools in Bergen, Norway. Data collection gathered in 2002 and was managed by the county education office. Both boys and girls who seldom used home computers got low scores in English. However, those students who used computers for two or more hours per day, girls demonstrated very well in English while boys failed to show similar performance. Moreover, learners who were considered as poor readers benefited more from using home computers than those who were more competent readers.

Parental involvement was thought beneficial when we use technology to enhance academic learning and language learning. Lewin and Lukin (2009) carried out a study to investigate the use of technology in supporting parental participation with schools and their child's learning. A range of technologies, involving 23 elementary schools have been used to connect home and school in an elementary school in the South East of UK. Results suggested that technologies with readily accessible and interactive resources can help improve parental engagement and this enhanced students' performance and achievement.

Panferov (2010) carried out research on ELL parental involvement in their children's schooling. Panferov's study gave a broader ethnographic view of parents and their own experiences through their children and recommended strategies to include parents in their children's K–12 school experiences. Three key questions were asked: (a) How do ELL parents see literacy and their own literacy practices? (b) What are the qualities of

literacy exercised in their homes? (c)What are the cases specific to parent–child and parent–school interactions and communications that might contribute to school success?

Kessler (2010) investigated the influences of family engagement training on the success of ELL students, as shown by their reading scores, attendance, and behavior. Moreover, the effects of family engagement training on parents' feelings of self-efficacy were observed. Volunteering families of kindergarten from first grade through fourth grade ELL students took part in a project lasted 26 weeks. Family involvement training had a significant effect on the academic achievement, as noticed by reading scores, and on the behavior of the experimental group. Results revealed that there was no significant difference in the number of absences between the two groups of students. Finally, the parents who participated in at least half of the workshops achieved significantly higher levels of parent self-efficacy. Leontye, Yanghee and Juanita (2011) revealed that few studies have noticed what teachers in fact do in the classroom to improve parental engagement in their children's learning. Over the school year, the different teaching practices and strategies of two teachers in an inner-city elementary school were gathered through interviews and observations. This school has had public recognition in its efforts to involve parents. The five main teaching practices and strategies to involve parents are practicing parent engagement, making relationships with the parents, creating a positive classroom atmosphere, teaching to involve parents, and making the community-school communication. Their study recommended insights into teachers' classroom practices that are linked to different specific strategies to include parents.

### *1.3 Concluding Remarks*

It can be concluded that theoretical background to CALL, previous empirical studies of research CALL and parental involvement research showed the following ideas:

- ✓ There are advantages, gains and benefits of employing computers as teaching-learning tools in improving different language skills (Garrett, 2009; Jimin, 2007; Kilickaya, 2009; Richard, 2006).
- ✓ Computer technology allows learners to progress at their own pace and work individually to solve problems (AbuSeileek, 2007; Al-Mansour & Al-Shorman, 2011; Hohlfeld et.al 2010; Romeo, 2008).
- ✓ The benefits and gains of parental engagement in schooling includes communicating between school and home (Green, 2005; Lewin & Luckin, 2009).
- ✓ New computer technology is useful in language learning (Al-Mansour & Al-Shorman, 2011; Sophocleous, 2012; Tsou et.al 2002; Wang, et.al 2009).

This study adds parental involvement to Saudi context, so it is different from other studies as it is the first one to study the role of CALL and the parental involvement in enhancing students' achievement in Saudi Arabia to the best knowledge of the researchers.

Educational decision-makers face the challenges of maintaining and expanding the instructional computing movement. They need current information about impact of computer implications to help them invest their resources wisely. Limited studies on the effect of CALL have been conducted in Saudi Arabia ( AbuSeileek, 2007; Al-Saleh & Al-Debassi, 2000; Al-Mansour & AlShorman, 2011). Accordingly and in order to investigate this problem, this study is designed to investigate the role of CALL on the English language enhancement of Saudi EFL learners. Accordingly, the following research questions were addressed:

- Are there significant differences between the students' scores on the post test of the two groups (experimental vs. control) due to CALL together with parental involvement?
- What English language skills are enhanced better by CALL and parental involvement?
- To what extent do parents support their children's foreign language education, and do their educational background and internet access interrelate with such support?

## **2. Method**

This section shows the methodology of the research in terms of its participants, instruments, validity measures, data collection and analysis procedures.

### *2.1 Participants*

The participants of the study consisted of two classes who studied the English language at “Mohammad bin Ahmad Alrasheed Intermediate School” (it is the 2<sup>nd</sup> intermediate class that corresponds to eighth grade in Jordan) at Qurrayat- Saudi Arabia in the second semester of the scholastic year 2012–2013. The participants of the study consisted of 50 students; as integrating two classes with 25 students at each class. The participants were randomly assigned into experimental and control groups. Class A was considered as a control group and class B was considered as an experimental group.

The treatment consisted of two levels: using the computer method with parental engagement in the experimental group while using the traditional method without using computers in the control group. The experimental group used the computers for four 45-minute periods a week for the six-week duration of the study. Both groups were subjected to a pretest immediately before starting the experiment and the same test was administered as a posttest immediately after it.

## 2.2 Instruments

To successfully carry out the study, all the following instruments were used:

- Instructional software. The software consisted of two main parts. The first part contained reading texts, conversation, and the new grammar and vocabulary items. The second part of the instructional software consisted of exercises and drills on the reading passages, conversation, and grammar as well as vocabulary items. The instructional software included the same material in units number Nine and Ten in **Say It In English** textbook (Second Year Intermediate: Pupil's Book and work Book 2<sup>nd</sup> Term, 2007/2008 edition). The researchers added some useful links such as dictionary link, conversation link and grammar link to the related topics of the textbook, so students can make access to these links either in classroom or at home. The control group studied the same material in the textbook.
- Pre-post Test: The researchers also developed a multiple choice test which was conducted as a pre-post achievement test in order to assess the equivalence of the two groups in terms of their achievement in English before the onset of the study.
- Observation Checklist: A non-participant observation checklist was developed to record students' progress in reading, writing, listening, speaking, and grammar and vocabulary skills through the virtual setting experiment. The non-participant observational method is an instrument for collecting information without direct questioning from the observer. The non-participant observation method was used in this study in order to explore the performance of EFL students in the virtual setting of CALL. The timetable arranged for classroom observation is illustrated in Table 1.

**Table 1: The Timetable arranged for classroom observations**

<b>Class</b>	Second Intermediate (B)
<b>No. of lessons</b>	24 (4 lessons a week)
<b>Lesson Time</b>	45 minutes
<b>Duration</b>	6 weeks
<b>Date</b>	2/2-2013 up to 26/3/2013

As indicated, the numbers of the lessons were 24 and as can be seen in Table 1, the observation started on February 2<sup>nd</sup>, 2013 and extended for six weeks, up to March 26<sup>th</sup>, 2013.

- Semi-structured Interviews: A Parent interview form was developed in order to arrange cooperation patterns between the teacher and students' parents. The interview helped in providing the participants with the chance to talk about their opinions and allowed them to express themselves, whilst providing adequate structure to avoid rambling. The interviews were conducted from the third of February till the fifth of February (2013) in the meeting room at Mohammad bin Ahmad Alrasheed School. Each interview lasted approximately for 15 minutes, depending on the willingness of the participant. Each interview began with background questions concerning parent's name and contact details. To analyze the data, transcripts were made of the interviews and notes were made from the recorded material on parents' views. Interviews were transcribed by listening to the tape and writing down the responses on separate sheets of paper. The whole assemblage of tape recording was put together and/or-written on different sheets of paper, which were then transferred to the interview answer sheet. Afterwards, the responses were categorized and conceptualized by using the themes illustrated in the interview sheet.
- A questionnaire was developed for the purpose of this study. The questionnaire was distributed to identify the perspectives of parents on supporting their kids' English language learning. The parent questionnaire consisted of two parts. The first part contained the personal information. This part of questionnaire contained five questions that entailed general information on parents' educational level, internet access, mobile number and e-mail address. Suggestions were also encouraged. The second part of the questionnaire consisted of twelve questions, concerning parents' supporting their kid's learning, being involved in the educational process, coordinating with the teacher, following up homework and communicating with the school. Participants were asked to indicate the extent which they agreed with a series of statements on a three-point scale (1 = seldom, often, to 3= always) that are relevant to parents' involvement in the learning process of their kids in terms of following up the English language assignments and tests.

## 3. Findings and discussion

The crucial issue raised by this research was to find the extent of efficiency of CALL together with parental involvement. The data were analyzed separately according to the research questions stated earlier. The following sections present the findings as related to each research question independently.

### 3.1 The impact of parent engagement and CALL on achievement

The researchers hypothesized that the students who were taught through computer-assisted English language learning would show better achievement than those who were taught through the traditional method alone. This hypothesis was tested at the 0.05 level of significance. The data were collected through a pretest-treatment-posttest design for equivalent groups. An independent-samples *t* test was carried out to determine whether there were any statistically significant differences between the achievement of the two groups on the pretest. Table 2 represents the results.

**Table 2:** Control & experimental groups' pre-test results

Group	N	Mean	Standard Deviation	T	Sig.
Control group pre-test	25	68.75	14.84	- 0.158	0.851
Experimental group Pre-test	25	69.47	12.71		

Table 2 shows that the difference between the achievement of both groups on the pre-test is not statistically significant at the significance level of 0.05. Thus, since there is no statistically significant difference between the control and experimental groups on the pretest, the two groups were found to be equivalent. Another independent-samples *t*-test was conducted to determine whether or not there is a statistically significant difference between the two groups' achievement on the posttest. Table 3 displays the results.

**Table 3:** Control & experimental groups' post-test results

Group	N	Mean	Standard Deviation	T	Sig.
Control group post-test	25	69.85	14.34	- 2.058	0.045
Experimental group post-test	25	81.65	10.67		

Table 3 shows that there is a statistically significant difference at the significance level of 0.05 between the achievement of the experimental group and that of the control group on the posttest in favor of the experimental group. This indicates that using CALL together with parental involvement affected Saudi intermediate school students positively. Since the mean score for the experiment group on the post-test was estimated as 81.65, while the mean score of the control group's achievement test was calculated as 69.85.

The result of this question is consistent with many studies that reveal the advantages in using computers as teaching -learning instruments in enhancing different language skills (Garrett, 2009; Kilickaya, 2009; Jimin, 2007; Richard, 2006). In the current study CALL was reported as having a positive effect on students' achievement test. Large differences between the achievement of the experimental group and the control group were sorted (81.65, and 69.85 respectively). This result is consistent with many studies that explore how CALL provides an innovative and effective alternative for language instructors (Sophocleous, 2012; Warshauer & Healey, 1998). All of these studies presented that using computers in English language learning helped students through and enhanced their language skills.

Explanations of achievement enhancement as attributed to CALL are best presented and interpreted by AbuSeileek (2007) as well as by Romeo (2008). Technology facilitates individual learning and improves the level of the learner. This may encourage and enhance learner's control of the whole learning process. In this regard, AbuSeileek (2012) maintained that using technology gives chances to learners to repeat the same piece of data or drill as many times as necessary for them to understand. Garrett (2009) explained that using computers in instruction makes the students become less shy of committing mistakes, which encourages them to learn much better and then improve their achievements.

### 3.2 skills enhanced by parent engagement and CALL

Data reported an account of language skills as mastered by the participants. Table 4 shows the results as follows.

Table 4: A record of students' observed language skills

Language Skill	Mean score	Enhancement Rank order
<b>Reading</b>		
Control group	65	5
Experimental group	70	
<b>Writing</b>		
Control group	66	6
Experimental group	69	
<b>Listening</b>		
Control group	67	1
Experimental group	80	
<b>Speaking</b>		
Control group	64	4
Experimental group	70	
<b>Grammar</b>		
Control group	61	7
Experimental group	63	
<b>Vocabulary</b>		
Control group	66	3
Experimental group	73	
<b>Pronunciation</b>		
Control group	65	2
Experimental group	76	
<b>Spelling</b>		
Control group	58	7
Experimental group	60	

Obviously, Table 4 demonstrates how most language skills for the experimental group members have developed and enhanced significantly. The highest mean score was found as that relevant to listening skills and ranked first with a mean score of 0.80. Since the mean score was calculated as 0.67 for the control group; substantial variance in favor of the experimental group was identified. Other skills were enhanced by the effect of CALL and parental involvement task as well; for example, the mean scores of pronunciation, vocabulary, speaking, reading and writing were 0.76, 0.72, 0.70, 0.70, 0.69, respectively. On the other hand, for the control group, pronunciation, vocabulary, speaking, reading and writing mean scores were 0.65, 0.66, 0.64, 0.65, 0.66 respectively. No worth mentioning differences were observed for the means of spelling (0.60 for the experimental; 0.58 for the control respectively) and grammar (0.63 for the experimental; 0.61 for the control). The mean scores of spelling and grammar in both groups were near to a large extent. This can be attributed to the students' reliance on spell checkers and auto-identification and correction grammar features in word packages.

The general significant tendency felt by observation results in the current research concerning the English language skills enhancement was steered towards the listening skill as notable and foremost, while for spelling and grammar as minimum.

With the rapid development of technology, a number of scholars (Rahimi & Hossini, 2012; Tsou et.al. 2002) believed that learners can benefit from employing computers in language classes. Many researchers have attempted to familiarize students with computers in order to help them improve their pronunciation, listening and reading skills, grammar knowledge or other language components. The findings of this study, additionally, came consistent with previous research concerning enhancement of skills.

Computers can also aide in vocabulary development (Al-Mansour & Al-Shorman, 2011; Hohlfeld, Ritzhaupt & Barron, 2010; Romeo, 2008). Vocabulary development was also observed as enhanced in the present research with relatively high mean scores. Since vocabulary helps in unpacking the different dimension of any text in order to make meaning. Foreign language learners tend foremost to emphasize on vocabulary control. The current method (i.e. CALL) supported links that are available in the software program that enhance effective vocabulary learning.

### 3.3 Parents' participation

Interviews were used in order to gain an in-depth understanding of parents' perspectives towards being involved, connected and linked to their children's learning. Table 10 displays the themes as being found all through interviews with parents.

Table 5: Results of parents' interviews

Interview Questions	Parent Involvement Area/way/time	Parent Involvement Area/way/time	Parent Involvement Area/way/time	Parent Involvement Area/way/time
1- As a parent how will you enhance the learning experience of your child?	Helping in doing homework 35%	Contact with school 15%	Use CALL Technology 30%	Date of tests 20%
2- How much time do you spend with the child a day?	No time 15%	Less than 1/2 an hour 30%	One hour 35%	More than one hour 20%
3- How can you help your student to have better achievement in English Language?	Help in doing homework 40%	Contact with school 15%	Use CALL Technology 30%	Date of tests 15%
4- Do you like to keep contact with the English Language Teacher to follow up your Students?	Yes 90%	No 10%	--	--
5-What is the best way of communication do you prefer?	Email 30%	Mobile 70%	--	--

The Table summarizes the findings obtained by the interviews as the following capacity/way/time:

1. Helping in doing homework 40%
2. Use CALL technology 30%
3. Spending time with the student 35%(for an hour)
4. Asking for the date of tests 15%
5. Contact with the English language teacher 90%
6. The best way to contact 30% (Email); 70% (mobile)

Table 5 clearly presents parents' willingness to co-operate and contact the English language teacher, since learning in a foreign language setting is challenging; thus 90% of parents were ready to be involved in their kid's learning. 'Introducing means of contact via mobile' was tremendously welcomed by the parents; for 70% of them expressed this way as a preference. The interview data revealed that only 15% of the parents were concerned with the exam dates. It seems that parents are more concerned with what their children learn rather than on typical assessment procedures.

In this research, parental involvement showed that parents were willing to help their children on 'homework tasks'. In the following interview extract, one participant parent explains that during the 'homework tasks' he could guide his son to use the CALL technology: *in doing homework, and sometimes I ask my child to use certain websites and databases to help him in this regard*. Supporting and helping on school tasks finding is consistent with other studies that investigated the relation between computer use at home and performance in English at school (Folkvard, 2007; Sung & Padella, 1998).

Through interviews parents have a chance to know the skill the child needs to work on. The findings of this study, also, came consistent with previous researches (Lewin & Luckin, 2009) who highlighted the gains and benefits of parental involvement concerning enhancing language skills that need to be attended and developed.

#### 4.0 Conclusions

The study found out that the students who were instructed by CALL and parental participation had higher achievement scores through test result and classroom observation more than those who were taught by the traditional method in the classroom alone. The study reported that CALL method develops most language skills except those of spelling and grammar; perhaps due to spell and grammar checkers available by word packages. The current study highlighted parents' willingness to support their children's English learning; since most of them have internet access.

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