**An investigation of CALL use in high school curriculum**

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**Abstract**

Using computer for language learning and teaching has become interesting in recent years (Warschauer & Healey, 1998) and its rapid growth is the cause of so many changes in the twenty one century (Andoh, 2012), specifically computer-assisted language learning (CALL) in education and teaching domain which defined as any process in which a learner uses a computer and as a result improves his or her learning (Beatty, 2003). So, this study aimed to investigate CALL use at high school curriculum specially language learning. Through this study, the power of the attitude towards predicting CALL use in high school curriculum was revealed. CALL was defined quantitatively based on new defined scale for it as dependent variable in this study. In order to reach to the purpose of this study, four main groups of stakeholders were selected. Two hundred ninety seven students, one hundred teachers, one hundred thirteen preservice teachers, and fifty principals were the intended four groups who filled in the questionnaires that were the instruments of this study. The results of the study have shown that stakeholders had different attitudes towards CALL. Teachers had positive attitudes towards CALL and students, preservice teachers, and principals had negative attitudes towards CALL. Additionally, based on the findings of the study, attitude had little power to predict CALL at high school curriculum. Then, there should be other effective variables which have enough power to effect the integration of CALL into English classes at high schools. Some suggestions, based on open-ended questions, have been given which may be a starting point for future studies. Other suggestions have been expressed.

**Keywords:** *Attitude, CALL, Curriculum, High School, Stakeholders*