Attitudes of Yemeni EFL Students Majoring in English towards Using Computer Technology in English Language Classes: A: Case Stud

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Abstract

This research aims at investigating the attitudes of Yemeni EFL students majoring in English towards using computer technology in English language classes. 58 EFL students from level three, English department, were selected randomly to participate in this research in the second semester of the academic year 2019-2020. The method employed in this research was the descriptive-analytical one. The instrument of data collection was a type of questionnaire whose items were developed by Ambu-Saidi (2010) and adapted with some modifications. The results of the research revealed that the students have highly positive attitudes towards the use of computer technology in language learning and teaching. Moreover, the results showed a great importance of computer use in developing the students' English skills, with great emphasis on the reading and speaking skills. Some pedagogical implications were also provided by the results of the study as incorporating such attitudes and uses of computer in English education in the English curriculums and syllabuses in the tertiary level

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مواقف الطلاب اليمنيين المتخصصين في اللغة الإنجليزية اتجاه استخدام تقنية الكمبيوتر في تعليم اللغة الإنجليزية: دراسة حالة

ملخص الدراسة:

يهدف هذا البحث الي استقصاء مواقف الطلاب اليمنيين المتخصصين في اللغة الإنجليزية اتجاه استخدام تقنية الكمبيوتر في تعليم اللغة الإنجليزية حيث تم اختيار عدد 58 طالبا من المستوي الثالث قسم اللغة الإنجليزية- كلية التربية عبس- في الفصل الجامعي الثاني من السنة الاكاديمية 2020-2019 بشكل عشوائي للمشاركة و كعينة للبحث وقد استخدم المنهج الوصفي التحليلي لتنفيذ هذا البحث و تحليل بياناته التي تم جمعها عن طريق الاستبيان كأداة لجمع البيانات المتعلقة بالبحث حيث أظهرت نتائج البحث مواقف إيجابية عالية لدي الطلاب اتجاه استخدام الكمبيوتر في تعليم و تدريس اللغة الإنجليزية منها الأهمية الكبيرة لاستخدام الكمبيوتر في تطوير مهارات اللغة الإنجليزية لدي الطلاب خصوصا مهارتي القراءة و التحدث بالإضافة الي بعض التضمينات التعليمية كدمج مواقف الطلاب واستخدامات الكمبيوتر في مناهج تعليم اللغة الإنجليزية علي المستوي الجامعي.

1.0 Introduction

Technology use in our present time has become an increasingly demanding factor in general and higher education. It provides both teachers and learners with authentic sources of information and knowledge. Magiman (2016) states that technology integration in teaching is one of the vital mediums to provide a more engaging and interactive learning process class. He further indicates that technology has transformed human lives, especially in Education. Baz (2016) points out that the hot debate of integrating technology into instruction has captured the interest of the World in the context of 21th century education. Moreover, Yunus et al (2013) indicated that Information Communication Technology (ICT) in education improves teachers' instructional process and facilitates students' learning process. Technology not only gives learners the opportunities to control their own learning process but also provides them with ready access to a vast amount of information over which the teacher has no control (Lam&Lawrence, 2002),

as cited in (Magiman,2016). Al-Zaidiyeen et al (2016) suggested that a feature of modern society is the penetration of Information Technology in all spheres of life, including schooling. Trucano (2005), as cited in Magiman (2016), proposed that in order to prepare the learners for the 21th century workplace, education should revolutionize school environment. He stated that "Technology empowers teachers and learners and promotes the growth of skills necessary for 21th century workplace" .

Technology, according to Debski (1997), helps build learning communities by enabling teachers and students to join online collaborative projects and concerning with other students, teachers, and experts. Digital technologies provide access to language and culture and also a means of self-expression through language, cited in Sayem, (2012). Students use contemporary technologies to create a language and communication unique to themselves and their cultural group. For language teaching information technologies provide access to a vast range of contemporary material in the target language and about target language communities.

Reed (2001) states that different forms of technology can be presented in the language classroom such as the Internet, computer, and smart board which all can be used productively to improve the learning process. Teachers identify task requirements, apply search strategies, and use the current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. They use task-appropriate tools to synthesize knowledge, create and modify solution in the effective use of current technology and evaluate results in a way that support the work of individuals and groups in problem solving situation. Teachers communicate information in different formats and for diverse audience. They should know how to plan, organize, deliver, and evaluate instruction for all students incorporating the effective use of current LLT, quoted in Emhamed &Krishnan, (2010).

The study conducted by Blachowicz et al.(2009) to observe technology in use by the students, to observe the classroom dynamics and teacher choices centered on the technology use, to look at student learning, and to learn about student and teacher perceptions and beliefs about technology, which designed a computer-assisted literacy program to aid reading instruction in language classrooms suggested that students were motivated on task, and attentive when working on their literacy tasks, quoted in Yunus et al, (2013). In this vein, Behrozian&Sadeghoghil (2016) stated that integrating and applying

computers and the internet in a learning environment can strengthen the way that students acquire a foreign language effectively. According to them, computers and internet technology are the most effective tools among various existing technological aids.

Similarly, Saye &Brush (2004) noted that technology-assisted learning environments "can support more disciplined inquiry into ill-structured problems", which implies that the use of technology fosters students' interactions among them and with the curriculum material to make the inquiry happen, quoted in Kahveci, (2016).

Background and the purpose of the study

With the collapse of the ruthless monarchy system in Yemen in 1962, the country was witnessed several very important changes. One of these changes is the establishment of the formal education system and the inclusion of the English language as a subject in the school curriculum. According to Al-mekhlafi (1999), as cited in Modhish (2005), the need for introducing the English language into Yemeni schools and universities was crucial; consequently, a group of Egyptian teachers was hired to teach English in Yemen. As there was no specific curriculum for teaching English to Yemeni learners, these teachers used the then used curriculum in Egypt, that is, **The Course of English.** By 1970, the Egyptian course was replaced by another course, **The Progressive Living English for the Arab World,** which soon got replaced by **English for Yemen (EFY)** 1975, a series designed by the Ministry of Education in Yemen in collaboration with the British Council. According to Al-Mekhlafi (1999), the goals of (EFY) courses are:

a) To give further practice in the language acquired at the preparatory stage.

b) To consolidate the language acquired at the preparatory stage.

c) To extend the students' knowledge of the basic language acquired at the preparatory stage.

d) To introduce the students to practice scientific language, vocabulary, sentences that are read in scientific disciplines.

e) To give the students some knowledge of the descriptions of language.

f) To give the students study skills, e.g, extraction of information from texts such as reading, summarizing, categorizing, defining, etc.

Though the (EFY) series was far better than the previously used series, it is nevertheless criticized for its heavy focus on grammar and reading at the expense of the other language skills, namely, **listening, speaking, and writing.** As a consequence, in the school year 1995, the EFY series was replaced by **The Crescent English For Yemen.** This series was designed within the framework of the Communicative Approach to language teaching/learning and is still in use in the preparatory and secondary schools in Yemen.

Today, an overwhelming majority of the world population realize the importance of learning English as it is used in many fields of our life. English nowadays is the language of Media, Trade, Tourism, and Education. In addition, it is the medium of instruction in many university majors and streams especially applied sciences such as medicine, pharmacy, engineering, etc. Because of this increasing demand for English, and with the existence of the different methods of teaching, the instructors , educators, as well as English teachers and researchers have shown their own attempts to facilitate the learning of English.

One of their attempts to simplify the learning of English is to integrate technology into English teaching. Technology refers to the technological tools and services which consists of computer, laptops, videos, headphones, overhead projectors, digital videos, disks and the whole range of modern devices that have been developed by technical companies.

Though we live in a world full of modern and technological devices and tools for learning English, the Grammar Translation Method(GTM) is still being used by some instructors in Yemen. Moreover, the universities in Yemen, especially those that are far from the big cities, have not been equipped with some technical tools such as computer laboratory in the English department, except very few universities such as the university of the capital of Yemen. However, some private universities in Yemen, such as University of Science and Technology, has stated that integrating technology in teaching can help improve student's proficiency in the English language "the goal of integrating TTL in the classroom is to change the classroom atmosphere and to make the learning process more interesting, however, many teachers find this difficult without appropriate training, Ambu-Saidi (2010).

Yemen is still a developing country where natural resources are rare. Since the collapse of the Monarchy in 1962, education has become possible and free for all Yemeni people. Starting from the year 1997, the government has made tremendous progress in the field of higher education by inaugurating some universities in the big cities. Unfortunately, this expansion in the establishment of these universities has not been associated with the use of technologies that would make education and learning scientific, understandable, efficient, effective, and interesting. Because of this scarcity of technological devices, such as computers and the internet, and the language laboratory, students majoring in English resort to attending English computer-based classes to improve and develop their English skills.

Given the importance of technology in education and behind the stand point stated by different researchers and practitioners about the advantage of integrating technology in English language learning and teaching, this research seeks to investigate the attitudes of Yemeni EFL students, majoring in English, towards the use of computer technology in learning the English language in Yemen and report on any educational implications. Significantly, the findings of the study would be used to provide the university with the evaluation of using technology in English classes. Further, this research will shed light on the kinds of English skills and activities that are developed by using computer technology according to the participants.

Literature Review

The importance of using technology in language learning and teaching has been investigated and studied worldwide. Technology in education, according to Pennington (1996), as cited in Emhamed and Krishnan (2010), can increase the variety or diversity of learning opportunities and the quality of the learning experience in making input of more varied kinds learnable and accessible to each individual learner. This means that implementing technology may be especially useful in a second or foreign language classroom, as it gives both teachers and students more accessibility to the target language in various aspects. Since technology has a significant role in reinforcing and evaluating language learning, this study aims at investigating the attitudes of students towards the integration of computer technology in English learning and teaching. According to Behroozian&Sadeghoghil (2016), an investigation into students' attitudes is an effective method by which language teachers, education planners, syllabus designers and

researchers can obtain greater understanding into the language learning/teaching process

Definition of Attitude

Gardner (1985) defined *attitude* as "an evaluative reaction to some referent or object, inferred on the basis of the individual's beliefs or opinions about the referent", cited in Baz (2016). Greenwald (1989) defined attitude as "an individual's reaction to or evaluation of something or someone in a positive or negative fashion". Vishwanath et al (2009) described attitude as the most important factor that effects the use of technologies. According to Agarwal and Prasal (2000), attitudes towards technology use represent the degree to which an individual likes various attributes of a given technology, quoted in Al-Zaidiyeen (2017).

Common Types of Technology in Teaching

It is emphasized that educational technologies make a great contribution to creativity together with special objectives, textbooks, methods, tools and equipment, and evaluation and assessment. Videos, for example, are teaching tools characterized by the ability to present communicative situations in complete way, (Lonergan,1984) , as cited in (Emhammed&Krishna, 2011). The combination of sound and image that are shown in a context is a powerful tool in the EFL classroom. The speakers, the settings, and the gestures can be seen and heard and at the same time, technical features of video players allow the teacher to pause, to go forward and backward, or to play video recordings.

Lonergan (1984) stated that the audio player is one of the most common equipment used to teach languages. One of the reasons could be that most textbooks are supplemented with audiotapes to carry out listening activities. The most recent ones even provide the students with audio compact discs (CDS) so that they can practice the activities orally at home. Lonergan (1984) recommends the use of audio to improve speaking ability. Apart from what is available in the textbook, there is plenty of recorded materials specially designed for teaching foreign language: dialogues, songs, stories, etc.

Chapelle (2003) examines the use of computer-Assisted Language Learning (CALL) in the classroom as a way of developing certain skills such as grammar which allows practice through online materials. Therefore, teachers can use devices such as CALL to improve not only grammar but other skills including speaking, quoted in Emhamed&Krishnan (2011).

Importance of Using Technology in Education Field with special focus on Computer

It was reported that using computer in the classrooms is very important for both teachers and learners since computers can handle a lot of activities and carry out programmed functions at amazing speed. In addition, they can check exercises after they are done by students and move students gradually from easier to more difficult tasks according to their levels. The computers can stimulate, drill, or explain a certain task when students fail to do it successfully, Hoffiman (1996), as cited in Awad& AlKaraki (2013).

Education is an important field of human sciences that undergoes changes from time to time with the purpose of development. One way of developing education in recent time is the integration of technology in education in general and in English language teaching and learning in particular. In our present study the term technology is used to mean the computer and Internet device or tool used in language teaching and learning. For example, language laboratory is one of the types of technology that has been used to provide language learners with various models of native speakers utterances. A Brown (2001) noted, since it was firstly used in language classrooms in the 1950s and 1960s, language laboratory has been supportive of language learners. The technology in today's field of language teaching is often associated with the use of information and communication technology (ICT). One which is popular is the use of the internet. The use of internet, for example, is no longer limited to the need to access, store, and distribute materials for enhancing learning. But, as Pathak (2007) suggests, the internet should be used for "managing course and managing learning, facilitating online group work, creating opportunities for project-based learning". Chun&Plass (2000) stated that advanced technology combine multimedia applications (e.g., e-mail, discussion, peer review and, feedback, and hypertexts) in order to provide network multimedia applications that can facilitate visual environment (e.g., by videoconferencing) quoted in Cahyani&Cahyoo (2012). In a study conducted by Ersoy&Yasar (2003) to 4th and 5th year students about their use of the internet at an elementary level, it was revealed that most of the elementary school students could not get the necessary support from their parents and teachers about the use of the internet, quoted in Kulekci (2009).

As stated by Lee (200) and Warschauer&Healey (1998), CALL technologies can support learning in a variety of ways, provide feedback, enable pair and group work, promote explanatory and global learning, enhancing student achievement, provide access to authentic materials, facilitate greater interaction, individualize instruction, create opportunities to benefit from a variety of sources rather than limiting oneself to a single source, and motivate learners. Furthermore, technology can provide us with the necessary tools which enable us to benefit from the opportunities to make language learning more enjoyable, productive and effective , quoted in Kilickaya&Seferoglue (2013).

Plomp et.al (1996) identify three objectives which distinguished for the use of ICT in education such as the use of ICT as object of study, the use of ICT as aspect of a discipline, or profession; and the use of ICT as medium for teaching and learning. Morgan (1997) claimed that when computers are used, there are many learning processes engaged such as: (1) gather information; (2) teacher as facilitator; (3) involvement in experiential learning; (4) face –to-face communication; (5) expanded creativity, and (6) testing of new knowledge, quoted in Al-Zaidiyeen et.al (2010). Through using technology in EFL classroom instructors can save time and transfer knowledge to the students more easily and more effectively. Using a simple kind of technology can break the educational system of 'chalk and talk' in EFL classes and as a result students can learn more easily and effectively. The use of technology can, in fact, maximize the quality of instruction and make language learning more effective Tahriri et.al (2013).

Alsied&Pathan (2013) outlined 17 advantages of the use of computer technology in EFL instruction. Some of them are : (1) The use of computer technology can make EFL learning easy and interesting; (2) The use of computer technology offers many opportunities for language learners to learn the language by their own using internet; (3) The use of computer technology, with the internet, provides language learners many opportunities of speaking and using English; (4) The use of computer technology also helps the learners to assess and test themselves and get feedback; (5) The use of computer

technology offers students the option of self-directed learning and to connect learning to valuable work skills and personal use; (6) The use of computer technology makes learning learner-centered; (7) The use of computer technology provides opportunities for EFL learners to work both on their own and as part of group to find their own learning needs and to use the English language in an authentic situation; (8) The use of computer technology in EFL can motivate students because the learning is more enjoyable; (9) The use of computer technology in EFL classroom can help students to understand the complex concepts more easily; (10) The use of computer technology in EFL classroom can help students to learn at their own pace.

Using Computer Technology in developing EFL Learners' Skills

Using computers in teaching and learning foreign language skills can provide learners with real and authentic exposure of the language. The use of computer technology in language teaching and learning, in fact, supplies language learners with different activities and variety of exercises for the purpose of developing and improving their language.

Computer Technology and Listening Comprehension Skills

Hover (1999) indicated that the use of computers in listening problems provide students with visual and voice input which can enhance their information and ideas, and develop their listening skills, cited in Nomass (2o13). Alsied&Pathan (2013) emphasized the important role of computer technology in developing English comprehension skills. They stated that using computer technology along with various media embedded in computer, (internet, for example), can enrich comprehension skills and lead to obtain better results. In addition, using computer in teaching and learning of listening also gives students the opportunities to enhance by bringing the real world. Digitalized speech and video, offered by the use of computer, can also be highly effective for developing this kind of important English language skill.

Computer Technology and Speaking Skills

The use of computers can also be useful and helpful in developing, improving and practicing EFL students speaking skills. English learners can use computers with internet to correspond and chat with English native speakers via online face-to-face in such a way that they can improve their speaking proficiency as well as their pronunciation, an advantage supported by some researchers like Alsied&Pathan (2013) and Nomass (2013) Thus, the use of computer for developing speaking skills provide the learners with learning opportunities in a form of authentic and challenging situations for improving this important skill Alsied&Pathan (2013).

Computer Technology and Reading Skills

Ybarra&Green (2013) claim that computers can raise the interest of reading for learners if we use simple and easy text to understand. Reading-based computers programs can help students improve their vocabulary knowledge, fluency, and comprehension of the students. Computers can also enable English language learners to increase their interaction with texts, pay their attention to individualize needs, and enhance their abilities to read texts they would not otherwise be able to read, quoted in Nomass (2015).

Teachers' Attitudes and Computer Technology Integration

Woodrow (1991) indicated that the success of any new educational system program on computer technology depends greatly on the support and attitudes of teachers who use them, cited in Tahriri et al (2013). According to Tahriri et al (2013), an understanding of EFL instructors' attitudes towards using technology access in language learning has the advantages of identifying the unresolved problems that are frequently observed in EFL classes .Baz (2016) considered teachers' attitudes as a good indicator of the tendency to implement technology into instruction. Al-Zaidiyeen et al (2010) considered teachers' attitudes as one factor behind achieving a meaningful use of computer technology in the field of education.

Many studies have been conducted on the teachers' attitudes toward the use of technology in English language teaching and learning (

Baz,(2016) ; Mustafina,(2016); Magiman,(2016) ; Tahriri et al (2013); Gilakjan&Leong; (2013); Al-Zaidiyeen (2010); Awad&Alkaraki;(2013) ,etc.). Results of these studies report positive attitudes of teachers toward incorporating technology in language teaching and learning, enhancing learning to use technologies in this respect.

Al-Zaidiyeen et al (2010) studied teachers' attitudes and the level of ICT use for educational purposes by teachers' in Jordanian rural secondary schools. A quantitative method was used to collect the data of this study. A questionnaire was distributed to 650 teachers in Jordan, randomly selected.460 responded to the questionnaire. The survey included questions concerning the level of ICT use as well as questions related to the attitudes of teachers towards the use of IC. The analysis of the study revealed that teachers hold positive attitudes towards the use of ICT though they had a low level of ICT use for educational purpose. The findings suggest that ICT use for educational purposes should be given greater consideration than it currently receives.

Mustafina (2016) conducted a study to explore teachers' attitudes towards technology in Kazakhstan secondary schools through examining four specific factors of self-confidence, knowledge, gender and age that may influence teachers' attitudes towards ICT, and analyze the relationship between teachers' attitudes and their students' academic motivation. A mixed method was used in this study. The findings of this study indicated that teachers possess positive attitudes towards ICT in schools mostly due to the advantages that technology offers such as distance learning and visualization of the method. Moreover, the analysis shows that all four- confidence, knowledge, gender and age-have the potential to influence and change teachers' attitudes towards technology.

Magiman et al (2016) found that positive teachers' attitudes and modern technologies are effective factors toward using technologies and motivating students in EFL context. In a study, the teacher's perception on contribution of technology use in English language classes was investigated. The participants were 80 English teachers in Kermena

District, Sarawak, Malaysia. A quantitative method was used in this study. The findings of the study indicated that English teachers in Kermena District have positive attitudes towards the technology use in ELT classrooms. Moreover, teachers found that modern technology motivates the learners and improves their English skills as well as helps the teachers to have good control of their teaching in the classroom.

Emhamed and Krishnan (2011) investigated teachers' attitudes towards integrating technology in teaching English in Libyan secondary schools and the difficulties faced in using technology. This study employs a mixed method design. A questionnaire, adopted from Wozney and Abrami (2006) was administered to 40 selected Libyan teachers in Sebha City to elicit information on their attitudes towards integrating technology in EFL context, their preparation to integrate technology, the types of technology used and the difficulties they face in integrating technology. A semi-structured interview was also conducted with eight respondents selected randomly from the sample to collect in-depth data on their attitudes towards integrating technology and problems faced. The results reveal that most of the teachers had positive attitudes towards integrating technology in teaching EFL students. However, they faced problems related to time constraints and lack of administrative support.

 Students' Attitudes towards technology use in English Teaching and Learning

An investigation into students' attitudes is an effective method by which language teachers, education planners, syllabus designers and researchers can obtain greater understanding into the language learning/teaching process, Behroozian&Sadeghoghil (2016).Since technology has a significant role in reinforcing and evaluating language learning, this study aims at investigating the attitudes of students towards the integration of computer technology in English learning and teaching. Different studies have been conducted on the students' attitudes towards the integration of computer in English language learning and teaching.

Kitchakarn (2015) investigated EFL learners' attitudes using computer as a learning tool among undergraduate students in a private university in Thailand. In this regard, some variable which might be potential antecedents of attitudes toward computer including gender, experience of using computers and perceived abilities in using programs were examined. Data was collected from 192 undergraduate students enrolled in two fundamental English courses (ENo12&ENo13). The instrument in this study was a questionnaire. The findings revealed that the students have positive attitudes towards using computer as a learning tool. The factors of gender and experience of using computers were not found to affect students' attitudes while the factor of perceived abilities in using programs had an effect on their attitudes.

To determine if using computer influences students' attitudes toward learning English as a foreign language positively or negatively, Awad&Alkaraki (2013) studied the attitudes of EFL students towards using computers in learning English. The sample of the study was 100 students. They were 1st secondary and 7th grade native speakers of Jordan Arabic. A questionnaire was distributed to the informants of this study which consists of two sections. The first section included six items which deal with personal information questions. The second section consisted of seven items which concerned with students' attitudes towards using computer in learning English. The findings of the study revealed that computer-assisted English language lessons have positive effect on the 7th grade students' attitudes to some extent. Meanwhile, it was found that older students are more likely to have a positive orientation and consciousness of the benefits of using computers in learning.

Alduwairej (2014) investigated and evaluated the impact that technology could have on the development of language skills of English as second language(ESL) among college students. The study focused on obtaining the students' attitudes concerning the use of technology and how technology may impact the learning process. A survey consisting of nine questions was used. These questions were divided into three

sections. The first section was about the frequency of technology use in ESL classes while the second section deals with the way technology tools helped in ESL. The third section focused on the attitudes and opinions of the students using technologies in their ESL. The participants of the study were gathered from Cleveland State University. The findings revealed that student viewed the use of technology as an effective, helpful way of learning English and improving the learning process in the classroom.

Milon&Iqbal (2017) conducted a study on students' perception towards technology in learning English as a foreign language . This study depends on relevant literature, documents, observations and carries out questionnaire survey. One hundred and twenty (N=120) students from three government colleges of Pabna in Banglaesh are randomly selected for interview. The finding indicate that technology tools like computer softwares, social networking websites, and online video have positive impacts and can be very much effective in improving students' language skills. It is expected that outcomes of this study will provide pedagogical implications for developing English learning skills (reading, writing, speaking and listening) and establish ground for further research in this area.

Similarly, Behroozian&Sadeghoghil (2016) carried out a study to identify students' perception towards the role of technologies such as computer and internet in English language classes. The study also aimed at finding out motivating and preventing factors that led these students to use or not use technology in their classes. A qualitative method was employed .Five ESL students and three teachers were selected for randomly to participate in the study. Interviews were conducted to gather and analyze the data collected. The finding showed the positive orientation towards technology. Meanwhile, it was explored that general attitude toward technology do affect the ways in which students will react to a technology-based curriculum.

Method

Participants

This present research was conducted in the English Department, Abs College of Education, Hajja University, Yemen, in the second semester of the academic year 2019-2020.

The participants (N=58) were students majoring in English; the symbol 'N' here refers to the number of the participants, 58 ones in this research. They are in their third year of the study.

Date Collection Methods

The tool used for this research is only a form of a questionnaire.

Description of the Questionnaire

Students' attitudes will be elicited through a questionnaire written in English. The questionnaire, which was adapted from Ambu-Saidi (2010), consists of 18 defined-response questions or items (Appendix 1).Participants will be required to express their level of agreement with these 18 defined-items regarding the effectiveness and the use of LLT(computer and internet in this research) in English learning. Participants will rank their opinions on a five- point Likert Scale that ranges from "Strongly Agree" to "Strongly Disagree". The points of the scale and their representative abbreviations in data analysis are presented as follows:

Strongly Agree = SA

Agree =A

Uncertain = UN

Disagree =DA

Strongly Disagree = SDA

The questionnaire items were formed to identify the students' attitudes towards the use of LLT in language learning. In our context , LLT refers to computer technology use.

In fact, the items of the questionnaire were grouped into six categories as follows:

Table 1: LLT and improvement in English four macro skills' item.

Table 2:   Students' responses regarding the impact of LLT on motivation

Table 3: LLT and communication between teachers and classmates

Table 4: LLT and online submission and feedback

Table 5: LLT and students' participation

Table 6: LLT and students computer skills

Date Analysis

The approach of quantitative analysis has been used for analyzing the results of the study. These results will be analyzed, reported and discussed using descriptive statistics through counting the frequencies and the percentage of frequencies.

Analysis & Results

The responses that students gave are detailed in this section. The number of students who answered each question is given next to each statement.

Results of the defined-response questions

The following tables summarize the role that students assumed LLT plays in improving their four macro skills: listening, speaking, reading and writing.

Table 1: LLT and improvement in English four macro skills.

Item. No.	Items		SA	A	UN	DA	SDA
	he computer-based class helps e to improve my reading skill.		23 39.6%	32 55%	0 00%	1 1,7%	2 3.4%
	he computer-based class helps e to improve my writing skill.		17 29.31%	26 44.8%	3 5.1%	9 15.5%	3 5.1%
	he computer-based class helps me to improve my listening skill.		27 46.55%	23 39.6%	5 8.62%	2 3.4%	1 %
	he computer-based class helps me to improve my speaking skill.		20 34.48%	31 53.4%	4 6.8%	3 5.1%	0 00%

As shown in Table 1 above, the computer-based class was most beneficial in improving reading skill (95%, 39,6% strongly agreed and 55% agreed).Interestingly, the participants gave a similar response to the third and fourth statements regarding the effect of computer use on the development and improvement of listening and speaking skills (87% and 87.88& respectively). They believed that using computer in English class improve their listening and speaking skills. It was also useful to enhance writing (74%;

29.31%%strongly agreed and 44.8% agreed). It seems that most of the students did have a strong opinion about the benefits of this computer session in improving their English skills (note the small number of students who gave the uncertain response to the four statements in table1).

Table 2: summarizes students' responses regarding the impact of LLT on motivation

Item. No.	Items	N	SA	A	UN	DA	DA
5	The use of multimedia motivates me (e.g. listening using headphones and watching videos).	58	14 24.13%	22 37.39%	14 24.13%	5 8.62%	3 .1%
	D The computer materials allow me to choose activities and tasks that suit my learning strategies and needs.	58	18 31.03%	24 41.37%	7 12.06%	1 1.7%	8 3.79 %
	I get to know English on the internet.	58	16 27.58%	34 58.62%	2 3.4%	2 3.4%	4 .8%
	This class allows me to access different websites to improve my English.	58	12 20.68%	29 50%	7 12.6%	6 10.34%	4 8 %

As stated from table 2 above, majority of the informants (87%; 28% strongly agreed and 59% agreed) stated that surfing the internet helped them know and study English. It is also stated from the table that the students gave approximately a similar response to the sixth and eighth items (72% and 70.68%) respectively. They believed that the online materials enabled them to choose activities, exercises and tasks that suit their learning strategies and academic needs. In addition, they indicated that consulting and surfing the internet helped them access different websites to improve their English. More than half of the students (62%; 24% strongly agreed and 38% agreed) reported that computer-based class motivated them to study and improve English, especially in listening and watching videos.

Table 3: LLT and communication between teachers and classmates

Item. No.	Items	N	SA	A	UN	DA	SDA
	I contact with my teachers at any time when I need help (e.g. by e-mail or chat)	58	11 8.96%	25 43.10%	8 3 79%	9 5.51%	5 8.62%
	I communicate /chat with my classmates in English	58	18 1.03%	27 46.55%	3 5.1%	7 1 2.06%	4 6.8%
	I communicate/chat with native speakers(teachers and friends) in English.	58	10 7.24%	29 50%	7 2.06%	4 6.8%	8 3.79%

As detailed above from Table 3, the majority of the students (78%; 31% strongly agreed and 47% agreed) indicated that they contact/chat with their classmates in English while a good number of them (67%; 17% strongly agreed and 50% agreed) reported that they communicate/chat with native speakers using computer technology. A number of students (62%; 19% strongly agreed and 43% agreed) said that they use e-mail and /or chat to contact with their teachers when they need them.

Table 4: LLT and online submission and feedback

Item. No.	Items	N	SA	A	UN	DA	SDA
12	I submit my assignments on-line	58	7 2.06%	21 6.20%	12 0.68%	6 0.34%	12 0.68%
13	I get feedback on my work/assignments on-line.	58	9 5.51%	25 3.10%	7 2.06%	7 2.06%	10 7.24%

As mentioned above from Table 4, more than 50% of the students (16% strongly agreed and 43% agreed) stated that they submitted their assignments online while (48%; 12% strongly agreed and 36%) indicated that they received online feedback on these assignments.

Table 5: LLT and students' participation

Item. No.	Items	N	SA	A	UN	DA	SDA
14	I participate more when the class is in the computer laboratory.	58	17 9.31%	18 .03%	9 5.51%	6 0.34%	8 13.79%
15	I use discussion board in blackboard regularly.	58	12 0.68%	18 .03%	14 4.13%	5 8.62%	9 15.51%
16	I like to participate in blackboard discussion	58	20 4.48%	24 .37%	6 0.34%	3 5.17%	5 8.62%

As noted above from Table 5, the majority of the participants (75%; 34% strongly agreed and 41% agreed) agreed that they liked to participate in blackboard discussion. However, a large number of the participants (60%; 29% strongly agreed and 31% agreed) show a strong opinion about item 1.They stated that they participated more when the class was in a computer laboratory. As it is noticed from the table, a quite large number of the participants (52%; 21% strongly agreed and 31% agreed) stated that they used discussion board in blackboard regularly.

Table 6: LLT and students computer skills

Item. No.	Items	N	SA	A	UN	DA	SDA
17	I know how to use the search engine effectively.	58	8 13.79%	29 50%	12 20.68%	5 .62%	4 6.89%
18	I am not good at using computer.	58	7 12.06%	13 .41%	6 10. 34%	18 .03%	16 27.58%

It is very clear from the table above that only 64% out of the total number of the participants (14% strongly agreed and 50% agreed) agreed that they were good at using the research engine effectively. Most of the participants (59%; 28% strongly disagreed and 31% disagreed) disagreed with statement 18 that they are not good at using computer .

Findings and discussion

The purpose of this present research was to study and explore the attitudes of EFL students towards the use of technology in English language learning in general and the computer integration in particular. Their attitudes towards the use of computer in English language learning have been analyzed. The results of the present study revealed that students' attitudes towards computer use in English learning are positive. In fact, majority of the participants have shown positive attitudes, indicating their awareness of the importance of computer in the educational field. The findings of the study in general have highlighted how computers are useful in enhancing students English skills. The findings of the study will be discussed in this section under the headings below. Implications and suggestions will mentioned in this section.

1. Computer use and the improvement of the English language skills
2. The impact of computer use on motivation
3. Computer use and communication between teachers and students
4. Computer use and online submission and feedback
5. Computer use and students' participation
6. Computer use and students' computer skills

1.Computer use and the improvement of the English language skills
As it can be seen from the analysis of the questionnaire items, majority of the participants have shown positive attitudes towards the role of the computer use and internet in enhancing the four English language skills (as in table 1).Reading ,as it is clear from the findings of this study, is regarded as the first English skill enhanced and improved by the use of computer and internet. This is because Internet is enriched with exuberant reading sources and materials . Listening and speaking skills have both occupied the second rank

among the four English skills as 88%& 88.8% respectively indicating that these skills are improved and enhanced through the use of computer in the class. Computer use in English learning and teaching will improve speaking ability and strengthen vocabulary and pronunciations abilities as well (Alkahtani, 1999).

2.The impact of computer use on motivation

The participants of the study, as it is revealed from the analysis of the questionnaire, believed that computer-based class motivated them as it provided them with new environment in which to study English. Students' motivation is raised when a new environment of learning English is a accompanied with computer and the internet, and thus students can learn English and acquire computer skills simultaneously (Ambu-Saidi,2010). In addition, the participants have found computer laboratory motivating because it offered them different learning materials and interactive activities that motivate them to make progress in different language skills such as reading, writing, listening , grammar and vocabulary. As it is stated by the participants, 87% out of the total number of them revealed that they get to learn English from the internet. Internet is considered as a main source for them to develop their English. Furthermore, when teachers use computers in the language lessons, it will help to increase the motivation level among these students to participate more actively in the class (Lee, 2000). The use of computer technology, along with internet, helps in motivating EFL learners to learn through authentic, challenging tasks that are interdisciplinary in nature. Such use also encourages EFL learner's involvement with target language and context in a real, authentic situation, cited in (Alsied&Pathan, 2013).

3.Computer use and communication between teachers and classmates

It is remarkable from the research findings that the participants use e-mail and/or chat with the purpose of communicating with teachers, classmates and native speakers of English. Majority of the students (78%=45) indicated that they communicate with their friends in English either through speaking and writing.

4.Computer use and online submission and feedback

Less than half of the total number of the participants (48%=28) agreed that they submitted their assignments on line and (59%=34) agreed that they received online feedback. A quite big number of the participants disagreed with these two items. This may be because online submission and feedback is not a regulation or a requirement for the students to follow. As a matter of fact, teachers tend to give comments or make corrections on the students' writing which make teachers uncomfortable with online assessment. According to Ambu-saidi (2010), students will not be able to identify teacher's corrections or suggestions for what they should avoid in their upcoming assignments. Teachers believe that electronic documents are not as useful to the students as being able to refer back to written comments and corrections on a hard copy.

5.Computer Use and Students' Participation

Though majority of the participants concurred that computer use enhanced and improved their English skills, 60% out of the total number of all participants revealed that they participated more when the class is in the computer laboratory. This is maybe because of that some students lack to good computer skills or maybe because there are some face to face interactions that students have to engage in. Or maybe that students are interacted in other activities like serving the internet or playing games. It seems quite possible that students are in need to motivation to participate largely in the computer session. Teachers should motivate their students to learn and master their language. According to Kong (2009), students' motivation is crucial for learning: English teachers are organizers or leaders in teaching. They have responsibility to increase their students' inclination to perform willingly and actively on English learning. Similarly, students should be aware that progress in L2 is partly their responsibility Murday et al (2008), as cited in Ambu-saidi (2010). In addition, students emphasized the importance of blackboard as 75% of them agreed that using blackboard was beneficial for promoting learning.

6.**Computer Use and Students' Computer Skills**

More than half of the participants (59%) disagreed with the item that they are not good at using computer implicating that they have learnt some basic skills and applications when they were at schools. However, A quite good number of the participants (41%) agreed that they were good at using computer.

Implication

This study has been conducted to investigate and explore the Yemeni EFL students' attitudes towards technology integration in general in English language teaching and computer use in particular. From the analysis of the questionnaire items a number of pedagogical implications can be identified. One of these implications is that majority of the participants have shown positive attitudes towards computer use in English learning and teaching. Moreover, they indicated that computer use in English learning help them develop and improve their English skills. For example, 95% of the total number of the participants agreed that computer use assisted them to enhance their reading comprehension skills .Besides, the majority of the participants also expressed that they have mostly been motivated by computer technology and internet (87%) for it provides them with audio and video material. By using these materials, students can increase their motivation and input Kilichaya&Seferoglu (2013).

The findings indicate that although they do not have language laboratory in their college, but they have expressed positive attitudes to the use of computer in their English learning indicating that computer technology is a good tool and instrument that support language learning though they are good at using computer, indicating that there is a need for training to use computers in learning a language.
A part of this implication has to have something to do with the educational process. Following the students' attitudes regarding using computer in teaching and learning processes, English program courses should incorporate

and include these attitudes of students and uses of computer in English teaching and learning. This would develop the students' competence in developing their communicative ability in the language . Thus, " any syllabus which claims to teach people how to communicate (in whatever specialized area) should acknowledge the complexity of communication" Hutchinson & Waters (1987).

Conclusion and Recommendations

This research has been conducted to investigate students' attitudes towards the integration of technology in English language learning and teaching with special reference to computer and internet technology. The overall results and finding of the research indicate positive attitudes of the participants towards using technology in English learning and teaching. These findings encourage the English teachers to develop and update their teaching methods in their teaching. In fact, it is the world of technology with generation of technology. Using technology in learning a second language has become real necessity nowadays, Nomass (2013). Particularly, Computer Technology provides learners with different resources for improving their English skills with authentic materials and real situations. Based on the findings of the study, technology (Computer and internet in our research) has an effect on the process of English teaching and learning as teaching tool. As a result, the following concluding remarks and recommendations can be recorded:

1.As technology has shown its effect on English teaching and learning, the integration of technology in the learning process becomes a must.
2. There should be language labs in the different departments of English in the Yemeni universities and educational institutions to provide students majoring in English with the necessary resources and materials needed for their skills and study.
3. Students in the secondary and tertiary levels have to be encouraged to take some training courses in computer applications to help them in developing their English language skills.

4. Teachers have to be trained on the different applications of computer technologies, especially those concerning with English language teaching and learning to facilitate their teaching jobs.

5. Ministry of General Education as well as that of Higher education should agree on the suggestion that English evaluation of the students' performance can be done online.

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APPENDIX

Item. No.	Items	N	SA	A	U	DA	SDA
ble 1: LLT and improvement in English four macro skills' item.							
	e computer-based class helps e to improve my reading skill.						
	e computer-based class helps e to improve my writing skill.						
	e computer-based class helps e to improve my listening skill.						
	e computer-based class helps e to improve my speaking skill.						
ble 2 summarizes students' responses regarding the impact of LLT on vation							
	e use of multimedia motivates e (e.g. listening using headphones watching videos).						
	e computer materials allow me choose activities that suit my ing strategies and needs.						
	et to know about motivating ities d ways to study English on the net.						
	is class allows me to access rent ebsites to improve my English						
ble 3: LLT and communication between teachers and classmates							
	ontact my teacher at any time en I need help (e.g. by e-mail or .						
	ommunicate/chat with y classmates in English.						
	ommunicate/chat with native						

eakers (teachers and friends).						
able 4: LLT and online submission and feedback						
ubmit my assignments on-line.						
et feedback on my /assignments -line.						
ubmit my assignments on-line.						
able 5: LLT and students' participation						
articipate more when the class in the computer laboratory.						
se discussion board in ackboard regularly.						
ike to participate in ackboard discussion.						
able 6: LLT and students computer skills						
now how to use the search ngine effectively.						
m not good at using computers						