Use of computer aided techniques in the teaching of aural-oral skills

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USE OF COMPUTER AIDED TECHNIQUES IN THE TEACHING OF AURAL-ORAL SKILLS: A CASE STUDY OF THE ELT STUDENTS IN HODEIDAH UNIVERSITY

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(Hassan Saleh Mahdi Mohammed)
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CHAPTER ONE
INTRODUCTION

This chapter briefly deals with theoretical background about English language (1.1), and English language teaching in Yemen (1.2). The statement of the problem is also introduced in this chapter (1.3). In section (1.4), the study hypotheses are provided. Then, the research questions are introduced in section (1.5). The significance and limitations of the study are provided in sections (1.6) and (1.7), respectively.

1.1 English as an International Language

English is the world’s most widely used language. It is spoken worldwide. According to Crystal (1997:373) “the native speakers of Mandarin Chinese are about 726 million, whereas the native speakers of English are 427 million”. Though English is the language spoken worldwide, it is the native language of many countries in different parts of the world, the second language in a number of other countries and the foreign language taught in many other countries. Crystal (1997:360) points out that “According to conservative estimates, mother tongue speakers [of English] have now reached around 400 million; a further 350 million use English as a second language; and a further 100 million use it fluently as a foreign language”. Jarvis (2005) points out that it is for the first time in history, non-native are more than native users of the language. It is estimated- by Graddol (2006) as cited in Bourne (2007: 190-192) that 176.7 million children studying English in Chinese schools alone… In France, at least a third of French primary school children were studying English…In Morocco, where French remains the predominant foreign language taught in schools, 90% of secondary school students listed English as their preferred foreign language option.

Because of this demand, many terms have been used in language studies, to describe the status of English in different situations. *English as a second language, English as a foreign language, English as an International language* and *World English* are some examples of such terms.

English as a foreign language refers to the role of English in countries where English is taught as a subject in schools and universities. It is not the means of communication among the population of those countries. Bourne (2007:190) points out
that: *English as a foreign language* is the term traditionally used to describe the sort of English taught in a context in which the dominant language is other than English, and there is little English used in the environment, other than for international communication.

### 1.2 ELT in Yemen

English as a foreign language is a compulsory subject in the curriculum of Yemeni schools and universities. It is the only foreign language that is taught in the Yemeni schools and universities. There are some efforts to teach French but it is still not popular; only in some private schools and colleges or in Faculty of Languages in Sana’a University.

English was first introduced, perhaps unsystematically, to the schools of the North part of Yemen in the 1920s (Suleiman, 1994 cited in Habtoor, 2004:34). Only after the 26th September 1962 revolution, textbooks for English were used, whereas in the South part of Yemen, English was introduced by the British in the early thirties of the 19th century. In 1838, the first government school in Aden was inaugurated by the British.

The two parts of Yemen united in 1990. This unification demanded new textbooks for the whole country. In 1995, the Ministry of Education replaced the old textbooks by the new one “Crescent English Course Book”, which is taught in all government schools of the country. It is taught from class 7 to the class 12. The general objective of teaching English in Yemen is to enable the Yemeni learners of English to communicate using English.

Nowadays, the situation of English in Yemen is promising. English – as a compulsory subject- is taught in public schools from class 7, while in almost all private schools, English is taught from the K.G or at least from class 1. In some private schools, English is the medium of instruction of many subjects like Maths and Science. There are many foreigners who teach in these schools.

English is also taught at the university level as a university required course for the first year students in all colleges. English is the medium of instruction and the language of the materials of some colleges. To get admission in these colleges, the students should pass the entrance exam in which English is one of its basic components. In all government universities in Yemen, there should be an English Department. Moreover,
some universities, such as Sana’a University, have many branches and in each branch there is an English Department. This is also the case of private universities.

Beside these universities, there are many institutes which offer English courses for any person at any age or level. Many institutes, such as Modern American Language Institute and the British Institute offer English courses under the teachers who are the native speakers of English.

English becomes a very important bridge for anyone to do his/her post-graduate education. TOEFL is necessary for those who want to study abroad.

Now, the Yemeni people are aware of the fact that English is very important in their lives and also in their children’s success in life. Parents encourage their children to study English and to join the schools and institutes which offer special courses in English especially in the summer vacation. It is stated that in Sana’a, the capital of Yemen, during the summer vacation, an estimated 14,500 students enrolled in English language institutions from all age group including teens and senior citizens.

This is the promising side for English language teaching in Yemen. But on the other hand, there are many problems facing English language teaching in Yemen. There are many difficulties that influence teaching and learning of English in Yemeni schools and universities. Some of them are related to the educational system. Instead of giving English a high place in Yemeni curriculum and thinking about motivating the learners, the number of periods has been reduced in some classes. This makes the duration of the course very short to enable the teacher to handle all activities and tasks and makes it difficult to achieve the expected objectives. In other words, the system of teaching English used by the teachers is still unsatisfactory because of the lack of planning. Some problems in the teaching / learning of English are related to the materials introduced due to the inadequacy of finances, and some problems are related to the learners who are not interested in English classes. Other problems are related to the strategies and approaches used in teaching English. The techniques and methods used in teaching the mother tongue are the same as those used in teaching the foreign language. The foreign language teachers who lack communicative competence, linguistic competence and professional skills play a role in escalating the problems in this regard.
1.3 Statement of the Problem

English has been taught as a foreign language in Yemen for many years. But when one looks at the outcome of English language teaching in Yemen, he/she will find it somewhat unsuccessful. The Yemeni students study English for six years at the preparatory and secondary schools from class 7. The outcome is that they have a good knowledge about English but they find it difficult to speak or write English.

Moreover, the students who have studied English as their major subject in the Faculties of Education have the same problem. They have great knowledge about English grammar, literature, phonetics, phonology, morphology …etc., but they have many difficulties to express themselves either verbally or in a written form.

Hodeidah University offers two four-year undergraduate programs at the Faculty of Arts and the Faculty of Education. Here, the discussion will be limited to the program offered at the Faculty of Education, in both branches (Hodeidah and Zabid), which train and prepare some secondary schools students who have recently graduated to take the responsibility of teaching English in preparatory and secondary schools in Yemen. Before getting officially admitted into the English Department, the candidates have to take an entrance exam, which basically examines their grammar, reading comprehension and writing.

The program offers language courses, linguistics courses, literature courses and the university requirement courses. The language courses include courses, such as English Grammar, Reading Comprehension, Spoken English and Writing. The final goal of these courses is stated in the university bulletin (2001:131) as follows: These courses are aimed at enabling the students to reach target competence in the use of English for communication – listening, speaking, reading and writing – through a learning-centered curriculum comprising aural/oral communication, reference or study skills, intensive and extensive reading, written communication and formal instruction in grammar.

The main objective of the spoken English courses, as stated in the university bulletin (2001:134) is “to develop the students’ aural-oral skills through authentic material in the form of formal and informal conversations”.

There are some other linguistics courses and literature courses, but they do not help students to develop their communication competence in English. Further, there are
university requirements courses which are taught in Arabic. They do very little to develop the students’ competence in English.

The program continues for four years, and then the students graduate with Bachelor Degree in English. But the actual levels of most of these students reveal that there is a big gap between the students’ need, objectives and expectations and the English program offered by the English Department at Faculty of Education.

They face some problems at the phonological, morphological, syntactic levels. They may participate in real conversations in English but just for a few minutes. They find it difficult to understand English presented by native speakers of English such as in news broadcast and TV channels, such as BBC and CNN. They hesitate when they speak to foreigners using English. When they are asked by foreigners they use short responses such as Yes, No, Ok, etc. They ask for more clarifications using simple questions such as what? Sometimes, they use the wrong responses for the questions. They find it hard to present papers in seminars or conferences.

The inability of English language teaching to meet the needs and the expectations of the Yemeni society can be attributed to many factors such as the environment of the educational institutions, English Language curriculum, methods and materials, overcrowded classrooms, lack of audio-visual aids … and so on.

The learning environment of the university is not very good. English students receive only formal teaching in the form of lectures. They hardly get any chance to use the language in real communication outside the classrooms. Their use of English does not get consolidated well because they do not get involved in real activities in which English is the medium of communication.

Another factor is the inadequacy of teaching methods in the university. It is still very much influenced by the old methods, which do not equip students with all language skills. The English curriculum and the textbooks used in the classrooms pay more attention to grammar, reading comprehension, writing and literature.

Overcrowded classrooms contribute to this problem. A lot of students join the English Department every year (nearly 200 students in each level). This leads to overcrowded classrooms, which makes it hard for the teachers to pay attention to all
students in these classes. The individual differences and the needs of the students seem to be neglected in these classes.

Moreover, the lack of using the audio-visual aids in the university also has contributed to this problem. Only cassette recorder is sometimes used in these classes. The use of such aids can help the teachers to present the language in a very interesting way. It can also help the teachers in many ways and save class time. Through these aids, such as computer, students can get exposed to the accent of the native speakers of English and use the language correctly. Also, the students have the opportunity to listen to the native speakers of English in different communication situations.

To limit the discussion, listening as a skill seemed to be neglected in the English Department curriculum. There is no "Listening" course as it is the case in some faculties and other universities in which “Listening” is taught as a course. For example, in the Department of English at Faculty of Arts in the same university, there are two “listening” courses in the first level. There is no "listening" tasks or tests in the classrooms (except what happened in the academic year 2006-2007 when listening tasks, tests and activities were paid more attention by a new professor). There may be some tasks when cassette recorders are used, but they are used for teaching "phonetics" and some pronunciation rules. In this situation, if a teacher wants to use such audio-visual aids in the classroom, he/she will not be able to do so. Classes are very crowded. Many students (80+) are gathered in one room. Also, the materials used in these courses are not interesting. Only “black and white” handouts are used which had been chosen from some books meant for other situations.

Though "Spoken English" is taught as a course over four semesters, students are evaluated only in a written form. Only in some occasions oral test is conducted, and just 15 % of the total marks is given to this test. Class discussions, presentations, papers, and seminars are not included in the classroom activities. Sometimes, “Spoken English” courses are taught as "Phonetics", in which students are taught the sound system, vowels, consonants and the ways of their articulations. Sometimes "Spoken English" is taught in the form of conversations, but these conversations are not suitable for students’ level and background.
In some cases, if the teachers want to use some useful techniques, such as pair work, group work, and class discussion activities in their classes, they face some problems. One of these problems is that the students feel shy to participate in these activities because in a very big audience, these students have to speak loudly, especially those who are sitting in the corners or at the back of the class. These students avoid participating in these activities, especially female students. Also, the teacher finds it hard to evaluate all students in these classes. Moreover, students used to be passive in their previous education in their secondary schools. Some students avoid speaking because of fear of mistakes. This happens because they were taught to be “accurate” not “fluent”. They were taught and forced to be grammatically correct.

These students entered the department with positive attitudes towards English and they had high desire to study English. But when they started their courses, they begin to lose their enthusiasm and become bored. Their motivation is decreased. Some students attend the classes just to be noted with the mark “p” (i.e. present).

1.4 The Study Hypotheses

Technology is used in almost all the fields of human life. It changes our life to be better. It facilitates many things to happen easily and quickly. Education is one of these fields in which technology has influenced. Tick (2006) points out that the rapid development and change in technology in the last fifty years have changed the attitudes of teachers and students towards language teaching and learning.

This development results in a strong demand for the development in education. Computers are used almost in all universities and schools. Warschauer (1996a) points out that the English language teachers must now think about the implication of computers for language learning. English language teachers must bear in mind that, according to Verma (2006:118), “Traditional methods of teaching are no longer valid for the next century. New times demand new ways of learning”.

Using of computers in teaching and learning language has many advantages. Caldwell (1980:141) sums up of these advantages as follows:

- Provide interactive instruction where learners become active participants in learning process instead of mere receivers of information.
• Provide alternative learning paths within lessons or within courses to aid in students learning

• Offer independent pacing for individuals so that they may progress through courses at a rate that is suited to their learning styles.

• Give learners controlled reinforcement

• Evaluate students' performance quickly and accurately

• Store massive amounts of information about students for use by teachers in counseling and for students themselves in self-evaluation.

Computers have unique features such as colorful pictures, presenting real and authentic materials like movies, videos extracts, clarity of sounds, especially if headphones are used. These features will enhance the process of learning a language.

The use of computer will also increase the students’ motivation to learn language and as Stepp-Greany (2002:165) points out that:

Improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process, and more active processing, resulting in higher-order thinking skills and better recall.

Bearing in mind these points, this study in this thesis tries to investigate the following hypotheses:

1- The use of computer as an aided technique will enhance students listening and speaking skills achievement.

2- The use of computer in “Spoken English” courses will provide more positive learning environment for students, and it will motivate students to learn English better and interact more effectively using English.

3- There is a significant difference between the level of the students who studied “Spoken English” courses with the help of computer and those who studied “Spoken English” courses in traditional ways.

1.5 The Research Questions

This study will try to answer the following questions:

1- Is there any evidence showing how computer assisted language learning can enhance the achievement of listening and speaking skills? And to what extent can computer help in teaching listening and speaking skills?
2- How do students react to the use of computers in “Spoken English” courses?
3- What are the effects of using computer on the students’ motivation and interaction in the classrooms?
4- What are the difficulties and challenges that may face using computers in teaching English at the English Department, Hodeidah University?
5- What kind of techniques that can be used in “Spoken English” courses with the help of computer?

1.6 The Significance of the Study

As stated by Barr (2005:55) "A glance through relevant literature since 2000 shows very little reference has been made to the role of computer technology in oral language development. . . For example, an analysis of the titles of all the articles that appeared in one of the leading CALL journal, ReCALL, between 2000 and 2004 reveals that the word “oral” appears only twice."

The importance of this research stems from the fact that there is a dearth of research on the subject especially in Yemen. It is hoped that this study will be a real endeavor towards providing some pedagogically useful remedies on the aural-oral skills achievements problems facing Yemeni learners of English as a foreign language.

This research is considered very important especially for the Yemeni English language teachers at the Yemeni universities, and also for the policy makers who are responsible for the development of English language teaching in these universities.

In addition, this research is significant for the following reasons:

1- There are very few Yemeni studies and researches on this topic which can help in describing and improving the situation of using computer as an aided technique for aural-oral skills at English Departments in Yemeni universities.

2- There is a growth in the number of English language students who join the English Departments every year in both public and private universities and colleges. This will increase the burden on the universities to offer programs that can fully qualify these students with the necessary English language skills.

3- There are an increased number of computer centers which train people to handle this machine. At the same time, computers now are available in almost all Yemeni
Universities. For example, in Hodeidah University, every college has at least one computer lab with 50 PCs. These computers can be used by any student in this college.

4- This study tries to highlight the difficulties that may be faced by both English language teachers and students in the English Departments when computers are used in classrooms.

5- This study will highlight the attitudes of English language students towards the use of computers in their English courses.

6- This study will identify and introduce some useful techniques that may help both teachers and students in their teaching and learning of English language.

7- This study, hopefully, will highlight the importance of using computer among the university staff, because in Yemeni universities there are many members of the university staff still do not know how to use a computer.

8- It will present some recommendations and suggestions that may help in developing the situation of using computer in teaching English language courses at the Yemeni universities.

9- It will present the importance of integration of computers into “Spoken English” courses to increase the exposure to English language which leads to the increase of output of English language.

10- The findings of the present study hopefully will help lead to some crucial changes to the way that English language programs are designed and conducted in the EFL situation in Yemen.

1.7 The Limitations of the Study

There are a number of limitations of this study that must be acknowledged. First, the sample size of the respondents is not large enough-especially in the pre- and post-tests and the survey. For some reasons, only this number (40 students) could participate in the experiment. Some students were busy with their assignments and their regular classes. Second, the interviews, as a method of data collecting, could not be done because of reasons such as students’ busy timetable and the lack of suitable place to conduct the interviews. Only very few students were interviewed but this number was not enough so it was neglected in the analysis of the study. Third, the study had focused on two skills (listening and speaking) only. In such circumstances, it is better if all skills were
examined to provide a clear-cut picture of the topic. Fourth, the teachers’ perceptions and attitudes towards the use of computer in language teaching and learning were not measured in this study. No questionnaire or survey was given to the teachers of “Spoken English” courses. The major reason for this was the absence of the teachers who taught these courses in the previous years, and only two were available. Those who taught these courses were abroad to do their higher education (M.A. or Ph.D. degrees).
CHAPTER TWO
REVIEW OF LITERATURE

This chapter will give a brief outline about computer-assisted language learning with special reference to its uses in aural-oral skills. The first section (2.1) will present a brief introduction about aural-oral skills in language teaching and learning. The second section (2.2) briefly deals with education and technology. In section (2.3) a detailed explanation is provided about computers in language learning and teaching (i.e. advantages and disadvantages of using computers in language teaching and learning, teachers’ roles in CALL, students’ roles in CALL, and barriers of using computers in language teaching and learning). A historical background about CALL is given in section (2.4). The relationship between CALL and other disciplines is also presented briefly in section (2.5). The last section (2.6) introduces the use of CALL in aural-oral skills and also highlights the previous studies in this area.

2.1 Aural-Oral Skills in Language Teaching and Learning

2.1.1 Introduction

The language is a means of communication. The ultimate goal of teaching a language is to enable the learners of that language to communicate using this target language. Kohli and Sharma (2000:3) identify four main aims of teaching and learning a language, they are:

(i) Understanding of the language when it is spoken by someone else,
(ii) Speaking when the need so arises, (iii) Reading the matter, written by others, and (iv) writing for the benefit of those with whom we wish to share our ideas.

Teaching and learning a language should include paying attention to all of the language skills (i.e. Listening, Speaking, Reading and Writing). These skills can be arranged but not to neglect any one of them. One of the best ways of teaching language skills is to teach them in an integrated way. Brown (2001:232), points out that “Despite our history of treating the four skills in separate segments of a curriculum, there is a recent trend toward skill integration”. For example, speaking cannot be taught in isolation, and listening should go along with it.
2.1.2 Aural Skills (Listening) in Language Teaching and Learning

Listening is one of the essential key factors for success in daily communication. Morley (2001:70) points out that

Listening is used for more than any other single language skill in normal daily life. On average, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write.

The normal sequence of a child’s language abilities is that first listening, and then after some time, the child begins speaking. Reading and writing come very late when the child goes to the school, normally at the age of six.

In language teaching and learning, listening skill should be treated with more concern. Bress (2006) points out that of all the four skills, listening must surely be the most practiced one. We start listening as babies and we do an awful lot of it before we even start speaking. The more they understand the more powerful they feel and the more confidence they have in their ability to communicate in English.

Also, Peterson (2001:87) points out that through listening, learners can build awareness… and thus establish a base for more fluent productive skill. Even in speaking activities, listening is included as an essential part without noticing that this is listening. Chastain (1988:193) clearly points out that “to learn to speak, students must first learn to understand the spoken language they hear.” Listening as a skill is the first essential step for speaking. Harmer (2001:228) points out that:

Listening… is important since it provides the perfect opportunity to hear voices other than the teacher’s, enables students to acquire good speaking habits as a result of the spoken English they absorb, and helps to improve their own pronunciation.

It can be described as breathing in (listening) and out (speaking). No one can breathe out before breathing in. Moreover, listening can be integrated in other parts of language teaching such as vocabulary and grammar. Morley (2001:70) explains this point as the following:
Listening comprehension lessons are a vehicle for teaching elements of grammatical structures and allow new vocabulary items to be contextualized.

Listening as a skill is neglected in the curriculum of many schools and universities. Teachers and students are concerned about the ultimate goal (i.e. speaking). They do not pay enough attention to listening comprehension, which is the “easiest” way to develop speaking. Teachers and students are looking only for the outcomes. Also, listening cannot be examined, corrected, and observed, so teachers and students tend to neglect it.

Listening was initially viewed as a passive skill, but recently it is considered an active process in language teaching and learning. This view gradually developed. Morley (2001:69)

In the 1969, the International Association of Applied Linguistics: Cambridge-England stated that Listening comprehension is being recognized as a fundamental skill, “Listening and reading as non-passive. In the 1970s, the status of listening began to change from neglected one to one of increasing importance. In the 1980s, special attention to listening was incorporated into new instructional frameworks. In the 1990s, attention to listening increased dramatically, and aural comprehension in second language/foreign language acquisition became an important area of study.

However, in many countries, at least practically, listening is still treated as passive or as the least important skill. This happens because of many factors, such as the shortage of audio-visual aids, and overcrowded classrooms in which listening seemed difficult to be carried out.

The objective of listening comprehension practice in the classroom is that as Ur (1991:105) points out that the students should learn to function successfully in real-life listening situations. To understand the spoken language, many other components of other skills should be provided. Listening comprehension can be divided into at least four sequential components, as Chastain, (1988) points out. They are: (i) discrimination (2) perception of message, (3) auditory memory and (4) comprehension. Chastain (1988:193-194) explains them as follows:
The first is the ability to distinguish all the sounds, intonation patterns, and voice qualities in the second language and to discriminate between them and similar sounds in the native tongue. The second is the perception of an entire message produced by a speaker. The third is the ability to hold that message in one’s auditory memory until it can be processed. Fourth, the listener processes what the speaker has said to comprehend the meaning.

2.1.3 Micro-skills of Listening Comprehension

Listening as a skill has sub-skills which should be understood by the teacher. There should be exercises for these sub-skills. Some of these sub-skills are listed by Brown (2001:256) as follows:

1. Retain chunks of language of different lengths in short-term memory.
2. Discriminate among the distinctive sounds of English.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours…etc.
4. Recognize reduced forms of words.
5. Distinguish word boundaries….
6. Process speech at different rates of delivery.
8. Recognize grammatical word classes (nouns, verbs…etc.)

2.1.4 Theories of Listening Comprehension in Language Learning

(i) Listening is the Primary Channel for Language Input and Acquisition.

Nida (1957) as cited in Peterson (2001:87) concludes that “learning to speak a language is very largely a task of learning to hear it”. Asher’s Total Physical Response Approach (1969) as cited in Peterson (2001:88) featured a long pre-production phase in which students listened, followed commands and demonstrated their comprehension through non-verbal actions. The Natural Approach Krashen and Terrell (1983) cited in Brown (2001:31) also sets a pre speech period for listening only. They defined three stages. The first one is “the pre-production stage [which] is the development of listening comprehension skill.” According to Nord (1981) cited in Peterson (2001:88) reception should precede production, because reception enables production. While it is possible to
learn to understand without speaking, it is not possible to learn to speak without understanding”

(ii) Listening Comprehension is a Multilevel, Interactive Process of Meaning Creation.

When good listeners involve themselves with any type of spoken discourse, a number of processes work on various levels simultaneously to provide understanding of the incoming speech. The higher level processes (top-down) are driven by listener’s expectations and understandings of the context, the topic, and the nature of the world. The lower level processes (bottom-up) are triggered by the sounds, words, and phrases which the listener hears as he or she attempts to decode speech and assign meaning”.

2.1.5 Learner Difficulties in Listening

Ur (1991:111) presents some difficulties that may be faced by a language learner while listening to English spoken by others. They are as follows:

1- I have trouble catching the actual sounds of the foreign language.
2- I have to understand every word; if I miss something, I feel I am failing and get worried and stressed.
3- I can understand people if they talk slowly and clearly; I can’t understand fast, natural native sounding speech.
4- I need to hear things more than once in order to understand.
5- I find it difficult to “keep up” with all the information I am getting, and cannot think ahead or predict.
6- If the listening goes on for a long time I get tired, and find it more and more difficult to concentrate.

In fact, there are some characteristics of spoken language that make the listening process difficult. Brown (2001:252) summarizes these characteristics as follows;

1- Clustering

In spoken language, we break down speech into smaller groups of words. This may cause some difficulties for students to identify these ‘clusters’. Instead, they will try to retain long constituents (the whole sentence or several sentences).

2- Redundancy
In conversation, there are repetitions, rephrasing, elaborations, and insertions of phrases such as “I mean”, “You know”, etc. This may confuse the students because students want to know every phrase.

3. Reduced Forms

Many reduced forms are used in spoken language. These reduced forms can cause significant difficulties to the learners who have been exposed to the full forms of the English language.

4. Performance Variables

In spoken language, hesitations, false starts, pauses, and corrections are common. This can cause some kind of difficulties to the learners to comprehend the language.

5. Colloquial Language

Learners usually have been exposed to Standard English. Sometimes, they find it difficult to deal with spoken language that is mixed with colloquial language (idioms, slang …etc.)

6. Rate of Delivery

English language learners usually think that native speakers speak too fast. It seems impossible for some learners to comprehend such speakers.

7. Stress, Rhythm, and Intonation

These features are very important for comprehension. English language learners find it difficult to comprehend such spoken language.

8. Interaction

To learn to listen is also to learn to respond and to continue a chain of listening and responding. Students should be taught to listen and speak. This also can cause some difficulties.

2.1.6 Listening Activities:

According to Ur (1991:112–114) listening activities can be classified according to the amount and to the complexity of response demand of the learner. Some examples are mentioned below.

1. No overt response: for example stories, songs, films, video…

2. Short response activities: Such as obeying instructions to draw maps, ticking items, True / False and so on.
3. Longer responses: Such as answering questions, note taking, paraphrasing translating and summarizing.

4. Extended responses: Such as problem-solving and interpretation.

2.1.7 Oral Skills (Speaking) in Language Teaching and Learning:

Speaking is a very important skill in language teaching and learning. Ur (1991:120) points out that

Of all the four skills (i.e. Listening, Speaking, Reading and Writing), speaking seems intuitively the most important. People who know a language are referred to as “speakers” of that language…and many if not most foreign language learners are primarily interested in learning to speak.

Speaking in a target language enhances the students’ motivation to learn this language. It is well known that the success in language teaching and learning is measured in terms of the ability to carry out a conversation in the [target] language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language, they may get de-motivated and lose interest in learning this language.

Speaking should be treated as a basic skill from the early stages. Rivers (1981:89) argued that speaking should not be “left to a later stage” when students presumably “know the language” Moreover, the use of speaking in the classroom will motivate students to learn a language. If a learner finds himself/herself speaking a language, they will be motivated to learn more in that language”. Rivers (1981) points out that we learn to speak by speaking.

Speaking as a skill can be integrated with all other skills. The instructions and the introduction of the topics/tasks are usually presented in the form of spoken language. Lazarton (2001:103) points out that Speaking is an activity requiring the integration of many sub-systems…this factor makes speaking a second or foreign language a hard task for language learners.

There are some factors that may make speaking a challenging language skill. Lazerton (2001:103) highlights these factors as follows:

Fluent speech contains reduced forms, such as contractions, vowel reduction, and elision, so that learners… will retain their rather formal sounding full forms. Also, slang and idioms in speech … without using these, learners seem
to be “bookish”. Students also must acquire the stress, rhythm and intonation of English.

Some problems may be caused during the speaking activities as pointed out by Ur (1991:121);
(1) Inhibition which means that students are inhibited about trying to say something in the foreign language. They are afraid of doing mistakes.
(2) Sometimes, the students complain that they have nothing to talk about.
(3) In many classrooms, only some students participate a lot; others are silent or participate occasionally.
(4) Mother tongue can cause some hindrance, because in speaking activities many students used to escape from using the foreign language to use their own mother tongue.

The language teacher should try to solve these problems. Here are some solutions:
1- The teacher can use group work, so most students will participate in the speaking activities.
2- The activities can be based on simple and easy language.
3- The topics should be chosen carefully and the task should be interesting. Chastain (1988:289) points out that
   Teachers should never ask students to speak unless they have first given them ideas to talk about, language to use to express themselves, communication strategies to follow in case their language is insufficient, and interest in the topic.
   The ideas and the language must be in the mind before students can speak.
4- Keep students speaking in the target language.
   Furthermore, as Rivers (1981:191) points out “the students should concentrate on what they want to say rather than on the details of how to say it acceptable” The teacher should encourage students to express themselves in this regard, (i.e. Teacher should not focus on grammatically correct sentences).

2.1.8 Micro-Skills of Oral Communication

Speaking as a skill has sub-skills which should be considered while teaching. There should be activities to fulfil these sub-skills. According to Brown (2001:272) the following are some examples of these skills;
1. Produce chunks of language of different lengths.
2. Produce reduced forms of words and phrases.
3. Produce fluent speech at different rates of delivery.
4. Use grammatical word classes (nouns, verbs … etc.)
5. Produce speech in natural constituents— in appropriate phrases, pauses groups, breath groups, and sentences.
6. Use facial features, body language, and other nonverbal cues along with verbal language to convey meanings.

2.1.9 The Speaking Activities

For a successful speaking activity, there are some characteristics that should be borne in mind. According to Ur (1991:120) they are as follows:

(1) Learners talk a lot.
(2) Participation is even.
(3) Motivation is high, and
(4) Language is of an acceptable level.

Brown (1994) cited in Lazerton (2001:109) recommends that “if drills are to be used, they should be short, simple, and, they should be used sparingly and they should lead to more authentic communication activities”.

There are some speaking activities that can be used in the classroom that might be yield good results among which discussion, prepared talks, role play, and conversations. Each one of these activities is discussed briefly as follows;

1. Discussion

This is the most commonly used class activity for teaching oral skills. Generally, a topic is introduced via reading, listening to audio, movie, etc. Students are asked to get into pairs/groups to discuss the topic. To be successful, each student should have a specific responsibility in the discussion (for example, to keep time, take notes, and report the results). Also, the students should know what to discuss and the purpose of this discussion. Harmer (2001:273) points out that:

One of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives. Formal debates can be used for class discussion. In such debates, students are asked to make arguments in favour or against some topics.
2. Prepared Speech/Talks

In this activity, the students are free to choose their own topics such as narration to speak about, for example, unforgettable experience in each student’s life. It is better to make this activity useful by asking the students to speak from notes rather than from a prepared script.

3. Role plays

Role-plays can be used to encourage general oral fluency or train students for specific situations. This kind of activity involves, according to Brown (2001:183) the following:

(a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish. In pairs, for example, student A is an employer; student B is a prospective employee; the objective is for A to interview B. . . A group role-play might involve a discussion of a political issue, with each person assigned to present a particular political point of view.

4. Conversations

Students make conservation, meet a native speaker, record that conversation, and then transcribe this conversation.

There are more activities that can be used for teaching oral skills such as acting from the script, games, simulations, interviews, information-gap, Jigsaw, problem-solving and decision making.

2.2 Technology in Education: Brief Historical Background*

In the 20th century, the improvement in technology had greatly influenced the possibilities of teaching and learning a second and foreign language.

In the early years of the 20th century, many devices were in use for teaching and learning a language. Phonograph was used for second language learning. For the use of phonograph, Clarke (1918) argued that “The true success of the speech record is in teaching pronunciation…nothing else could be asked of it”. Also, Stocker (1921) provided additional support for the pedagogical advantages of the phonograph for the teaching of intonation. Clarke argued further that “the phonograph might bring about

some benefits with regard to motivation, given the novelty of the teaching tool and the increased interest ‘stimulates memory’.

In the 1930s, the potential use of radio was perceived. But only after several years it was stated clearly by Carfinked (1972) that radio had the technological resources to supply any language classroom with a wealth of stimuli from all over the world.

The use of television broadcasts for pedagogical purpose was perceived as a natural extension of the use of radio broadcasts. Gottschalk (1965) argued that some “course materials and exercises … would profit from visual presentation, because it is used to illustrate these abstract material”.

Filmstrips as Lottman (1961) described their advantages in the teaching of second language and he provided teachers with suggestions on pedagogical techniques such as the teacher’s objectives must be precise, teachers should see the film at least once before…etc.

Another device for teaching a language used in this era was “Overhead Projector”. Pond (1963) argued that “the overhead projector represents a language teaching tool which has been overlooked too long”. It represents the most useful and versatile visual aid. Overhead projectors had many advantages, such as they enable the teacher to add, subtract, underline and highlight information at will, enable the teacher to face the class while writing on transparencies”.

Later, as Wipf (1984) argued for the pedagogical use of short wave broadcasts and offered a list of major benefits such as access to an extended range of second language expressions and a variety of dialects…. listening to the target spoken at normal speed, increased motivation”.

The telephone was also used for pedagogical purposes. For instance, Twaray and Perezlent Pinter (1988) described the implementation of the “telephone-assisted language program” which used the same textbooks, audiotapes, and programmed materials that the regular course used. The only important difference was that in the telephone-assisted program, students received assistance and feedback on their progress by telephone.

There were some other devices, which were used in the field of teaching second language such as audio-active voice reflector, spectrograph and dramatic techniques. Their use was not popular in language teaching and learning.
One of the most prominent technologies devices for language teaching was the language learning laboratory. The use of language laboratory continued to be sustained throughout the 1960s and 1970s. In this era (i.e. the sixties and seventies) language laboratories were being installed in many educational institutions. The traditional laboratory was comprised of a series of booths, each providing a cassette deck, and accompanying microphone and headphone. Teachers monitored their students’ interactions by using a control panel. The basic premise behind this technology was that if verbal behavior was modeled, and then reinforced, students would quickly learn the target language. The tasks were in a stimulus – response behavior pattern.

The language laboratories have special characteristics which make them useful in language teaching and learning. Harmer (2001:142) mentions some of these characteristics. They are:

1- Double track

By double track, he means that the students can listen to what is recorded in tapes(one track) and they can record their own voices using microphone, then listen back to what they- themselves-said (the second track).

2- Teacher access

This means that the teacher can listen to individual student and talk to any student using the microphones and headsets. The teacher can join two or more students to talk to each other.

3- Different modes

In the language laboratory, especially those equipped with computer, the students can work on the same material, but at their own individual speed. Also, in this kind of lab, each student, pair, or group of students can be given different materials to work on.

The language laboratory can be useful for language teaching and learning. The following are some of the advantages of language laboratory as stated by Harmer (2001:142) as follows;

1- The double track enables the students to compare the way they say things with the correct pronunciation that is recorded on the tape or CD-ROMs.

2- Students can talk to each other (through the microphones) without disturbing others.
3- Unlike the situation in the classroom, the teacher can speak to individual students in the lab while other students are working on their own works.
4- Students will be motivated to learn and they will be ready for more tasks and more evaluation by the teacher.

Recently, mobile phone has been used in language learning. In the literature of educational technology, MALL (Mobile-Assisted Language Learning) is used. (cf. Mhinnery, 2006).

Of all the technologies used in education, computers are considered as the highest level of technology used in this field. The next section will highlight the use of computers in language teaching and learning.

2.3 Computers in Language Teaching and Learning

2.3.1 Introduction

The recent development in computer technology has provided numerous resources for language teaching and learning. Computer applications in language learning are growing rapidly so it seems difficult for language teachers to keep up with the field. But language teachers should use computer in their classrooms. Using such tool can provide the following benefits for language instructions as in Warschauer and Healey (1998:59)

1. Multimodal practice with feedback.
2. Individualization in a large class.
3. Pair and small group work on project, either collaboratively or competitively.
4. The fun factor
5. Variety in the resources available and learning styles used
6. Exploratory learning with large amounts of language data

Harmer (2001:145-149) points out that: the main uses of computer (and the Internet) in education generally, and in the teaching of English in particular continues to increase at an extraordinary speed quiet apart from its use in language laboratories.

Currently, the main uses for computers in language teaching include the following:

Reference: One of the chief uses of computers, either through the Internet or on CD/DVD-ROMs, is as a reference.
**Teaching and testing programs:** The language teaching software packages, often supplied on CD-ROMs, offer students the chances to study conversations and texts, to do grammar and vocabulary exercises, and even to listen to texts and record their own voices.

**Email Exchange:** One of the main uses of computers which are connected to the Internet is as senders and receivers of email, allowing easy access to people all over the world.

**Website:** The greatest potential for the computer is the Internet. By accessing directories and search engines such as “Google”, users can look for information on just about any subject under the sun. This can enable both the teachers and the students to access “authentic” materials for language teaching and learning. There are reading materials, audio and video web sites where music, news, and films can be listened to. Nowadays, GALL (Google-Assisted Language Learning) is integrated into the literature of computers in language teaching and learning (cf. Mhinnery, 2008).

Computers can do many things to facilitate the learning process. According to Sokolik (2001:481-485), there are five main areas which computers can do. They are as follows: Drills, Adaptive Testing, Corpora and Concordance, CMC (computer-mediated communication) and multimedia production.

The applications of computer in education can be shown in Figure (2.1) as cited in Trinder (2006:112-113).
### Computers in education: e-learning/online learning/distance learning/blended learning/CBI/CAL/CMI

### Computers in language learning: CALL/TELL/ICT and LL/New Technologies and LL/New Media and LL/Multimedia in LL

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- **CBI**: Computer-based instruction
- **CAL**: Computer-assisted learning
- **CMI**: Computer-mediated instruction
- **CALL**: Computer-assisted language learning
- **TELL**: Technology-enhanced language learning
- **ICT**: Information and communication technologies
- **LMS**: Learning management system
- **VLE**: Virtual learning environment
- **WELL**: Web-enhanced language learning
- **NBLT**: Network based language teaching
- **CMC**: Computer-mediated communication

**Distance learning/education**: Often refers to courses that are delivered entirely in distance mode, with a range of computer-based technology applications facilitating communication and content delivery.

**Blended learning**: Combination of distance and classroom learning.

**Synchronous CMC**: Chat, MOO (Multi user domains, object oriented), video/audio conferences.

**Asynchronous CMC**: Email, bulletin boards, threaded discussions.

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Figure (2.1) Key concepts and applications of computers in education
2.3.2 Computers in Language Learning: Pros and Cons

A. Advantages of Computers in Language Learning

Using Computers in the language teaching and learning has many advantages. Students can get benefit from this use as well as teachers. The teaching and learning process also can get benefit from this integration. Here are some advantages of using computers in teaching and learning a language. The computer in this sense can mean any kind of computer technology used either personal computer connected to the Internet, multimedia or disconnected to the Internet with some language learning software packages.

1. Using computer in language teaching and learning offer interactive learning, where learners participate in the learning process and become more active.

2. Using computer encourages self–study. This leads to “autonomous language learning” which helps students to study at their own pace. Student can move slowly or quickly, as they like. In some cases, a student wants to repeat some tasks many times. In other cases, some students can skip over a topic if they have already known it. “Autonomous learning” according to Ellis as cited in Al-Hashash (2007:21) refers to Situations in which learners become self-directed (i.e. are able to determine their own learning objectives, choose their own ways of achieving these, and evaluate their own progress.

It involves that learners can decide what they want to learn and in the order they want according to their learning styles. Moreover, computers can be used by the learner at any time according to the learner convenience.

3. Using computer in language learning enhances learner’s motivation. Most researches and studies proved that using computer will lead to the increase of learner’s motivation and perception. Warschauer (1996(b):29) identified three common factors of student motivation, proved by a technology-enhanced setting: communication, empowerment and learning. Students liked the ability to communicate with others and to engage in real communicative activities. “Empowerment” describes the finding that students felt empowered in the technology environment since they felt less isolated and were less afraid to contact others. Students believe that computer enables them to learn faster and more independently.
4. Computer provides a more positive learning environment. This can promote enthusiasm. Computer in this regard, may help the reticent student who is afraid to make mistakes in a classroom situation. Such student becomes more active in computer-assisted learning.

5. With the help of computers, authenticity can be added to the learning process. Using such tool can deliver authentic inputs which match the language used in the classroom to the outside world. Students can get exposed to authentic materials such as video extracts, texts from online magazines, newspapers and so on. Hofstter (1997: 56) points out that multimedia computers are a natural for teaching language. Digital audio provides pronunciation capabilities, and full-motion video can put students in real life situations.

6. Computer use in language teaching and learning makes the task of language learning a more meaningful and exciting one.

7. Computer use in language learning involves a variety of skills and it handles a much wider range of activities.

8. When computer is used, the teacher is able to revise and refine materials at any stage. He also can modify the exercises according to students' needs, levels etc.

9. Use of computer can “assess” the students’ performance and give the students “objective” feedback. This feedback will be accepted by the students without any objection.

10. When computer is integrated in the language learning process, students appear to gain confidence directing their own learning and they master the basic skills.

11. Using computer in language learning appeals to students’ senses and help them process information. According to psychologists, people remember 20% of what they hear; 40% of what they see and hear, and 75% of what they see, hear and do. Verma (2006:33) points out that “the fact that computer can exercise various senses and present information in a variety of media can enhance the learning process”.

12. The computer is also extremely versatile. ... It can produce a wide range of visual information and display it in various different ways. Text, graphic, audio, and video may be mixed.
B. Disadvantages of Computer in Language Learning

Although computer is useful in language learning, but there are some pitfalls of this use. Some writers argued strongly against the use of multimedia tools in language teaching. For instance, Froehlich (1999) as cited in Thoa (2003) stated that there is no evidence that use of [such technologies] has led to an improvement in the acquisition and retention, grammatical accuracy, listening comprehension or whatever.

Here are some disadvantages of using computer in teaching and learning a language:

1. Lack of computer knowledge can lead to failure. Herrell (2000) cited in Thao (2003) thought that the teachers who were not familiar with the computer might turn their lessons from a success to a failure as they failed to use the tools to support the lesson.

2. The irrelevance of some computer assisted language learning software packages is another problem. Some teachers do not use such programs because these teachers find them irrelevant. Either the content presents some irrelevant culture and/or not suitable to the learners’ linguistic levels.

3. Class management is most challenging. Students may work as prescribed or they may play irrelevant games, videos…etc. which are stored in the computer.

4. Malfunctioning and misuse of the computer by students can create a negative attitudes towards computer assisted language programs.

5. Some students, when searching the web, may lose time in navigation (i.e. moving from one website to another).

6. In question-and-answer drills, the correct responses are different. In this regard, computer programs cannot anticipate all these correct responses. But in contrast, the programs present wrong feedback that this is a wrong response, which leads to confusion.

7. Computers breakdowns may distract students’ attention.

8. In the case of the Internet use, students may overwhelmed by the information presented on the web.

9. Slow Internet connection and small size of video extracts on the screen also affects the learning process.

2.3.3 Types of CALL Technologies

The technologies used in CALL instructions can be classified into two categories, software and Internet-based activities.
Software

These software used in a CALL environment can be designed specifically for foreign/second language learning or adapted for this purpose. Nowadays, most language textbooks are provided with software packages to support a paper textbook or to stand alone for self-study.

Internet-Based

The World Wide Web was launched in 1992 reaching the general public by 1993, opening up new possibilities in CALL. Internet activities vary considerably, from online versions of software (where the learner interacts with a networked computer), to computer-mediated communication (where the learner interacts with other people via the computer), to applications that combine these two elements.

2.3.4 The Roles of Computers in Computer Assisted Language Learning

CALL researchers and authors identified many roles of using computer in language teaching and learning. These roles are summed up as follows: -

1. Computer as a Tool (Mechanical Aid)

The computer enhances the teaching and learning process. This can be found in terms related to computer use in teaching and learning process such as CAI: Computer-Assisted/ Aided Instruction, and CALL: Computer Assisted language learning.

2. Computer as a Tutor / Instructor

In this role, the computer controls the learning environment. This role can be expressed clearly in the terms CMI: Computer–Mediated Instruction and CDI: Computer Directed Instruction, in which one explicitly assigns more active and controlling role to the computer. Drill –and practice, tutorials, simulations and games are examples of activities of this role.

3. Computer as a Work horse/ Facilitator

This includes a number of roles that are derived from the use of computers in business and commerce. One such role is that the computer is a writing machine (a word-processing). Another is that the use of computer as an informant, which takes the advantage of the computer’s ability to store large amounts of information.

4. The Computer as Stimulus
Computer is used with the purpose of providing students with something to talk about and to write about. Computers can stimulate students to speak or write about different topics.

2.3.5 The Roles of the Teacher in Computer Assisted Language Learning

The use of computer in teaching and learning a language will add more roles as well as challenges to the teachers. The success or failure of CALL integration in language teaching and learning to a large extent is the teacher’s responsibility. Clearly, Jones (2001) points out that the success of CALL depends to a great extent on an active role for teachers. This will lead to the need of skilled language teachers who are also able to use the CALL programs effectively in the classroom. These roles can allay the teacher’s fear of their job being replaced by the computer. But to assure them, many authors claim that computers cannot replace the teacher, but computers can be used as a tool in the hand of language teachers. The roles that teachers have to do in the CALL classes include the following:

1. The teacher as a Facilitator

   In this role, the teacher provides guidance to the students and creates an environment for the learners to learn better.

2. The teacher as a Manager

   The teacher has the role to determine the activities and the way in which they are used. The teacher has the responsibility to check if these activities are carried out effectively, and then gives feedback.

3. The teacher as a Responder

   The teacher has the right to quit the activity and add or create other activities according to the interests and needs of the students.

4. The teacher as an Informant

   In this role the students become the initiator. They set problems to the teacher; students ask why? What? and so on.

5- The teacher as an Author

   The teacher should be involved in authoring CALL materials, because they know their students’ needs and objectives. It can be stated as San (2007:44) points out that:
To-date, the role of a teacher is still important in the classroom as the students have yet to be fully autonomous. From this study, some of the students also commented that even though they are capable of learning autonomously, they still prefer the face-to-face approach in language learning and teaching.

2.3.6 The Roles of the Students in CALL

The use of computers in language teaching and learning modifies the students’ roles. Students are no longer ‘receivers’ of the information given by the teacher. The teacher is not the only source for information. Instead, students can negotiate meaning and find out new information through interaction and collaboration with someone other than the teacher.

Using CALL can help students to become more active participants in the learning process. Moreover, students can work on their own (or in pairs and groups) with a range of materials. Students will decide what to do, find the right kind of materials and finish the task.

It is found- Sullivan and Pratt 1996 cited in Warschauer (1997:473) that 100% of the students participated in electronic discourse and only 50% in face-to-face discussion. Also, as Kelm (1992) in Warschauer (1997) pointed out that “researchers found that some students said nothing in person, while all participated online”

2.3.7 Barriers to Computers Use in Language Teaching and Learning

Computers are so popular nowadays. However, the use of computer as a teaching aid in schools and universities in many countries is not in harmony with this popularity.

There are some reasons which may hinder this popularity in schools and universities. There are some factors that can be considered as the barriers for using computers in language learning. Lee (2000) identifies three factors that hinder computer use in language teaching and learning. They are: (1) financial barriers, (2) availability of computer hardware and software packages (that should be relevant to teaching in special context and (3) technical and theoretical knowledge.

The barriers to the use of computer in teaching and learning a language can be summarized as follows: -

1. The absence of technical support. Schools and Universities may purchase computers, software, language teaching and learning software packages…etc. But in many cases
only two or three years after this purchase, computers become old, un-working because of many technical problems. This can waste the time of the lesson and cause some trouble to the teachers and learners who use these machines.

2. Computer illiteracy either among the students or among the language teachers. In one class, there are many different levels of computer abilities. On one hand, there are some students who cannot use the computer, while on the other hand, there are students who are “skilled” in using computer. Those who cannot use computer may feel negatively towards the use of CALL programs.

3. In some classes there are learners who prefer the teacher- directed style of learning. They do not like the learner-cantered style of learning. These students will get bored when computer is used as self-access learning or work in pairs or in groups.

4. The teacher’s negative attitudes towards the use of computer in teaching learning a language is one of the drawbacks of integrating computer in language learning. Those teachers, who cannot use computer, may resist using it in their classrooms. They do not want to appear as computer illiterate.

5. In some context especially with “conservative” people, computer programs are not used. Such programs especially “commercial” programs are seen as not suitable because of social and cultural factors. These teachers may think that such programs can contribute to negative “manners” especially those programs, which contain videos extract, pictures that seem not suitable culturally for these learners.

6. Some teachers may avoid using computer programs, Internet…etc. in their classrooms because they find the content is not suitable “linguistically” for the level of their students.

7. The value of using computer is less apparent in the arts/humanities than in the sciences and professional fields where technology is used more (Beg 2006).

2.4 Computer-Assisted Language learning: Historical Background

2.4.1 Introduction

As it is stated in the previous sections, the technology has changed many aspects of our life. English language teaching and learning is one of these aspects that have been influenced greatly by the development in technology. New technology leads to new ways, techniques, and approaches of language teaching and learning. And on the other side, new approaches, theories of language and language learning lead to new CALL programs.
and new ways of using such technology. Recently computers have been used widely in schools and universities. The use of computer in language learning has also expanded dramatically. Now almost any teacher, as well as any student, can use computer and language programs at any time at any place. This “explosion” of using computer in language learning must be exploited well by language teachers. Language teachers should think deeply how to make benefit of this tool.

This technology has led to new areas of language learning. One of these areas is CALL (Computer-Assisted language Learning). CALL may be defined—according to Levy (1997:1) as “the search for and study of applications of the computer in language teaching and learning.” CALL as a term has been recognizable for about the last thirty years.

2.4.2 The History of CALL

Computers have been used for language learning since the 1960s. This is stated in many books and articles in the field of CALL such as Ahmed et al. 1985, Chapelle, 2001, Levy, 1997, and Warschauer, 1998. This is the real beginning of using computer in language learning though as Chapelle (2001:3) points out that “the first computer-assisted instruction was first in the 1950s, but examples of CALL are not documented until the 1960s, when a number of projects were undertaken to explore how computer could be used for foreign language instruction in higher education”.

The following sections will give a brief background about the use of computers in language teaching and learning from its first use in the 1960s until today. The description will give a short introduction about language views and language teaching and learning approaches or methods that dominated at each stage. Also, the development in computer and the computer applications in the field of language teaching and learning are presented in each period. Some examples of computer applications (CALL programs and software) are also mentioned.

2.4.2.1 CALL in the 1960s and 1970s

This is the first phase of using computer in language learning. The projects which were introduced in this period like PLATO and TICCIT can be considered as the beginning of CALL. The main aspects of the projects in this era were that they as Ahmed
et al. (1985:28) point out “almost entirely geared towards teaching the written language and towards beginning students.”

1. **Computer Technology in the 1960s and 1970s**

   CALL in 1960s was supported by mainframe computers connected to terminals on a single campus or by telephone lines to terminals off campus. Computer-based learning activities called as in Chapelle (2001:3) “courseware” were developed using programming languages and were stored on a mainframe for students to access as needed.

2. **Language Teaching and Learning Theories in 1960s and 1970s**

   Stern (1983) cited in Levy (1997:14) clearly described this era as “pedagogically audiolingualsim, psychologically behaviorism, linguistically structuralism”. The Audio-lingual method which emerged towards the end of the 1950s in USA – emphasized use of the target language in spoken form and students were expected to learn the language through habit formation (i.e. practice). Errors should be prevented, because it was seen that errors lead to the formation of bad habits. When errors do occur, they should be immediately corrected by the teacher.

   Behaviorism had an impact on this stage. This period was influenced by the work of Skinner’s *Verbal Behaviour* (1957). The central element of behaviorism is that of stimulus, response and reinforcement. These elements had influenced the language teaching in this phase, especially in the spread of the language laboratories.

3. **The Use of Computers in Language Learning in the 1960s and 1970s**

   The software produced in this phase provided mechanical repetitive drills, memory exercises and translation texts. The most obvious aspect of these programs was “drill-and-practice”. The computer was viewed as Warschauer and Healy (1998:57) points out “as a mechanical tutor which never grew tired or judgmental and allowed students to work at individual pace”. Also, as Levy (1997:15) points out that “programmed instruction influenced the grammatical sequencing that was very much in evidence in early CALL. This included the use of immediate feedback for the learner’s response.”

4. **Examples of CALL Projects in the 1960s and 1970s**

   a. PLATO (Programmed Logic for Automatic Teaching Operations)

      This project was initiated at the University of Illinois in 1960. It was designed specifically to provide interactive self-paced instruction for large number of students.
PLATO’s major concern was on vocabulary and grammar drills. PLATO was criticized for not looking after all language learners’ needs, especially in the area of speech production and understanding. However, PLATO, according to Levy (1997:15) was “the first project in the development of CALL, and CALL may be said to have begun with PLATO”.

b. TICCIT (Time-shared, Interactive, Computer Controlled Information Television) Project.

This project was initiated in the 1971 at Brigham Young University. This system combined television technology with computer. This project had a central tenet which was “the learner control”. Students had the choice not only to select the content but to choose the presentation form and learning strategies used for study. This project, according to Levy (1997:17) was considered the first example of multimedia CAI.

c. The Scientific Language Project (University of Essex, 1965-9)

This project, led by Alford, was designed to provide computer assisted in reading specialist text in Russia.

2.4.2.2 CALL in the 1980s


1. Computer Technology in the 1980s

In 1973, the microcomputer was invented; but it was not until 1975 that computer clubs began to form around the USA. (Smarte and Reinhardt, 1990 cited in Levy (1997:22). Microcomputers did not require users to be attached to a mainframe computer maintained by a university or business. So any academic department, language school or individual teacher could purchase one and explore its potentials for language teaching (Chapelle, 2001:8). These inexpensive microcomputers were supplied with a version of BASIC, so any teacher can write simple CALL programs.
2. Language Teaching and Learning Theories in 1980s

The first shift from teaching learners to master linguistics structures to use the language in the late 1970s and early 1980s led to communicative language teaching approach. Hymes 1971 cited in Larsen-Freeman (2000:121) points out that “being able to communicate required more than linguistics competence; it required communicative competence - knowing when and how to say what to whom”. The goal of CLT (Communicative Language Teaching) is to make communicative competence. Larsen-Freeman (2000:125-128) summarizes some basic principles of CLT approach. Here are some of these principles:

- Whenever possible ‘authentic’ language should be introduced.
- The target language is a vehicle for classroom communication, not just the object of the study.
- Games are important
- Students should be given an opportunity to express their ideas and opinions
- Errors are tolerated and seen as natural outcome of the development of communication skills.
- All language skills (i.e. Listening, Speaking, Reading and Writing) should be paid attention to.
- The teacher’s roles are seen as a facilitator in setting up communicative activities.

The cognitive view as Crystal (1997:376) points out that “Learners are credited with using their cognitive abilities in a creative way to work out hypotheses about the structure of the FL [foreign language]. They construct rules, try them out, and alter them if they prove to be inadequate. Languages learning, in this account, proceeds in a series of transitional stages, as learners acquire more knowledge of the L2 . . . Error analysis plays a central role in this approach”.

3. The Use of Computers in Language Learning in the 1980s

Several types of CALL programs were developed and used during this phase. There is a variety of programs to provide skill practice, but in a non-drill format. Examples of these programs include courseware for paced reading, text reconstruction and language games. The role of computer is still as tutor model. But in addition to this model, computer is used as a stimulus. These programs stimulate students’ discussion,
writing or critical thinking. A third model of computers in these CALL programs involves the computer as tool or as a workhorse (Taylor and Perez, 1989 cited in Warschauer, 1996a). These programs included word processors, spelling and grammar checkers, desktop publishing programs and concordances.

4. Examples of CALL Projects in the 1980s

a. Storyboard

This program was written by John Higgins. It is a text-reconstruction program for the microcomputer where the aim is to reconstruct a text, word by word, using textual clues such as titles, introductory material, and textual clues within the text. Also, teachers or students can use the authoring facility within the program to write their own texts Levy (1997: 24). Legenhausen and Wolff, 1991 cited in Levy (1997:26) assessed the storyboard program and concluded that “regardless, the use of storyboard is valuable for promoting language awareness.”

b. The Athena Language Learning Project (ALLP)

In 1983, the Massachusetts Institute of Technology (MIT) established project Athena to explore innovative use of computer in education. Murray et al 1989 cited in Levy (1997:27) described the educational principles underlying ALLP as follows “Language is seen as a negotiable system of meanings, expressed and interpreted via the social interaction of reader and text, or between speakers in a culturally coded situation rather than as a closed system of formal lexical and grammatical rule. Accordingly the aim of the materials being developed is not so much mastery of the grammatical and syntactic code as the ability to use this code to perform certain actions”.

2.4.2.3 CALL in the 1990s

Though the use of CALL in the 1980s was seen as an advance over the use of CALL in the 1960s and 1970s, it was under criticism too. Warschauer and Healey (1998) point out that “By the late 1980s and early 1990s, critics pointed out that the computer was still being used in an ad hoc and disconnected fashion and thus “finds itself making a greater contribution to marginal rather than central elements of the language learning process. This corresponded to a broader reassessment of communicative language teaching theory and practice.
1. Computer Technology in the 1990s

The most dramatic technological development in the 1990s is the Internet. By the early 1990s, many teaching staff within higher education were connected to the Internet and had become participants in the international electronic discussion lists, but the most tangible development for language learners was the adoption of Local Area Network (LAN) technology for computer labs. (Chapelle, 2001: 19-20). Multimedia became the technology of the 1990s which “provides not only the possibilities for much more integrated uses of technology, but also the imperative for such as learning to read, write and communicate via computer has become an essential feature of modern life in the developed world. (Warschauer and Healey, 1998)

2. Language Teaching and Learning Theories in 1990s

Language learning had been influenced by the new view which claimed that language is not a privately, but a socially constructed phenomenon. Thus language learning was examined from a wider social or socio-cognitive aspect. According to this view, learners should be put into authentic learning environment and various skills of language learning and use should be included in second or foreign language learning (Tick, 2006).

Content-based, Task-based approaches were put into service to provide authentic learning environments. Content-based, task-based approaches are described by Howatt (1984) in Larsen-Freeman (2000:137) as follows: “In these approaches, rather than ‘learning to use English’ students ‘use English to learn it’ These approaches aim at teaching through communication rather for it. Language is learned most effectively when it is used as a medium to convey information content of interest to the students (Larsen-Freeman, 2000: 140).

Language viewed as a social and cognitive phenomenon. So it is called “sociocognitive”. Language is understood through social interaction and assimilation of others’ speech (Kern and Warschauer, 2000:7).
3. The Use of Computers in Language Learning in the 1990s

Multimedia CALL with multimedia CD-ROMs and DVDs provide authentic learning environment in which skills are easily integrated. Multimedia is defined by Shank (2007:347) as a combination of digital media, such as text, images, sound, and video into an integrated presentation in which the combination of media provides greater benefits than media elements by themselves.

A shift from teacher-centered to learner-centered approach emphasized learner’s autonomy mainly backed by multimedia applications focusing on forms, content and authenticity at the same time. The other direction, the internet-based applications broadened the spectrum of CALL. Internet, makes the communication activity active … where the leaner chooses what he/she is prepared to see and with whom to interact” (Tick, 2006). Moreover, LAN activities were built around learner-learner interactions through networked computers (Chapelle, 2001: 20).

4. Examples of CALL Projects in the 1990s

a. The International Email Tandem Network

This began in 1993 by Helmut Brammerts. It is described as language learning by computer mediated communication using the Internet. In the Tandem Network, universities from around the world are linked together to enable students to learn languages in tandem via email on a reciprocal basis. It consists of a steadily increasing number of students…where participants can engage in discussions and ask each other for advice in either language” Levy (1997: 32-33).

b. The CAMILLE /France Interactive Project

The CAMILLE (Computer –Aided Multimedia Interactive Language Learning) project according to Levy (1997:34) “combines a communication competence approach to language acquisition with an interactive multimedia environment”. This project utilized the notion of a learning environment because the learning environment was seen to support the study of the language. So “as a result CAMILLE / France International Project is learning rather than teaching resource.” The computing environment provides the learner with tools and information to facilitate the learning of languages (Levy, 1997:34).

C. The Oral Language Archive (OLA)
OLA as Levy (1997:37) points out it was initiated at Carnegie Mellon University in 1994. Its goal is to establish a collection of digitized sound recordings for foreign language learning that is accessible from around the world via the internet.

2.4.2.4 CALL in the First Decade of the 21st Century

Computers have rapidly developed during this era. However, many aspects of the previous phase (1990s) are still in use but with many developments. The theories of language teaching and learning are still dominated by the communicative approaches.

1. Computer Technology

The main aspects of computer technology that are used widely in this phase are the multimedia and the internet. Multimedia (it is also used as hypermedia) utilizes a variety of media (text, graphics, sounds, animation, and video). This can be accessed on a single machine.

The second, and the most important innovation that makes this phase different from the previous phases, is the Internet. Using the Internet, a person can search through millions of files around the world. One aspect of the internet that is used widely in this phase is computer-mediated communication. A person in his room can communicate with any person in any country 24 hours a day.

2. The Use of CALL in the First Decade of the 21st Century

Hypermedia provides a number of advantages for language learning. First of all, a more authentic learning environment is created. Listening can be enhanced with seeing, just as real world. Second, skills are easily integrated. Third, students have great control over their learning. It facilitates a principle focus on the content, without sacrificing a secondary focus on language form or learning strategies.

The use of CMC as Warschauer (1996a) points out that CMC will help students to communicate directly, inexpensive and conveniently with other learners or speakers of the target language 24 hours a day, from school, work, or home. They can communicate synchronously or asynchronously. It also allows not only one-to-one communication but also one-to-many. Many studies using CMC have reported the benefits of using this medium to support the learning process. Hamzah (2004:19) summarizes some of the advantages of using CMC as follows:
• provides a more equitable platform and a less threatening forum for second language discussion
• results in increased participation among students.
• results in a more decentralized role of the dominant teacher provides possibilities for new interpersonal contacts and communicative engagements.
• acts as a text-based medium that increases learners’ attention to linguistic form
• provides personalized identification of target language errors (Kelm, 1992)
• produces improved quality language output
• provides opportunities for reflection and close attention to and correction of contributions made
• offers an effective tool for learner autonomy and empowerment

3-Some Applications of CALL in the First Decade of the 21st Century

a. Email (Electronic mail)

Email is one of the useful, simple and widespread Internet applications. Warschauer (2000) points out that through email exchanges, students can communicate with any other user from any part of the world. Students do not hesitate to use email because of their problems such as shyness. Students who are being hidden behind the screen will not be embarrassed or afraid of mistakes or criticism. Students can express themselves freely through email.

b. Chat

Chat is real-time or synchronous communication. It is used for communication both in written form and/or in spoken form. Users can write instant messages to others or simply can use a microphone and headphone to make “online” conversation with others in any part of the world. Moreover, camera now can be added to make the conversation more real-time and enjoyable.

2.4.3 CALL in the Arab World

2.4.3.1. Introduction

Generally speaking, the Arab World have been influenced by the revolution in information technology. The education systems of these countries have been influenced accordingly. According to BouJaode (2003:4) Technology education in the Arab world,
i.e., technology as an end and the use of technology in science teaching, i.e. technology as a means, are in their infancy.

In fact, there are some successful examples of integrating technology in education in some Arab countries. There are some studies conducted in many Arab countries which indicate that many Arab world countries have begun integrating technology in education. Batran (2003) concluded that high percentage of Jordanian students use the Internet. Most students have more than one year experience of using the internet. Al-Najar (2001) found that the students of King Faisal University in Saudi Arabia have positive attitudes towards the use of technology in scientific research. Salamah (2005) in Shedifat (2007:3) found that the use of the internet in Al-Quds University in Palestine had enhanced the achievement of the students. Al-Mikhlafi (2004:109) points out that “the internet service is available at about 57.1% of the UAE secondary schools and many teachers are familiar with IT technology and are willing to integrate the internet in their EFL teaching”.

2.4.3.2. Challenges for Using Technology in the Arab World

Generally, the educators in the Arab World have realized the necessity of using technology in education to qualify their learners with the modern technologies. However, there are many problems and challenges that face the use of technology in the Arab World. Some examples of these challenges are discussed below.

1. The low quality of education in which outdated curricula and teaching methods are used. The emphasis is on theoretical background. Nashwan (1993) in BouJaode (2003) analyzed the science curricula of eleven randomly selected Arab countries. He found that they focused on the theoretical aspects of science, neglected the applications of science in novel and everyday situations and did not develop students’ abilities to use investigative, problem solving and thinking skills. They also ignored students’ interests, backgrounds and environments, and paid very little attention to the creativity and imagination.

Similarly, Badran (1993) cited in BouJaode (2003) conducted a study to assess the quality of science curricula and textbooks in seven Gulf States. The results of this study indicate that the curricula did not benefit from the new technologies in teaching science and did not address social and environmental problems associated with the applications of science and technology.
2- Lack of technical support is another challenge. Many schools and universities are not well-equipped with the basic technologies that can be used to facilitate the teaching and learning process (such as lack of computers, labs, learning software packages which can be suitable to all levels … etc.)

3- Inadequate budgets to improve the quality of education and to provide the educational institutions with updated technology. In some universities, the old tools are still used and are considered modern ones like overhead projectors and videos.

2.4.3.3. Historical Background

The internet was first introduced into very few Arab countries in the 1990s and at a very low rate. Al-Mekhlafi (2004:93) points out that “United Arab Emirates, Egypt, and Kuwait were among the first Arab countries to have Internet services available for public through Local Internet Services Providers.” On the other hand, some Arab countries continued to resist introducing the internet for public until 1998. However, there are still some Arab countries that have not joined the internet community or still exercise some sort of control over the use of the internet via telecommunication monopoly, lack of good communication infrastructure [as it is the case in Yemen].

There are some individual uses of technologies in these countries. As Naama (2006:59-60) points out that "Arab countries were classified into three groups in a study conducted by the World Economic Forum on the challenges to ICT and media in the Arab world: fast developing countries, comprising Kuwait and the UAE, emerging countries, comprising Egypt, Jordan, Lebanon, and Saudi Arabia, and on the path to development countries, including Morocco, Oman, and Syria."

Moreover, in this regard the Arab world countries, according to BouJaode (2003:4) cannot be grouped together but there are countries that have the resources to place a computer or a number of computers or any technological device in each classroom, provide access to the Internet for each student or teacher, or equip the latter with individual computers. On the other hand, there are countries where it is very hard to find one computer in the school and where the basic infrastructure required to support the introduction of technology is not available.

2.4.4 Some Perspectives about Historical Phases of CALL
There are some studies which have investigated the history of CALL. Each one classifies the history into phases or approaches, according to some kinds of perspectives. In this section, four perspectives are introduced. Levy (1997), Warschauer and Healy (1998), (2000), Bax (2003), and Colparet (2004). These perspectives are summarized in tables (2.1), (2.2), and (2.3).

Warschauer divides the history of CALL into three main phases and anticipated the fourth one. The following table (as in Tick, 2006, which is based on Warschauer and Kern 2000) will show these stages of the development of CALL. It also gives a summary of the relationship between the view of language, the teaching methods and the role of CALL software.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Technology</th>
<th>Pedagogical Approach</th>
<th>View of Language</th>
<th>Use of Computers</th>
<th>Teacher’s role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960s-1980s: Behaviouristic or Structural CALL</td>
<td>Mainframe</td>
<td>Grammar-Translation and Audio-Lingual</td>
<td>Structural (formal-structural system)</td>
<td>Habit formation: Repetitive drills Drill-and-practice Translations tests</td>
<td>Sole source of language information To give instructions</td>
</tr>
<tr>
<td>1980s-1990s: Communicative CALL</td>
<td>PCs</td>
<td>Communicative Language Teaching</td>
<td>Cognitive (mentally-constructed system)</td>
<td>Communicative exercises: Using forms Implicit grammar teaching forms Text reconstruction Simulations</td>
<td>Activator facilitator</td>
</tr>
<tr>
<td>1990s to 21st c Integrative CALL</td>
<td>Multimedia Internet-based application</td>
<td>Content-Based, Task-based, project-based, ESP, EAP</td>
<td>Social, Socio-cognitive (developed in social interaction)</td>
<td>Authentic social, context, discourses Integrate various skills (R, W, S, L) of language learning and use</td>
<td>Counsellor mentor</td>
</tr>
</tbody>
</table>

Table (2.1) Warschauer’s three stages of CALL
On the other hand, Bax (2003) reassessed the history of CALL and criticized Warschauer’s division. He argues for three new “approaches”: Restricted, Open and Integrated CALL. The following table will show Bax’s analysis of CALL history.
<table>
<thead>
<tr>
<th>Content</th>
<th>Type of task</th>
<th>Type of student activity</th>
<th>Type of feedback</th>
<th>Teacher roles</th>
<th>Teacher attitudes</th>
<th>Position in curriculum</th>
<th>Position in lesson</th>
<th>Physical position of computer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Restricted CALL</strong></td>
<td>Closed drill quizzes</td>
<td>Text reconstruction Answering closed questions Minimal interaction with other students</td>
<td>Correct/incorrect</td>
<td>Monitor</td>
<td>Exaggerated fear and/or awe</td>
<td>Not integrated into syllabus — optional extra Technology precedes syllabus and learner needs</td>
<td>Whole CALL lesson</td>
<td>Separate computer lab</td>
</tr>
<tr>
<td><strong>Language system</strong></td>
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<tr>
<td><strong>Open CALL</strong></td>
<td>Simulations Games</td>
<td>Interacting with the computer Occasional interaction with other students</td>
<td>Focus of linguistic skills development Open, flexible</td>
<td>Monitor/ facilitator</td>
<td>Exaggerated fear and/or awe</td>
<td>Toy Not integrated into syllabus — optional extra Technology precedes syllabus and learner needs</td>
<td>Whole CALL lesson</td>
<td>Separate lab—perhaps devoted to languages</td>
</tr>
<tr>
<td><strong>System and skills</strong></td>
<td>CMC</td>
<td></td>
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</tr>
<tr>
<td><strong>Integrated CALL</strong></td>
<td>CMC</td>
<td>Frequent interaction with other students</td>
<td>Interpreting, evaluating, commenting,</td>
<td>Facilitator Manager</td>
<td>Normal part of teaching — normalised</td>
<td>Tool for learning Normalised integrated into</td>
<td>Smaller part of every lesson</td>
<td>In every classroom, on every desk, in every bag</td>
</tr>
<tr>
<td><strong>Integrated</strong></td>
<td>WP</td>
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<td>e-mail</td>
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</tbody>
</table>

Table (2.2) Bax’s analysis of CALL history (2003)
### Table (2.3): Trinder’s summary of CALL perspectives (2006).

<table>
<thead>
<tr>
<th>Authors or representatives</th>
<th>Taxonomy components</th>
<th>Main classification criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levy (1997)</td>
<td>Computer as tutor versus computer as tool.</td>
<td>Implied teacher presence, control, activity type, feedback, and evaluation, methodology internal or external to application.</td>
</tr>
<tr>
<td>Warschauer and Healy(1998), Kern and Warschauer (2000)</td>
<td>Behaviourist, communicative, and integrative CALL</td>
<td>Historical phases, learning theory, type of activity and communication, focus on accuracy versus fluency.</td>
</tr>
<tr>
<td>Bax (2003)</td>
<td>Restricted, open, and integrated CALL.</td>
<td>Type of task and activity; position in lesson and curriculum; stakeholders’ attitudes and roles; physical location (in the classroom vs. language lab)</td>
</tr>
</tbody>
</table>

#### 2.5 CALL and Other Disciplines

The progress and development of CALL has been influenced by the progress and development of many other fields of study. Levy (1997:71) points out that “CALL, as an interdisciplinary area of study, has been shaped to a large degree by developments in other disciplines and, of course, the development in technology itself.” Trinder (2006:109) also points out that “CALL is an amorphous, interdisciplinary and integrative field of study that draws on a number of feeder disciplines.”

#### 2.5.1 Psychology

Psychology provided theoretical bases for CALL. Two concepts that shaped early ideas about the use of computer in education were the concepts of the teaching machine and programmed instruction. Programmed instruction was the first application of a theory of learning in a computing environment. Programmed instruction was the direct antecedent to computer-assisted instruction (Schoen and
Hunt 1997, Osguthore and Zhou 1989 cited in Levy (1997:51). Programmed instruction was based on behaviorist theories of learning. These theories were provided by Skinner who claimed that – as cited in Ahmed et al. (1985:36) “special techniques have been designed to arrange what are called ‘contingencies’ of reinforcement- that relations which prevail between behavior on the one hand and the consequences of the behavior on the other – with the result that a much more effective control of behavior has been achieved.” The programmed instruction practitioners stressed three principles; minimal steps, individual learning pace and immediate reinforcement (Ahmed et al. 1985:36).

Generally, as Levy (1997:72) points out that “Over the last forty years, researchers working in psychology, and chiefly involved with programmed instruction, second language acquisition, or cognitive psychology, have provided many models for CALL.”

2.5.2. Applied Linguistics

Applied Linguistics is a very broad field, whose concern is with (first and second) language acquisition and teaching. It constitutes a number of language-related areas of study. SLA (Second Language Acquisition) is one of these areas that applied linguistics deals with. In SLA, there are many changes such as the change from the focus on language teaching to the focus on language learning. The theories in SLA have influenced the principles of CALL and its potential use in teaching and learning. Also, as Chapelle (2001:28) points out that “CALL has its roots in educational technology. Educational technology is a sub-discipline of applied linguistics. Chapelle (2001:29) points out that "Throughout the history, applied linguists have occasionally contributed to the educational technology literature with reports of CALL project…but by the mid-1980s, CALL had developed into a distinct professional community marked primarily by the success of professional organizations and journals devoted specifically to CALL.”

2.5.3 Computational Linguistics

The use of computer had generated very important developments in the context of analysis of natural languages, computational linguistics which includes Natural Language Processing (NLP). Computational Linguistics is the study of computing systems for understanding and generating natural languages. It investigates machine recognition and production of human languages. Mani (2006:466) points out that “[Computational Linguistics] involves designing and developing programs to
carry out linguistic tasks… [It] integrates ideas from linguistics and computer sciences.”

There are some applications that have been contributed to the development of this field; machine translation, human-machine interfaces, speech recognition and speech synthesis. Levy (1997:73) points out that “Computational linguistics, particularly machine translation and language data processing is important to workers in CALL. Like AI (Artificial Intelligence), though machine translation has had a limited impact to date, it could make a significant impact in the future. Language data processing has already greatly influenced CALL, especially in the use of concordancing techniques in the language classroom and in the production of textbooks for language learning.”

2.6 CALL and (Listening and Speaking) Skill Teaching

2.6.1 CALL and Language Skills

The use of computer technology in language learning clearly has influenced the development of language skills. Several researchers have reported on improvement in students’ writing skills through the use of computer technology (Beauvious 1998; Connelos and Oliva 1993; and Warschauer 1996b). The results of those researches can be summed as “the use of computer technology leads to a larger quantity and better quantity of communication” Stepp-Greany (2002:166). Also, reading skill has been reported to get developed by students who used computer technology in reading instruction. Lunde (1990) in Stepp-Greany (2002:166) reported that “students of Japanese enrolled in a computer mediated communication project showed improvement in reading comprehension. In Beausvois (1994) in Stepp-Greany (2002:166) many students expressed about an increased confidence in speaking. Hayes and Salem (2004) found that “Students comments indicated that oral interaction and negotiation seemed to make input more comprehensible and facilitate language learning. Both high and low–level students found speaking activities to be a good use of their class time. Sanaoui and Lap Kin (1992:599) also found that:

Considerable growth occurred in French–speaking skills and possible listening and reading comprehension as well, which implies that an explicit focus on one area can have an effect on the other skills as well.

However, using current CALL technology, even with it current limitations, for the development of speaking abilities has gained much attention. There has been some success in using CALL, in particular computer-mediated communication, to help
speaking skills closely linked to “communicative competence” (ability to engage in meaningful conversation in the target language) and provide controlled interactive speaking practice outside the classroom. Using chat has been shown to help students routinize certain often-used expressions to promote the development of automatic structure that help develop speaking skills. This is true even if the chat is purely textual. The use of videoconferencing give not only immediacy when communicating with a real person but also visual cues, such as facial expressions, making such communication more authentic.

Harper (2004:952) states that "CALL can reduce stress and anxiety often associated with learning and producing more accurate pronunciation skills. CALL can be beneficial for ESL students especially students at the beginner levels who need more attention when acquiring accurate pronunciation skill."

Brett (1997) investigated the listening performance in a computer-based multimedia environment. The study compares learners’ success rates on comprehension and language recall tasks while using three different media of audio, video and multimedia. Results of performance on tasks showed more effective comprehension and recall while using multimedia than either audio or video plus pen and paper.

2.6.2 CALL and Aural Skills

The development in computer technology has created the need and opportunity to examine the effects of such tool on listening comprehension. Thus, numerous studies (e.g. Brett, 1997; Chung, 1994; Jakobsdottir and Hooper, 1995; Jones and Plass, 2002; and Muller, 1980) has shown that computerized listening activities can be helpful for improving listening comprehension. The results of these studies can be summarized as follows:
1. The students’ performance was highest when students listen and see pictures/ video at the same time. Their understanding to an aural passage is better. (Jones and Plass, 2002 and Chung, 1994)
2. Multimedia could appeal to different modalities and, hence may more effectively deal with different learning styles (Brett, 1994).
3. Less proficient students performed best when an image was present (in multimedia environment).

2.6.3 CALL and Oral Skills
The use of computer technology in teaching and learning speaking skills is examined in many studies such as: Abrams (2003); Alan (2004), Borras and Lafayette (1994), Chen (2005); Hayes and Salem (2004). These studies have shown that computer can be beneficial in oral activities in language teaching and learning. The results of these studies can be summarized as follows:

1. CALL may very well be an effective environment to foster speaking skill acquisition and should be considered as an integral part of syllabus design. (Hayes, 2004: 954).
2. Some students are inactive in non-CALL English classes yet become active in CALL classes.
3. Computers can provide training in productions and perception of speech (Pennington 1989 as cited in Hayes (2004)).
4. Computer–Mediated Communication provides students with authentic social interaction in which students are exposed to the target language. (Chen, 2005).
5. CMC tools such as Internet telephony, audio and video conferencing, voicemail or voice discussion board can all be used to promote learners’ speaking proficiency. (Hubbard, 2004 in Chen, 2005).
CHAPTER THREE
THE STUDY

This chapter describes the study. The first section introduces the aims of the study. Section (3.2) presents the scope of the study. The third section (3.3) describes the subjects participated in the study. The fourth section (3.4) deals with the methodology of the study. The materials of the study are described in section (3.5). Finally, methods of data analysis are mentioned in section (3.6).

3.1 The Aims of the Study

The present study will focus on the aural-oral skills achievement of the Yemeni learners of English. It is a well-known fact that Arab learners of English encounter many serious difficulties when attempting to speak using English or just when they listen to English presented by others. El-Sayed (1992) cited in Modhish (2005:12) states that:

Too often we find students who have an excellent theoretical knowledge of grammar ; students who are able to do the most elaborate exercises in grammar , who can break up someone else’s sentences or essays…, have the greatest difficulty in constructing simple sentences or combining two or three sentences together themselves. Those students have mastered the elements of grammar but lack the power of turning the knowledge to practical ends.

It is hoped that this study will be able to provide insight into the nature of the problem and difficulties faced by these learners when they listen to or speak English. The aims and objectives of the study are as follows:

1- To explore the effects of using computer in teaching “Spoken English” courses to enhance students' listening and speaking skills achievement.

2- To examine if the integration of computer as an aided technique into “Spoken English” courses at the English Department in Hodeidah University can increase both the input and the output of English language taught in these courses.

3- To explore how students feel towards the use of multimedia learning to decide whether multimedia may have a valid place in language learning and teaching at the Faculty of Education, Hodeidah University.
4- To show some types of classroom techniques and if these techniques enhance classroom interaction and make it more active when a computer as an aided technique is used.

The study tries to explore the following points in details:

1. Using computer will motivate students to speak English as naturally as possible.
2. Using computer as a tool will facilitate the listening and speaking tasks, and they will be as "life-like" as possible.
3. Using computer for self-learning will enable students to have the freedom to overcome their problems of listening and speaking.
4. The attitudes of the Yemeni learners of English towards using computer as an aided technique in these courses. (i.e. Spoken English courses).
5. The type of classroom techniques and if these techniques make the classroom more active and students will participate enthusiastically if computer is used in these classes.

3.2 The Scope of the Study

It is stated in many studies as mentioned in Abdulmoneim, (2007:39-40) that the forces of research in this area are changing away from comparisons of achievement and attitudes between computing and non-computing environments, and towards description and analysis of the ways in which the technology can support language learning development. However, it should be noted here that the present study tackles a comparison of achievement and attitudes between computing and non-computing environments. This is done because the use of computers is still not generalized in educational institutions in Yemen. Computer technology is still introduced gradually and relatively slow basis in such institutions. Meanwhile, the programs used are mostly imported.

This study does not claim to deal with all language skills or aspects of computer assisted language learning. It limits itself to the study of the effects of using computer as an aided technique on the aural-oral skills achievements of the students of English Department at Faculty of Education, Hodeidah University.

The study will focus on the aural-oral skills difficulties and problems that face these learners and try to suggest some solutions with the help of computer technology. It also aims to shed light on the strategies and techniques of using computer to enhance listening and speaking (aural-oral) skills in teaching and learning.
3.3 The Subjects of the Study

This study had been conducted in the English Department at the Faculty of Education, Hodeidah University, Yemen in the academic year 2006-2007. The total number of participants is 174 students from English Department of this faculty. A group of 150 students were selected from the 1st year and a group of 24 students were selected from the 2nd year. From the group of 150 students of first year, two sub-groups of 20 students each were taken as Experimental group and Control group respectively, and a remaining sub-group of 110 students (also from first year) was formed. All these 3 sub-groups went through the background questionnaire given in appendix 1. Twenty-four students from the 2nd year students were selected to answer the survey conducted towards the end of the study as given in appendix 3.

The 40 students who were selected to be the experiment group and the control group were divided equally into 20 students for each group. This division was done according to their ability to use computer. They answered the questions in the background questionnaire that elicited their ability to use the computer (see appendix 1). Those who said that they can use a computer were selected to be the experiment group. Those who said that they did not know how to use a computer were selected to be in the control group. This was done deliberately because some previous studies such as Barr, et al. (2005) stated that one of the limitations of these studies was that some students in the experiment group needed much time to get used to this machine. Barr et al. (2005) points out that “the treatment group lost some time actually getting used to the computer-based environment and software, time which the other group were able to use on task”.

Each group had male students and female students. In the experiment group, there were 12 female students and 8 male students. In the control group there were 11 female students and 9 male students. The number of male or female students in each group was not necessary to be equal because this study does not consider the “gender” variable.

According to the background questionnaire given to them at the beginning of the study, 3% of them said that they never spoke English at home, 29 % of them said that they seldom spoke English at home, 68 % of them said that they sometimes spoke English at home. In their response to the question about listening to radio in English; 42.5 % of them said that they never listened to English radio, but 57.5% of them said that they listened to English radio. They were also asked if they watched English
programs or movies; 17.5% of them said that they never watched English TV or movies, but 82.5% of them said that they watched English TV or movies.

Another question was introduced about using computer. 31.6% of them said that they never use computer, 21.6% of them said that they seldom used computer, 29% of them said that they ‘sometimes’ used computer, 17.5 % of them said that they ‘always’ used computer. Very few students (20) had computers at home.

Twenty-four students from second year English Department from the same faculty were selected to participate in the survey. (see appendix 3) These students had studied four “Spoken English” courses over the two years. In their first year (2005-2006), they studied two Spoken English courses in traditional ways (only lectures with handouts and sometimes cassette recorder used by the teacher). In their second year (2006-2007) they studied ‘Spoken English’ courses with the help of computer. These classes were equipped with computer, big speakers so that all students can listen clearly, data show (projector) so that all the students can see the video extracts and the exercises well. In these classes, students were asked to watch video and answer some questions or to practice the dialogues presented by the speakers. Students also were asked to do many listening and speaking activities in these classes. These students were selected to respond to the survey questions. They were asked to compare between ‘Spoken English’ courses in their first year and their ‘Spoken English’ courses in their second year.

3.4 The Methodology

This study is an experimental one, so it follows the pre- and post-test design studies. The purpose of the experimental studies according to Picciano (2004:3) is to explore cause-and-effect relationships where causes can be manipulated to produce different kinds of effects. It relies on a quantitative data such as test scores and measures of performance. Picciano (2004:72) points out that: In a classical example of a true experiment in education, two randomly selected groups of students are similar in key characteristics: one group (experimental) is taught for a period of time using a new technique or treatment; and a second group (control or placebo) is taught using a traditional technique. At the conclusion of the experiment, the two groups are tested to determine if there is a difference in their achievement. … In analyzing the test results, if student achievement was greater in the experiment group, then the researcher can claim that the new teaching technique (treatment) was the cause.
In this study, the purpose is to study the effects of using computer as an aided technique on the students’ listening and speaking (aural-oral) skills’ achievement.

The pre-test (see appendix 4) was administered at the beginning of the study (i.e. in the academic session 2006-2007). This test consisted of some listening and speaking exercises.

Then the two groups (i.e. the experiment group and control group) were taught spoken courses over two 13-week semesters. The experiment group was taught the course with the help of computers. The classroom was equipped with a laptop, 2 big speakers, big screen and data show. In some cases the students of this group were asked to go to the computer lab and worked individually (i.e. each student has his/her own computer). These computers were equipped with headphones. The program which was used for spoken courses was downloaded on the computers. Students were asked to do some exercises individually or in pairs or as a group of three or four each. Students could see video clips on their computers, listen to some conversations, and so on.

The second group (the control group) was taught the same content but in a traditional way. The students of this group were taught in the classroom in the form of lectures. They did not use computers to listen. Cassette recorder or VCR was used instead.

At the end of the study, the students of both groups were given the post-test. This test consisted of the same questions of the pre-test with slight differences.

Then both tests were corrected and analyzed by using SPSS program to see the differences between the achievements of the two groups.

To know the effects of using computer and also to explore the students’ attitudes towards using computer in these courses, a questionnaire (see appendix 2) was conducted at the end of the study. All students of the experiment group and another 110 students from the same level in the English Department who studied ‘Spoken English’ course with the help of computer, were selected to respond to this questionnaire.

On this questionnaire shown in appendix 2, students were asked to rate 35 items by a 5-scale point (Likert Scale); that is strongly disagree, disagree, uncertain, agree, strongly agree. This type of scale was used here because it is very popular in surveys and questionnaires. The statements of this questionnaire were selected and adapted from some previous studies, such as Stepp-Greany (2002) and Nagata (1996).
Data were also collected through surveys and classroom observation. A survey shown in appendix 3 was conducted for nearly 30 students from the 2nd year, English Department of the same Faculty. Only 24 responses were received back by the researcher.

3.5 The Materials

The materials used in this study were some units selected from *New Interchange* (Intro, and level one) by Jack C. Richards with Jonathan Hull and Susan Protector (1997, 2nd edition). It contains students’ book, workbook, audio CD-ROMs or cassette. It also has a supplementary CD-ROM which “offers a wealth of additional practice. Each unit is based on a sequence from the video”. *The New Interchange* “covers the four skills of listening, speaking, reading and writing as well as improving pronunciation and building vocabulary. Particular emphasis is placed on listening and speaking. The primary goal of the course is to teach communicative competence, that is, the ability to communicate in English according to the situation purpose and roles of the participants.

The *New Interchange* deals with contemporary topics that are relevant to both students and teachers. It has an integrated, multi-skills syllabus that links topics, communicative functions, and grammar…”

The course also makes extensive use of information-gap tasks, role plays, pair group and whole class activities. These activities provide more personal practice of the new teaching points and increase the opportunity for individual student practice.

The pronunciation exercises focus on important features of spoken English including stress, intonation reduction and blending. The listening activities develop a wide variety of listening skills, including listening for gist, listening for details, and inferring meaning from the context. Charts or graphics often accompany these task-based exercises to lend support to students.

The CD-ROMs which accompany this course contain additional exercises. In this course, listening exercises, conversations and video clips were presented with the help of computer. Some pages from these CD-ROMs are shown in the appendix (5).

3.6 Methods of Data Analysis

Data were collected through three components; open-ended and close ended survey, a questionnaire and pre- and post-tests. The data were coded and converted into electronic form and analyzed using the computer software program SPSS
(Statistical Package for the Social Sciences) to conduct simple descriptive analysis, e.g. frequency distributions, contingency tables, means and standard deviations).
CHAPTER FOUR
DATA ANALYSIS AND FINDINGS

This chapter presents the analysis and findings of the data collected through the questionnaire, tests, the survey and observation. These data were analyzed by using the SPSS (Statistical Package for the Social Sciences), Version 12.0. T-test and the frequencies of these data are presented in this chapter. The first section (4.1) deals with the students’ questionnaire analysis. The mean and percentage of each category for each statement are discussed. The second section (4.2) deals with the statistical analysis of the pre- and post-tests for both (control and experiment) groups. The significances of these statistics are also reported. The third section (4.3) deals with the analysis of the survey. The findings of these results are reported. The fourth section (4.4) discusses the research questions according to the results of the questionnaire, tests, and the survey. The last section (4.5) deals with the study hypotheses.

4.1 Students’ Questionnaire Analysis

This section deals with the questionnaire administered to 130 students from the 1st year, English Department students, Faculty of Education, Hodeidah University. The mean of each statement is given along with its analysis. The percentage of each category for each statement is also provided. Some implications of these results are also given briefly.

Statement 1: The materials are well chosen and organized.

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<th>Cumulative Percent</th>
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<td>Undecided</td>
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<td>3.8</td>
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<td>Agree</td>
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</tr>
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<td>65.4</td>
<td>65.4</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
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</table>

The mean of the students’ responses is 4.58, showing that their responses are clustered around the “strongly agree” category. To be specific, 65.4 % of the respondents strongly agree with the statement and 29.2 % of the respondents agree
with the statement. Very few students disagree with the statement 1.5%. Only 3.8% of the respondents were uncertain about the statement.

The high level of the agreement with this statement 94.6% shows that the students felt that the materials –in which computer was used – were well chosen and organized. The absence of the “strongly disagree” category strengthens this choice.

**Statement 2: The content is easy.**

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<tr>
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<th>Cumulative Percent</th>
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<tr>
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<td></td>
<td></td>
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</tr>
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<td>2.3</td>
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</tr>
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<td>Disagree</td>
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</tr>
<tr>
<td>Undecided</td>
<td>7</td>
<td>5.4</td>
<td>5.4</td>
<td>11.5</td>
</tr>
<tr>
<td>Agree</td>
<td>55</td>
<td>42.3</td>
<td>42.3</td>
<td>53.8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>60</td>
<td>46.2</td>
<td>46.2</td>
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<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
<td>100.0</td>
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</table>

The mean of the students’ responses is 4.26, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 46.2% of the respondents strongly agree with the statement and 42.3% of the respondents agreed with the statement. Only 6.2% of the respondents either strongly disagreed or disagreed with the statement. 5.4% of them were uncertain.

This percentage 11.5% shows that there were some students who felt that the content was not easy. They might think it was difficult because of the speed of the speakers in the video extracts and listening exercises- as some students wrote in the space given for their comments. One student clearly stated that the content did not deal with the “basic” topics and vocabulary that Arab learners of English want to learn. They might think it was difficult because the content deals more with different cultures (like the American, Canadian and South Korean). A third one is the American accent which might make it difficult for these students, who had been exposed only to British accent in their previous education in the secondary schools.

**Statement 3: The objectives of the course are clear to me.**
The mean of the students’ responses is 4.25, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 45.4% of the respondents strongly agree with the statement and 39.2% of the respondents agree with the statement. Only 3.8% of the respondents disagree with the statement and 11.5% of the respondents were uncertain about the statement.

The level of agreement 84.6% shows that many students were aware of the objectives of the course. This happened because the objectives of each unit were shown to the students at the beginning of each unit.

**Statement 4: The materials are relevant to my needs.**

The mean of the students’ responses is 4.28, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 50.8%
of the respondents strongly agree with the statement and 38.5% of the respondents agree with the statement. 7.7% of the respondents disagree with the statement and 3.1% of the respondents were uncertain about the statement.

The level of agreement 89.3% shows that the students felt that their needs were fulfilled by this course. In this regard, some of them added in their comments, that they need to speak more and to be exposed to other kinds of accents (e.g. British accent).

**Statement 5: The instructions are easy to understand and clear.**

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</table>

The mean of the students’ responses is 4.32, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 49.2% of the respondents strongly agree with the statement and 39.2% of the respondents agree with the statement. Only 5.4% of the respondents disagree with the statement and 6.2% of the respondents were uncertain about the statement.

**Statement 6: The materials are interesting and attractive**

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<tr>
<td>Mean</td>
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<tr>
<td>Std. Deviation</td>
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</table>

67
The mean of the students’ responses is 4.65, showing that their responses are clustered around the “strongly agree” category. To be specific, 72.3% of the respondents strongly agree with the statement and 22.3% of the respondents agree with the statement. Only 1.5% of the respondents disagree with the statement and 3.8% of the respondents were uncertain about the statement.

The high level of agreement with this statement 94.6% shows that the students felt that the use of the computer in this course made the course interesting and attractive. Some students requested to use the computer in all other courses to be interesting like ‘Spoken English’ courses. One student wrote “I hope that the period of Spoken English lectures should be longer.”

**Statement 7: I can work on my own pace when computer is used.**

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<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
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<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The mean of the students’ responses is 4.53, showing that their responses are clustered around the “strongly agree” category. To be specific, 65.4% of the respondents strongly agree with the statement and 24.6% of the respondents agree with the statement. Only 1.5% of the respondents disagree with the statement and 8.5% of the respondents were uncertain about the statement.
The high level of the agreement 90% shows that the students felt that they could study English at their own pace either in the university or at home. They felt that –if computer was used in teaching and learning English – they could practice more.

**Statement 8: The materials integrate many skills. (Listening, speaking...)**

| Statistics |
|---|---|---|---|
| p8 | N Valid | 130 | |
| | Missing | 0 | |
| Mean | 4.7462 | |
| Std. Deviation | .51807 | |

The mean of the students’ responses is 4.74, showing that their responses are clustered around the “strongly agree” category. To be specific, 77.7% of the respondents strongly agree with the statement and 20% of the respondents agree with the statement. Only 0.8% of the respondents disagree with the statement and 1.5% of the respondents were uncertain about the statement.

The percentage of both strongly agree and agree is very high 97.7%. This clearly shows that the students found that the materials which were presented with the help of computer addressed their skills especially listening and speaking.

**Statement 9: The materials can be used at any time, for self-learning.**

| Statistics |
|---|---|---|---|
| p9 | N Valid | 130 | |
| | Missing | 0 | |
| Mean | 4.5231 | |
| Std. Deviation | .69567 | |
The mean of the students’ responses is 4.52, showing that their responses are clustered around the “strongly agree” category. To be specific, 60.8% of the respondents strongly agree with the statement and 33.1% of the respondents agree with the statement. Only 1.5% of the respondents disagree with the statement and 4.6% of the respondents were uncertain about the statement.

The high level of the agreement 93.9% clearly shows that the students believed that the course – only when computer programs were used - can be used at any time and at any place. The students could take the CD-ROMs and access them anywhere. Some students regretted that they did not have computer at home to practice more using such programs.

**Statement 10: The materials are informative.**

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<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<td>100.0</td>
<td></td>
</tr>
<tr>
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<td>.8</td>
<td>.8</td>
<td>.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>.8</td>
<td>.8</td>
<td>1.5</td>
</tr>
<tr>
<td>Undecided</td>
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<td>4.6</td>
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Statistics

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<tr>
<td>Std. Deviation</td>
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</table>

The mean of the students’ responses is 4.22, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 46.2% of the respondents strongly agree with the statement and 38.5% of the respondents agree with the statement. Whereas 6.9% of the respondents disagree with the statement and 8.5% of the respondents were uncertain about the statement.
Statement 11: The conversations and the video extracts are realistic.

The mean of the students’ responses is 4.06, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 44.6% of the respondents strongly agree with the statement and 26.9% of the respondents agree with the statement. 6.9% of the respondents disagree with the statement and 21.5% of the respondents were uncertain about the statement.

It is interesting, however, to note that 21.5% of the respondents were uncertain about the statement. It is not clearly why these students were uncertain about this statement. It might be that they thought that “realistic” means that they should be taken from real life.

Statement 12: These materials pay an adequate attention to listening skill.

The mean of the students’ responses is 4.06, showing that their responses are clustered around the “strongly agree” and “agree” categories.
The mean of the students’ responses is 4.12, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 46.9% of the respondents strongly agree with the statement and 31.5% of the respondents agree with the statement. 10.8% of the respondents disagree with the statement and 10.8% of the respondents were uncertain about the statement.

The level of agreement is not high. Only 78.4% of the respondents agree with this statement. The students felt that they should be exposed to more listening exercises. Students need to listen to longer ones. Also, the ways of presenting these exercises did not match the learning styles of these learners. They felt it was better if the conversations and the video extracts presented more than twice. One point should be mentioned here, that almost all the listening activities were designed for students to do something. In this material, there were no listening activities designed for example as listening for pleasure. These listening activities may enable the students to be free and they would enjoy such activities.

**Statement 13: These materials pay an adequate attention to speaking skill.**

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The mean of the students’ responses is 4.06, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 39.2% of the respondents strongly agree with the statement and 39.2% of the respondents agree with the statement. 10% of the respondents disagree with the statement and 11.5% of the respondents were uncertain about the statement.

It is particularly interesting that the level of agreement in this statement is 78.4% as in the previous statement that related to listening. The students still thought
that the course did not offer more speaking activities. Some students clearly stated that they need more speaking activities and even more oral tests. Some suggested making groups to practice spoken English. They want to speak more, that is why some students wrote that the lecture period is very short.

**Statement: 14. The content encourages me to speak fluently.**

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The mean of the students’ responses is 4.06, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 36.2% of the respondents strongly agree with the statement and 42.3% of the respondents agree with the statement. 8.5% of the respondents disagree with the statement and 13.1% of the respondents were uncertain about the statement.

The students felt that they had improved their speaking skills, but not in such a way that it could be described as fluently. In this case, 78.5% of the respondents felt that the content which was full of conversations and speaking activities encouraged them to use English in many situations about different topics, but some students stated that they still could not speak fluently. The percentage of those who either disagree or were uncertain is 21.5%, which can be considered high in comparison with the same categories of other statements.

**Statement 15: The content encourages me to use English more in the class.**

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The mean of the students’ responses is 4.25, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 45.4% of the respondents strongly agree with the statement and 41.5% of the respondents agree with the statement. 5.4% of the respondents disagree with the statement and 7.7% of the respondents were uncertain about the statement.

**Statement 16: I feel comfortable using computer in this course.**

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The mean of the students’ responses is 4.40, showing that their responses are clustered around the “strongly agree” category. To be specific, 61.5% of the respondents strongly agree with the statement and 23.1% of the respondents agree with the statement. Only 3.8% of the respondents disagree with the statement and 11.5% of the respondents were uncertain about the statement.

The percentage of those who disagreed or were uncertain is 15.4%, which shows that there is still a considerable number of students who had some doubts about using computer in teaching. They did not feel comfortable. In fact, 84.6% of the respondents showed that they felt comfortable when computer was used. It is not clear why this number of respondents who did not feel comfortable when computer was
used. But one thing can be mentioned here and it was stated by some students in their comments. This is a new way of teaching English, and sometimes these students want to practice more (for example, they need to hear the conversations more than three times, but these conversations were played only twice.)

**Statement 17: I enjoy the exercises that help me to speak in English.**

The mean of the students’ responses is 4.52, showing that their responses are clustered around the “strongly agree” category. To be specific, 60 % of the respondents strongly agree with the statement and 33.8 % of the respondents agree with the statement. Only 1.5 % of the respondents disagree with the statement and 4.6% of the respondents were uncertain about the statement.

The high level of the agreement with this statement 93.8% shows that the students felt that the exercises of speaking were interesting when computer was in use. They found some topics to talk about. The colorful pictures and video extracts helped in this regard.

**Statement 18: I feel confident when I understand the English presented by natives.**
The mean of the students’ responses is 4.56, showing that their responses are clustered around the “strongly agree” category. To be specific, 68.5% of the respondents strongly agree with the statement and 23.8% of the respondents agree with the statement. Only 2.3% of the respondents disagree with the statement and 5.4% of the respondents were uncertain about the statement.

The high level of the agreement with this statement 92.3% shows that the students felt that they were able to understand the native speakers of English. This was the first experience of many of them. In schools they did not have such experience. They used to hear their own teachers who were not native speakers of English. This is also repeated in their comments. Some of them wrote “This way of teaching improved my self-confidence”.

**Statement 19: I am satisfied when I use computer to learn English.**

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The mean of the students’ responses is 4.3, showing that their responses are clustered around the “strongly agree” category. To be specific, 52.3% of the respondents strongly agree with the statement and 31.5% of the respondents agree...
with the statement. Only 3.8% of the respondents disagree with the statement and 12.3% of the respondents were uncertain about the statement.

It is particularly interesting that 16.2% of the respondents either disagree or were uncertain about this statement. 83.8% of the respondents agree with the statement.

Looking at their comments, some students wrote “We hope that computer will be used in the next academic years in all courses”, “The computer is the best way to learn English”. One students showed his high interest in this way so he tried not to be absent in the lectures of this course, because “it is interesting”

However, there are still some students who were worried and still have some doubts about the usefulness of computer in learning English. Their reasons were not stated clearly in their comments. One thing can be elicited from their comments is their illiteracy of using computer.

**Statement 20: It is boring to use computer in this course.**

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<td>Total</td>
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</table>

The mean of the students’ responses is 1.47, showing that their responses are clustered around the “strongly disagree” and “disagree” categories. To be specific, 71.5% of the respondents strongly disagree with the statement and 15.4% of the respondents disagree with the statement. Only 3.8% of the respondents agree with the statement and 9.2% of the respondents were uncertain about the statement.

The level of the disagreement with this statement is 86.9% which shows that students felt that the using of computer is interesting. 3.8% of the respondents felt that using computer is boring.
This statement deliberately was inserted in this questionnaire to make sure if the respondents had chosen the category for each statement carefully. The means reveal that they had chosen the category carefully. There is no contradiction with other statements (such as statement 16).

It is interesting that there were some respondents 13% who still view computer use in learning is boring or they had some doubts about this use.

**Statement 21: Using computer helps me follow the lesson well.**

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<th>Cumulative Percent</th>
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<td>Total</td>
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<td></td>
</tr>
</tbody>
</table>

The mean of the students’ responses is 4.17, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 40% of the respondents strongly agree with the statement and 43.1% of the respondents agree with the statement. Only 3.8% of the respondents disagree with the statement and 13.1% of the respondents were uncertain about the statement.

**Statement 22: Using computer helps me create new ways of communication.**

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<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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</table>
The mean of the students’ responses is 3.8, showing that their responses are clustered around the “agree” category. To be specific, 26.2% of the respondents strongly agree with the statement and 37.7% of the respondents agree with the statement. 7.7% of the respondents disagree with the statement and interestingly 28.5% of the respondents were uncertain about the statement.

The level of the agreement with this statement is low in comparison with other similar statements. This shows that the students felt that they were not fully qualified to handle this machine to produce something new. They still were dependent on what was prescribed by their teachers.

**Statement 23: Using computer helps me to improve my English proficiency.**

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</table>

The mean of the students’ responses is 4.4, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 53.1% of the respondents strongly agree with the statement and 36.2% of the respondents agree with the statement. Only 2.3% of the respondents disagree with the statement and 8.5% of the respondents were uncertain about the statement.
The high level of the agreement with this statement 89.3% shows that the students felt that their English had improved when computer was used in this course. They also emphasized this point in their comments and many stated that using computer helped them improve their language skills.

**Statement 24: I am active when computer is used in this course.**

The mean of the students’ responses is 4.56, showing that their responses are clustered around the “strongly agree” category. To be specific, 65.4% of the respondents strongly agree with the statement and 30% of the respondents agree with the statement. Only 3.1% of the respondents disagree with the statement and 1.5% of the respondents were uncertain about the statement.

The high level of the agreement with this statement 95.4% shows that the students felt that they were so active when the course was taught with the help of computer. This is also emphasized in their comments. The following are some statements written by the students:

- “I hope this [using computer] will be used in our country like this because it makes a lot of changes in my speaking skill”
- “When the teacher uses the computer, I feel that I have understood everything”

**Statement 25: The exercises are suitable to the class time.**
The mean of the students’ responses is 4.33, showing that their responses are clustered around the “strongly agree” category. To be specific, 53.1% of the respondents strongly agree with the statement and 34.6% of the respondents agree with the statement. Only 4.6% of the respondents disagree with the statement and 7.7% of the respondents were uncertain about the statement.

**Statement 26: The exercises are challenging enough.**

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<tr>
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</table>

The mean of the students’ responses is 3.9, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 39.2% of the respondents strongly agree with the statement and 29.2% of the respondents agree with the statement. 11.5% of the respondents disagree with the statement and 20% of the respondents were uncertain about the statement.

The level of the disagreement with this statement 31.5% shows that the students felt that the exercises were not challenging enough. They felt that they need longer exercises. (The exercises which were offered by the materials began with the basic things such as how to ask about names, places, occupations ...etc.) Some
students had studied these in private institutes. They expect the university courses will be more difficult and more advanced.

**Statement 27: The exercises help me to understand better.**

The mean of the students’ responses is 4.5, showing that their responses are clustered around the “strongly agree” category. To be specific, 61.5% of the respondents strongly agree with the statement and 33.8% of the respondents agree with the statement. Only 2.3% of the respondents disagree with the statement and 2.3% of the respondents were uncertain about the statement.

The high level of the agreement with this statement 95.3% shows that the students felt that they had understood better when various ways of teaching and exercises were used.

**Statement 28: The materials encourage me to find out more information.**
The mean of the students’ responses is 4.4, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 48.5% of the respondents strongly agree with the statement and 43.8% of the respondents agree with the statement. Only 3.1% of the respondents disagree with the statement and 4.6% of the respondents were uncertain about the statement.

The high level of the agreement with this statement 92.3% shows that the students felt that this course encouraged them to find out more information. They were encouraged to find out more vocabulary about some topics to present them orally. The various topics dealt by the course had established the chance for more choices according to the student interest. The materials offered a wide range of topics; e.g. food, sport, education, music, family, and so on.

**Statement 29: Listening exercises through computer is better than anything else.**

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<td>Percent</td>
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The mean of the students’ responses is 4.36, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 58.5% of the respondents strongly agree with the statement and 23.8% of the respondents agree with the statement. Only 3.1% of the respondents disagree with the statement and 14.6% of the respondents were uncertain about the statement.

The level of the agreement with this statement is 82.3% whereas the level of disagreement and uncertainty is 17.7% which shows that the students felt that using computer in listening exercises is good but not the best thing. There were still some doubts about the uses of this tool (the computer) for listening exercises.
Some students clearly stated that sometimes they could not hear well. They did not compare this machine with any device (like cassette recorder or VCD recorder), but they still had some unclear reasons for not fully agreeing with this statement.

Statement 30: I prefer using computer in this course.

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</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td>23.8</td>
<td>23.8</td>
<td>32.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>88</td>
<td>67.7</td>
<td>67.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The mean of the students’ responses is 4.57, showing that their responses are clustered around the “strongly agree” category. To be specific, 67.7 % of the respondents strongly agree with the statement and 23.8% of the respondents agree with the statement. Only 0.8% of the respondents disagree with the statement and 7.7% of the respondents were uncertain about the statement.

The high level of the agreement with this statement 91.5% shows that the students would like to use computer in learning English especially in “Spoken English” courses. This is also emphasized in their comments. Many students presented their thanks to the teacher who introduced the courses with the help of computer.

Statement 31: Computer should be added to be part of our spoken courses.

<table>
<thead>
<tr>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>p31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Valid</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>130</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>4.7154</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>.71782</td>
<td></td>
</tr>
</tbody>
</table>

84
The mean of the students’ responses is 4.7, showing that their responses are clustered around the “strongly agree” category. To be specific, 82.3% of the respondents strongly agree with the statement and 10.8% of the respondents agree with the statement. Only 3.1% of the respondents disagree with the statement and 3.8% of the respondents were uncertain about the statement.

The high level of the agreement with this statement 93.1% shows that the students would like computer to be used in all other courses. In their comments, they requested the administrators of the college to add more computers in the computer lab and requested other teachers to use computer in their courses.

**Statement 32: I want to use computer individually.**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>0.8</td>
<td>0.8</td>
<td>0.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>2.3</td>
<td>2.3</td>
<td>3.1</td>
</tr>
<tr>
<td>Undecided</td>
<td>5</td>
<td>3.8</td>
<td>3.8</td>
<td>6.9</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>10.8</td>
<td>10.8</td>
<td>17.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>107</td>
<td>82.3</td>
<td>82.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The mean of the students’ responses is 3.5, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 30% of the respondents strongly agree with the statement and 27.7% of the respondents agree with the statement. Only 23.8% of the respondents disagree with the statement and 18.5% of the respondents were uncertain about the statement.
The lower level of the agreement with this statement 57.7% shows that the students felt that they could not use computer alone. They still were dependent on the teacher help. They would like to use the computer in groups or as a whole group when the teacher presents the materials on big screen. This happens due to the computer illiteracy among many of these students.

**Statement 33: I like using computer with big screen (the projector) in our class.**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Strongly Disagree</td>
<td>3</td>
<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>1.5</td>
<td>1.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>3.1</td>
<td>3.1</td>
<td>6.9</td>
</tr>
<tr>
<td>Agree</td>
<td>30</td>
<td>23.1</td>
<td>23.1</td>
<td>30.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>91</td>
<td>70.0</td>
<td>70.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The mean of the students’ responses is 4.56, showing that their responses are clustered around the “strongly agree” category. To be specific, 70% of the respondents strongly agree with the statement and 23.1% of the respondents agree with the statement. Only 3.8% of the respondents disagree with the statement and 3.1% of the respondents were uncertain about the statement.

The high level of the agreement with this statement 93.1% strengthens their choices of the previous statement. Many students were in favour of teacher-centered methods and still dependent on teacher use of computer in classroom. They did not know how to operate this machine, so they prefer using big screen in the classroom.

**Statement 34: I speak English more when group activities are used with computer.**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>130</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The mean of the students’ responses is 4.16, showing that their responses are clustered around the “strongly agree” category.
The mean of the students’ responses is 4.16, showing that their responses are clustered around the “strongly agree” and “agree” categories. To be specific, 40.8% of the respondents strongly agree with the statement and 40% of the respondents agree with the statement. Only 3.8% of the respondents disagree with the statement and 15.4% of the respondents were uncertain about the statement.

The level of the agreement with this statement 80.8% shows that the students wanted to use English with their classmate in the form of groups working together around the computers. On the other hand, 19.2% of them were not in favour of these groups. They wanted to work individually.

**Statement 35: Using computer in this way encouraged me to communicate better.**

<table>
<thead>
<tr>
<th>Valid</th>
<th>Strongly Disagree</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Disagree | 2 | 1.5 | 1.5 | 3.1 |
| Undecided | 2 | 1.5 | 1.5 | 9.2 | 12.3 | 34.6 | 46.9 | 100.0 |
| Agree | 45 | 34.6 | 34.6 | 69 | 53.1 | 100.0 | 130 | 100.0 | 100.0 |

The mean of the students’ responses is 4.36, showing that their responses are clustered around the “strongly agree” category. To be specific, 53.1% of the respondents strongly agree with the statement and 34.6% of the respondents agree with the statement. Only 3.1% of the respondents disagree with the statement and 9.2% of the respondents were uncertain about the statement.
The level of the agreement with this statement 87.7.5% shows that the students were encouraged to communicate with others when computer was used in these classes. They were equipped with some basic skills for conversation. They were exposed to different kinds of topics. They found a variety of topics to talk about.

4.2 The Pre-test and Post-test Analysis

To examine the research hypothesis, an independent t-test analysis was performed using SPSS program. The outputs are presented below:

**Comparing the Experiment and Control Groups**

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>20</td>
<td>1.40</td>
<td>4.627</td>
<td>1.035</td>
</tr>
<tr>
<td>Experiment Group</td>
<td>20</td>
<td>8.50</td>
<td>5.453</td>
<td>1.219</td>
</tr>
</tbody>
</table>

This table gives a descriptive analysis of the data. It shows that there are 20 participants in each group. Looking at the means, one can notice that there is a difference (almost 7 points); the students in the experiment group scored higher than those students in the control group.

The following table shows that the standard deviations are very close to each other.

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig.</td>
<td>F</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>Sig.</td>
<td>Equal variances assumed</td>
</tr>
<tr>
<td>Sig.</td>
<td>Equal variances not assumed</td>
</tr>
</tbody>
</table>

This table shows the significance of the difference between the experiment and control group. The t-test is -4.44 with 38 degrees of freedom. Since Levene's Test is not significant (p-value > .05), it is assumed that the variances are equal and the first line is reported. The significance test is .000, which is much less than 0.05, indicating the difference is significant.

This shows that there is a difference between the experiment and control groups and this difference is significant (P-value < 0.05). The students in the experiment group scored higher than the students in the control group. This difference

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1 The statistical terms used in this section are defined in appendix 7.
occurs because the students in the experiment group had done better than the students in the control group. The use of computer in the teaching of the experiment group was one of the main reasons for this achievement.

Now, the students’ pre-test performance in each group is compared.

**The difference between the control and experiment groups (Pre-test only).**

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control (Pre)</td>
<td>20</td>
<td>67.90</td>
<td>13.030</td>
<td>2.914</td>
</tr>
<tr>
<td>Experiment (Pre)</td>
<td>20</td>
<td>81.55</td>
<td>10.689</td>
<td>2.390</td>
</tr>
</tbody>
</table>

Again this table presents the descriptive analysis of the data. Looking at the means, students in the experiment group scored higher than students in the control group by 14 points even before they are exposed to the experiment. This shouldn’t be the case. They ought to be equal or close to each other (this happened because the students in the experiment group might be smarter than those in the control group). The students were selected according to their ability of using the computer. The reasons for this selection are stated in chapter 3 section 3. The table below shows that this difference is significant (p-value < 0.05).

**Independent Samples Test**

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
</tbody>
</table>

**The difference between the experiment and control groups (Post-test only).**

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control (Post)</td>
<td>20</td>
<td>69.30</td>
<td>14.386</td>
<td>3.217</td>
</tr>
<tr>
<td>Experiment (Post)</td>
<td>20</td>
<td>90.05</td>
<td>8.010</td>
<td>1.791</td>
</tr>
</tbody>
</table>

The results show that the students in the experiment group performed better than students in the control group by 20 points. This difference is significant (p- Value < 0.05).
The previous table shows the independent t-test analysis comparing the different groups (Experiment vs. Control). A paired sample t-test is done to compare the students’ performance before and after the course for each group (Experiment and Control) separately.

Comparing the means of the pre- and post-test to know if there is any improvement in the control group is shown in the following table.

**Control Group**

<table>
<thead>
<tr>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
<td>69.30</td>
<td>20</td>
<td>14.386</td>
</tr>
<tr>
<td>Pretest</td>
<td>67.90</td>
<td>20</td>
<td>13.030</td>
</tr>
</tbody>
</table>

Descriptive analysis is given in this table. The same students were involved in the pre and posttests. The results show that there is no difference in the students’ performance before and after the course. The mean is almost the same (there is no improvement).

**Paired Differences**

<table>
<thead>
<tr>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>Lower</th>
<th>Upper</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest - Pretest</td>
<td>1.40</td>
<td>4.627</td>
<td>1.035</td>
<td>-0.766</td>
<td>3.566</td>
<td>1.353</td>
<td>19</td>
</tr>
</tbody>
</table>

This table shows that there is no significant difference between the students’ performance before and after the course (P-value > 0.05). The mean difference is just 1.4.

Now, the means of the pre- and post-test to know if there is any improvement in the experiment group are shown in the following table.

**The Experiment Group**
Looking at the means, one can find that there is 8.5 points difference in the students’ performance before and after the course in the experiment group. This difference is significant (P-value < 0.05) \( t = 6.971 \) with df = 19.

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Posttest</td>
</tr>
<tr>
<td>Pretest</td>
</tr>
</tbody>
</table>

Doing paired sample t-test to compare the students’ performance before and after the course in the two groups (Experiment and Control), one can conclude that the students’ performance in the experiment group improved after the course and there is no difference in the students’ performance in the control group indicting that using the computer in classrooms is helpful.

**4.3 The Survey Analysis**

A survey was prepared and administered to 24 students from 2\(^{nd}\) year, English Department, Hodeidah University. The survey (see appendix 3) included both open-ended and close-ended items, to elicit the students’ attitude towards the use of computer in “Spoken English” courses. Twenty-four students responded to the survey items. The results of their responses are discussed below.

**Question 1: What are the differences between spoken courses last year and spoken courses this year?**

Table (4.1) shows the differences between “Spoken English” courses of the first year – in which computer was not used- and the “Spoken English” courses of their 2\(^{nd}\) year in which computer was used.

The most important difference -as stated by the students – is the presence of listening and speaking activities in the 2\(^{nd}\) year “Spoken English” courses, whereas the 1\(^{st}\) year “Spoken English” courses did not pay enough attention to listening and speaking activities. There is a consensus among the students that their “Spoken English” courses in their 2\(^{nd}\) year were better than those of the 1\(^{st}\) year. One of the
most important reasons for this is the use of computer in the 2\textsuperscript{nd} year courses. Interestingly, one student stated that there was no difference.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2\textsuperscript{nd} year “Spoken English” courses develop listening and speaking skills especially listening to the native speakers of English.</td>
<td>12</td>
</tr>
<tr>
<td>New techniques</td>
<td>2</td>
</tr>
<tr>
<td>We got exposed to new culture and new accent (American accent)</td>
<td>1</td>
</tr>
<tr>
<td>We got new vocabulary.</td>
<td>1</td>
</tr>
<tr>
<td>Watch videos</td>
<td>1</td>
</tr>
<tr>
<td>Interesting</td>
<td>1</td>
</tr>
<tr>
<td>No difference</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.1

\textbf{Question2: Before doing this course this year, have you tried to listen or watch English programs?}

In their responses to this question, twenty-one out of the twenty-four respondents stated that they used to watch and listen to English programs. One student stated that he did not watch or listen to English programs. Two students did not reply to this question. In their responses to the second part of this question -If Yes, do you think that now you can listen and watch with better understanding? And have you found any differences? Twenty students stated that they found some differences between watching and listening to English programs before and after the “Spoken English” courses. Table (4.2) shows the responses of the students which present the differences between watching and listening to English programs on TV or radio, before and after the courses.

<table>
<thead>
<tr>
<th>Responses</th>
<th>N. of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found that I got exposed to new accent and pronunciation.</td>
<td>3</td>
</tr>
<tr>
<td>I acquired new vocabulary.</td>
<td>3</td>
</tr>
<tr>
<td>After these courses (with computer), it is better to understand native speakers of English.</td>
<td>2</td>
</tr>
<tr>
<td>I can understand the native speakers of English even if they speak fast.</td>
<td>2</td>
</tr>
<tr>
<td>After these courses, I like watching English TV programs.</td>
<td>2</td>
</tr>
<tr>
<td>I feel that I am familiar with the accent of native speakers of English.</td>
<td>2</td>
</tr>
<tr>
<td>I found that I got exposed to many ways to express one idea.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.2
Question 3: Do you think that using computer differs from using tape recorder in spoken courses? Give your reasons.

Table 4.3 below shows the responses of the students which present the students’ view about using computer for listening activities and is there any difference with the use of tape recorder. Many students stated that with computer they could see and listen which was impossible if tape recorder was used. Amazingly, two students stated that there was no difference. Moreover, one of them added that their attention would be distracted when computer was used whereas they would focus on the content of the listening exercise if only tape recorder was used.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>With computer we can see and listen</td>
<td>13</td>
</tr>
<tr>
<td>We can see real people; we see their lips moving when they are speaking.</td>
<td>6</td>
</tr>
<tr>
<td>The sound of computer is better and clear.</td>
<td>5</td>
</tr>
<tr>
<td>When video extract are presented through computer is used, we can guess the meaning from the movement of the body, lips, …etc.</td>
<td>2</td>
</tr>
<tr>
<td>We learn the pronunciation better.</td>
<td>1</td>
</tr>
<tr>
<td>Using computer is more exciting.</td>
<td>1</td>
</tr>
<tr>
<td>No “big” difference.</td>
<td>1</td>
</tr>
<tr>
<td>No difference- I prefer to use tape recorder because my attention will be on the listening exercise.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.3

Question 4: Have you enjoyed using computer in this course?

In their response to this question, all of them had answered with “Yes”.

Question 5: Do you understand what is said in these exercises (listening, video extracts)?”

In their responses to this question their responses varied from “sometimes” to “almost 90%”. No one stated that they could understand less than 50% of what is said.

Question 6: What do you think is better: to use computer in the whole class time, or sometimes? Why?

In their responses to this question, sixteen students had chosen “sometimes” and 9 students had chosen “all of the class time”. The total of their responses is 25 though the respondents were 24 because one student had chosen both cases. The reasons of those who had chosen “sometimes” are listed below:
- “because we need to speak and the teacher corrects our mistakes”
- “because using computer at the whole class time will make the students tired and the class will be boring.”
- “there are some students who may feel uncomfortable because looking at the screen for a long period will hurt their eyes.”
- “we need to practice more.”

The reasons of those who had chosen “all the time” are listed below;
- “because this way saves the time and we will learn a lot of things.”
- “the time of the lecture is short, and we need to learn many things.”

The student who had chosen both cases stated that this depended on the lesson. Some lessons may take the whole class time and some other lessons may not.”

Question 7: How do you feel when you watch these video extracts?

The respondents’ feelings are shown in Table (4.4) below.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel happy when I watch and understand these video extracts.</td>
<td>6</td>
</tr>
<tr>
<td>I feel that I can understand them easily.</td>
<td>4</td>
</tr>
<tr>
<td>I feel happy especially when I exposed to different people, places and cultures.</td>
<td>3</td>
</tr>
<tr>
<td>I feel comfortable.</td>
<td>2</td>
</tr>
<tr>
<td>I enjoy it because it the first time to use computer in learning English.</td>
<td>1</td>
</tr>
<tr>
<td>I am motivated to learn more and study harder.</td>
<td>1</td>
</tr>
<tr>
<td>I feel good because this will improve my listening skill.</td>
<td>1</td>
</tr>
<tr>
<td>I am active.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.4

This table shows the respondents’ feeling about the use of video extracts presented via computer in “Spoken English” courses. All the statements reveal that the students felt happy and enjoyed this part of the course.

Question 8: What are the most interesting parts of this program?

In their responses to this question, many students stated that the most interesting parts of this program were watching video and conversations.

Question 9: Have you practiced more as self-study at home or café?

In their responses to this question, seventeen students had chosen “yes” and 4 students had chosen “No” and 3 students did not reply to this question. The percentage of students who had chosen “Yes” (70.8%) shows that the students wanted to improve
their language skills by more practice. They practiced English language through computer either at home for those who had computers or at the internet cafe.

**Question 10: Do you think that using computer in teaching/ learning spoken English courses is valuable?**

In their responses to this question, nineteen students had chosen “yes” and 5 students had chosen “No”. Their reasons are shown in Table (4.5) below.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can correct my pronunciation.</td>
<td>2</td>
</tr>
<tr>
<td>The lectures become more interesting.</td>
<td>2</td>
</tr>
<tr>
<td>Using computer will develop our skills.</td>
<td>1</td>
</tr>
<tr>
<td>I can be exposed to many accents.</td>
<td>1</td>
</tr>
<tr>
<td>We got the information easily.</td>
<td>1</td>
</tr>
<tr>
<td>I can imitate the native speakers of English.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Table 4.5**

This table shows that the students thought that using computer in teaching and learning “Spoken English” had many benefits. They felt that their pronunciation might become better if they used computer to practice their pronunciation.

**Question 11: What do you prefer?**

a. Using computer individually (at home- computer lab, café).

b. Using computer with your classmate.

c. Using computer in a group of students.

d. Using computer for the whole class with projector.

Table (4.6) below show the students responses to this question

<table>
<thead>
<tr>
<th>Using computer individually (at home- computer lab, café).</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using computer with your classmate.</td>
<td>5</td>
</tr>
<tr>
<td>Using computer in a group of students.</td>
<td>3</td>
</tr>
<tr>
<td>Using computer for the whole class with projector.</td>
<td>8</td>
</tr>
</tbody>
</table>

**Table 4.6**

The total responses are 26 because some students had chosen two options.

The results above show that a good number of students 61.15% preferred using computer with their classmates or for the whole class under the teacher control, whereas 38.8% of them preferred using computer individually.
4.4 The Research Questions Discussion

This section tries to answer the research questions pertaining to this study; the questions have already been given in section 1.5.

Research question No. 1. Is there any evidence showing how computer-assisted language learning can enhance the achievement of listening and speaking skills? To what extent can computer help in teaching listening and speaking skills?

The purpose of this question is to explore the effectiveness of computer assisted language learning on the achievement of listening and speaking skills.

The statistical analysis of the t-test performed on the overall achievement scores indicated that the mean scores differ significantly (p-value < 0.05) between the two groups due to the teaching aids used, i.e. computer in the case of experimental group, and the traditional way in the control group. The table below summarizes the means of the scores of the pre-test and post-test of both groups.

<table>
<thead>
<tr>
<th></th>
<th>Control group</th>
<th>Experimental group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>67.90</td>
<td>81.55</td>
</tr>
<tr>
<td>Post test</td>
<td>69.30</td>
<td>90.05</td>
</tr>
<tr>
<td>The difference between the two means</td>
<td>1.40</td>
<td>8.50</td>
</tr>
</tbody>
</table>

Table 4.7

The table above clearly shows that the experimental group students scored higher than the students in the control group which indicates that they had shown more improvement.

Data from the questionnaire revealed that the students felt it was effective when computer was used in “Spoken English” courses. Also, they felt that their listening and speaking skills had improved.

As it is shown in statement 8, that 97.7% of the students felt that the material in which computer was used had integrated many skills such as listening and speaking.

Data from the survey revealed clearly that the students felt that these courses developed their listening and speaking skills (see Table 4.1).

These results suggest that there is considerable evidence which can clearly indicate that computer assisted language learning can enhance the students’ achievement of listening and speaking skills.
It must also be noted that computer – as students requested – should be used in all other courses and for longer periods. The students requested for more computers and more computer labs.

**Research question No. 2. How do students react to the use of computer in “Spoken English” courses?**

The purpose of this question is to explore the students’ attitudes towards the use of computer in “Spoken English” courses, and then apply the results to other courses.

Data from the questionnaire showed that the students felt that they were active when computer was used in these courses. They were enthusiastic in the classroom activities. 95.4% of them felt that they were active when exercises were introduced through the computer. They urged that computer should be used in all other courses. 91.5% of them preferred the use of computer in these courses.

However, there is a considerable number of students who had some doubts about this use. In fact, 15.4% of the students either disagreed or were uncertain about the benefits of computer to make learning comfortable and interesting (statement 16). Also, 17.7% of them had some doubts about the use of computer in listening exercises (statement 29).

The same results are discovered from the survey also. As it is shown in Table 4.3, there are number of students who viewed computer as a useful and advanced tool and it is better than traditional ones (like tape recorder). Conversely, there are some students who had some doubts about this use. They had favored traditional devices such as tape recorder.

In sum, the results suggest that the Yemeni learners of English – in general- have positive attitudes towards the use of computer in English language teaching and learning. They want to be taught with the help of computer.

It must also be noted that those students who had some doubts about using computer in these courses and they had preferred traditional teaching aids – if they are taught how to handle this machine- they may change their views and attitudes. Their favor of traditional teaching aids because of their fear of being described as “illiterate”. Statements 24 and 30 illustrate that the students will be active and prefer using computer in these courses.

**Research question No. 3. What are the effects of using computer on the students’ motivation and their interaction in the classroom?**
The purpose of this question is to explore the effects of using computer on the students’ motivation to study English and the ways of interaction with their teachers and with each other in the classroom.

Data from the questionnaire showed that the students felt that these courses encouraged them to use English with their teachers and their classmates (statement 15). 93.8% of them stated that they enjoyed these exercises (statement 17). Moreover, the high level of agreement 92.3% with the statement “I feel confident when I understand the English presented by natives.” (statement 18) showed that these courses had built self-confidence among the students. 83.8% of the students showed their satisfaction when computer was used (statement 19). And the high level of disagreement with the statement “It is boring to use computer in this course” strengthens these results.

Data from the survey also showed the similar reactions. All of the students who responded to the survey had chosen the affirmative answer to the question “have you enjoyed computer in this course?” They showed their happiness when they were taught with the help of computer. Table 4.4 shows more statements of the students which clearly present the high motivation and enthusiasm of the students to use computer in these courses.

These results suggest that the use of computer effects positively on the students’ motivation. Students were encouraged to communicate with their teachers and their classmates using English. Also, students felt self-confident to use English in such contexts. Students enjoyed this kind of teaching. Students were active in the classroom when they were exposed to exercises done through the computer.

Research question No. 4. What are the difficulties and challenges that may be faced using computers in teaching English at the English Department, Faculty of Education, Hodeidah University?

The purpose of this question is to explore the difficulties that may be faced using computer in teaching English at the English Department, Faculty of Education, Hodeidah University.

The use of computer in teaching English at this department-according to these results and the observation done by the researcher during his fieldwork - may face the following difficulties:

1- The classrooms are not suitable for teaching big numbers of students. More than 80 students are gathered in one classroom. This causes some problems to
the teacher as well as to the students. In such rooms, the whole class activities using computer can be applicable. One computer/ laptop, big speakers and a projector can be put in the front of the classroom. It is supposed that all students can see and hear what is going on. But actually, those who sit at the back of the classroom cannot see or hear properly. Moreover, they are not evaluated well as those who sit in the front of the classroom.

2- The computer lab is quite large but the way in which computers were placed was not suitable for doing some exercises, especially group exercises. Computers were arranged in the form of rows and the tables were not moveable. This way could be used for individual activities or at least pair activities.

3- The lack of enough PCs in the computer lab also contributed to these challenges. The number of these PCs was not enough for doing the necessary activities stated by the syllabus of the courses. Only one lab with 50 PCs was used for all departments of this faculty. This causes many problems for the English Department. In this case, it is not easy to use the lab when it is necessary. There should be a fixed timetable for each department.

4- The lack of culturally and linguistically suitable English language learning software packages can be considered another challenge. Very few commercially software packages were found in the market. Some of them were not suitable for use by the students at home. Their parents might argue with them about these “culturally bad” programs. Some of them were above the students’ levels or too easy to use for these students. Until today, as far as the researcher knows, there is no software package for English language teaching and learning prepared by Yemeni authors for the Yemeni learners of English. All of the currently available programs were brought from USA, UK or some Arab countries. They were not designed specifically for the Yemeni learners of English.

5- Slow internet, power problems and some computer-related technical problems were also considered challenges – at least for the time being - for using computer in teaching English at this department.

6- Computer ignorance among some students was also a major challenge to the use of computer in English language learning in this department. As it is mentioned in chapter three that 31.6% of the students said that they never
used computer, and 21.6% of them said that they seldom use computer. Only 9% of them said that they sometimes use computer and 17.5% of them said that they always use computer.

7- Computer ignorance among some teachers was also another challenge for using computer in teaching English. There was a considerable number of teachers at the English Department who did not know how to handle this machine. They were kept far away from the screen of the computer. Some of them had some doubts about the benefits of using computer in language teaching and learning.

Research question No. 5. What kind of techniques can be used in “Spoken English” courses with the help of computer?

The purpose of this question is to discuss the possible activities that can be used with the help of computer in “Spoken English” courses at this Department. There are many activities that can be used for teaching listening and speaking skills. What is offered below is an outline of some of the activities that can be used in the classroom for teaching such courses. The choice of suitable activities is a decision for the individual teacher in his or her own particular circumstances. The following list is representative but not exhaustive. In general, activities can be designed for use by single student, for students working in pairs, for students working in groups and for the whole class. Some useful activities are not mentioned here because it seems it is not applicable to use them in this context.

1. Individual Activities

To do these activities two possible ways can be used. The first one needs one computer for each student. The second one can be done with one computer for the whole class but each student works individually. Some examples of these activities that need one computer for each student are: the repetition drill, fill in the gaps, reorder (e.g. pictures according to what student hears), watch the video or listen to conversation then choose True or False, Tick the items. Also, more interesting one is to ask each student to record his or her own voice and then compare it with the native speakers of English that is presented in the package.

The second type is the activities that can be done with one computer- under the teacher’s monitor – and the students do what is required individually. Some examples of this type are: dictation, watch/listen then answer the questions or
tick/choose the items that are written in a paper given to the students, and listen and take notes.

2. Pair works Activities

To do these activities two possible ways can be used. The first one needs one computer for the two students and the second type needs one computer for each student. Gap-information, games and making dialogues are some examples of such activities.

3. Group Activities

In this type, the students are divided into groups. (Not less than 2 students not more than 5). Each group has a computer. One student is selected to be the “spokesman” of this group. Students are asked to do the activity together. At the end of the activity, the spokesman reports the group work. Some of these activities are: Role-playing, and group discussion.

4. Whole Class Activities

In this type, one computer is used. The teacher can monitor the whole-class activity, interrupting when necessary. The whole class can participate in the activity. This can be done by allotting roles to groups; each group selects one student to be its “representative”. Class discussion is one example of activities that can be used in this way.

4.5 The Study Hypotheses

Looking at the results and their discussion in the previous sections, the study hypotheses proposed in chapter one are discussed as follows:

**Hypothesis 1:**

*The use of computer as an aided technique will enhance students listening and speaking (aural-oral) skills achievement.*

It is supposed (Krashen, 1985 cited in Brett (1997:49) that for language acquisition, learners need to be exposed to input that has been made comprehensible. The media as Davies (2005:65) points out that it can provide [a comprehensible] input. In this respect, the input that is provided to the learners of “Spoken English” courses with the help of computer is comprehensible-as stated by the student themselves.

It is clear from the results discussed so far, that the achievement of the learners in listening and speaking skills is higher when computer is used in teaching these skills. The scores of the students in the experiment group, the students’ statements and
comments in the questionnaire and the survey prove that the use of computer as an aided technique will enhance the students’ listening and speaking skill achievement.

These results are in line with the findings of many studies conducted to investigate the effectiveness of computer in listening and speaking skills teaching and learning. For example, Brett (1997:49) found that “the higher levels of comprehension and long recall were achieved while listening in the multimedia environment”. Brett clearly points out that it would appear from the results that more effective development of listening skills may be facilitated using multimedia technology than our traditional tools of the audio cassette player, language laboratory, and video cassette combined with pen and paper.”

**Hypothesis 2: The use of computer in “Spoken English” courses will provide more positive learning environment for students, and so it will motivate students to learn English better and interact using English.**

The positive learning environment is an important factor to develop students’ language achievement. In such environment students’ attitudes, interest and willingness to participate can be enhanced.

In the “Spoken English” courses, the teacher by himself or herself cannot act many life-like situations. The use of computer which can present graphics, audio, video and many other things can bring a life-like environment into the classroom.

Use of computers in these courses will provide a highly positive learning environment. The students in such environment will be motivated to learn more. Brinton, (2001:461) points out that “Media thus serves as an important motivator in language teaching process . . . media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.”

The results of the questionnaire and the survey showed that the students felt active and motivated to learn when computer was used. They stated that it was interesting and valuable to see videos and listen to life-like situations. They were very eager to be exposed to more content like these and even they asked for longer period for these classes.

**Hypothesis 3: There is a significant difference between the level of the students who studied “Spoken English” courses with the help of computer and those who studied “Spoken English” courses without using computer in their classes.**
The results of both t-test and the survey showed that the performance of the experiment group was higher than the performance of the control group. The t-test analysis showed that the experiment group scored higher than the control group. The difference between the means of the pre- and post-test of the experiment group is 8.5 whereas it is only 1.4 in the control group. This shows that the experiment groups scored higher than the control group. To illustrate more, the mean of the post test of the experiment group is 90.5 whereas it is 69.30 in the control group. The students in the experiment group scored 21.2 higher than the students in the control group.

The students’ responses to the survey clearly show that there is a significant difference between the courses taught with the help of computer and those courses taught in traditional ways.
CHAPTER FIVE
CONCLUSION, PEDAGOGICAL IMPLICATIONS
AND RECOMMENDATIONS

This chapter presents briefly the study, the results, pedagogical implications of
this study and some recommendations. Further studies are also suggested.

5.1 Summary of the Study

The present study was aimed at exploring the effects of using computer to
enhance students’ listening and speaking skills achievement. It also tried to explore
the attitudes of the Yemeni learners of English towards the use of computer in
language learning and to decide whether computer may have a valid place in language
teaching and learning at the university level.

The scope of the study was particularly to examine the effects of using
computer on teaching listening and speaking skills. Other skills were not in the scope
of this study.

The subjects of the study were 174 students from the English Department,
Faculty of Education, Hodeidah University, Yemen. The study followed the pre- and
post-test design studies. A pre-test was administered before the experiment (at the
beginning of the academic year 2006-2007, to the first year students of English
Department. Then the study was conducted over two semesters. Two groups of 20
students in each were selected. One group (the experiment group) was taught the
“Spoken English” courses with the help of computers and the second group was
taught the same content but in traditional ways. At the end of the study, a post-test
was administered to both groups. A questionnaire and a survey were administered to
elicit the students’ attitudes and feeling about the use of computer in their “Spoken
English” courses.

Analysis of the three components of the study (the pre-and post-tests, the
questionnaire, and the survey) provided the following results:

1- The students’ achievement in “Spoken English” courses was higher in the case
of the experiment group in which the computer was used as an aided tool for
teaching. The students in this group scored higher than the students in the
control group by 20 points as indicated by the t-test analysis. The difference is
significant (P-value < 0.05)

2- The students in the experiment group were more active and did the exercises
with enthusiasm. Whereas, the students in the control group did the exercises
but not in the same way as in the experiment group. The use of computer in the experiment group was one of the main reasons for the students’ active work and enthusiasm.

3- The means of the students’ responses to the questionnaire and the statements written by the students themselves in the survey showed that the students had been exposed to many exercises which paid more attention to listening skill. A variety of listening exercises were provided through the computer. This could not be done if the traditional tools were used in these courses.

4- The courses paid more attention to speaking skills, too. The students found many interesting topics to speak about. As shown in the survey, the students urged for longer period of these courses. They found these courses useful and developed their speaking skills.

5- The percentage of absence was very low in these courses, as observed by the researcher. This happened due to the interesting and attractive ways of teaching, as stated by the students themselves in the questionnaire and the survey. The students stated that they tried their best to attend all “Spoken English” classes. They did not want to miss any class. They felt that every lesson presented something new and very important for them.

6- The “Spoken English” courses, in which computer was used, encouraged the students to speak about many topics using English. Students felt that they were not fluent speakers of English, but they felt that this could be achieved by more practice. Generally, they felt that this was the best way to help them to gain fluency and in this environment, they tried to speak more with their teachers and classmates using English.

7- With the help of computer language learning software packages, students felt that they could study at their own pace at any time.

8- According to the students’ own statements, they felt happy and comfortable to learn “Spoken English” courses when computer was used. They enjoyed doing the exercises of these courses.

9- Many students felt that the use of computer for presenting conversations of the native speakers of English had built self-confidence among them. They also felt that, after these courses, they could understand the native speakers of English easily.
10- The students stated that they had preferred using computer in these courses. Moreover, they urged for integrating the computer in the other courses.

11- Many students, as shown in the questionnaire, preferred using computer in groups or with the whole class under the teacher’s control by using projectors, speakers...etc. This happened because of their “computer illiteracy”.

12- Using computer to do group works will facilitate the collaborative learning. As it was observed, students worked collaboratively when they were asked to use computer for doing the exercises.

13- With the help of computer, students can be exposed to the culture of the native speakers of English. They also can be exposed to a variety of accents (such as American accent, British accent...etc.).

5.2 Pedagogical Implications

Based on the results of the present study, some important points need to be considered for teaching “Spoken English” courses and other English language courses. Some more points should also be considered for the whole curriculum. These points are discussed as follows;

1- Students should be exposed to a variety of listening activities. The aims of these activities can be considered as warm-up exercises. After these activities, the students will be able to discriminate the sounds of English, the stress, intonation and other aspects of the spoken English.

2- Speaking is a very important skill for language achievement. Students feel happy and confident when they speak English fluently. To achieve this, students need to practice. They have to speak in English regularly. To speak, the students need “real” or at least “life-like” topics. When computer is used, many interesting topics can be provided. This will facilitate the ways for communication between themselves and with their teachers. The students can “imitate” the English spoken by the native speakers of English, or they can utilize some utterances of these speakers who are shown in the video extracts or in the conversations presented via computer.

3- One of the reasons for students’ absence is the way of teaching. The classes are boring. Students felt that they are passive. The teacher speaks and they have to listen and take notes. To pass the exams, they have to memorize what is written in the handouts. The materials used for teaching are tiring. But when the computer is used, the situation will be different. The classes as well as the
materials will be more attractive and interesting. Students will find that they are active. They find something valuable to work on.

4. As it is observed in some circumstances- even at the end of some courses “weak” students become “weaker” or no development can be recorded. One of the main reasons for this is using the same materials and ways of teaching and evaluation for all students. Those “weak” students need more attention. They need extra efforts to improve their English. Using computer language learning software packages for self-study will help these students to develop their English. They can do extra exercises at their own pace and at their convenient time. This will help them to be improved without affecting their feeling of being “weak” or “less intelligent”. As Chapelle and Jamieson (1986:28) point out that: Computer can enhance individualization which refers to the fact that the computer enables students to work alone and at their own pace. . . Poor students can attain additional practice outside of the classroom so that the teacher does not have to slow down the rest of the class. It also allows the teacher to maintain the interest of good students by providing them with advanced materials.

5. Motivation is a very crucial factor for better learning. If students are highly motivated, their language achievement will be high. Motivation is regarded as Eiyildirim and Sally (2006:3) point out As a key component of a model of language learning. Moreover, students with high motivation usually progress more rapidly in learning. One of the ways to motivate students to gain more knowledge and more use of English is using computer in teaching and learning.

5.3 Recommendations

Based on the results of the present study and their pedagogical implications, some suggestions and recommendations are introduced in this section. These suggestions and recommendations, hopefully, will help improve the situation of English language teaching and learning at the Departments of English, at the Yemeni universities and English language teaching in Yemen, generally.

1- University teachers and students need to be trained with basic computer skills. The university should provide special training courses for the university staff. The aim of these courses is to enable the university teachers to handle this machine and how to use it effectively in their teaching. It is believed that if the
teachers know how to use this technology, they will use it effectively in their teaching. Also, this knowledge will lead to positive attitudes towards this technology among the teachers themselves. The success of using computer in language learning depends on the attitudes of teachers towards computer and its use in language teaching and learning. Ramanair and Sagat (2007) point out that the teachers’ attitudes towards multimedia technology influence students’ attitudes towards technology.

2- The students should study these courses that enable them to use computer. The course that is offered to the students in this university over one semester should provide them with more practical activities instead of theoretical and historical background about the computer. Students should know how to use the basic computer applications such as Windows, Ms-office, Internet and other programs that will be useful for their learning.

3- The university should conduct seminars, workshops, and conferences to discuss the latest trends in computer-assisted language learning, its new techniques and methods. The university staff needs to be updated and their knowledge about CALL should be refreshed continuously.

4- Many computer labs should be installed in the university. These labs should be provided with enough computers, so the students can practice at any time. The English Department should be provided with, at least, one lab. In addition to the hardware and peripheral devices like printers, CD-writers, etc., high speed internet connectivity should be available in these labs through campus-wire Local area Network (LAN).

5- Computer software packages for language learning for the Yemeni learners of English should be prepared by experts who are familiar with the situation of English language teaching in Yemen. These experts know the Yemeni learners needs and levels of English. They also know the cultural background of this society. Warschauer (2002) points out that we have to do what is appropriate in our own circumstances. There is no computer program that everybody should use. These efforts need to be carried out in collaboration with many institutions and organizations interested in developing English language teaching in Yemen such as the British Council and AMIDEAST.

6- Nowadays, the number of English language teachers in Yemeni schools is good. Hence, the focus should be shifted from quantity to the quality. This can
be done if a reasonable number of English language students are accepted every year, so it will be applicable to use computers for individual works, pair works and so on.

7- The ‘old’ methods do not require ‘new’ techniques. The methods that are used in teaching English in Yemeni universities are often not updated. So, first of all, the university teachers should be trained to use these new methods. This will lead the teachers to use ‘updated’ tool for language teaching.

8- The university may set up a homepage/web-site on the internet which can have the news, announcements, etc. of the university. There should be link for every department. In the ‘English Department’ page, the latest information about each course should be added continuously. Teachers as well as students can be encouraged to write articles, essays about any topic which may then be accessed through intra-net/internet. These articles and essays will lead both teachers and students to update their knowledge. Also, this will motivate students to read more and write for real purposes, and not just for class assignments.

9- LMS (Learning Management System) can be utilized by the university. Most LMSs are web-based to facilitate “anytime, anyplace, any pace” access to learning content and administration such a system can also be applicable in this present context. It is used in some Yemeni private universities, such as University of Science and Technology. English language teachers in this university can store their lectures and materials for any enrolled student to access at any time. Each student will have a user code to access any course at any time.

10- The English Department can arrange “online” chatting, video conferencing. Each student can be connected on-line to another EFL, ESL or even a native speaker of English. This can be done easily. The university can make agreement with any university all over the world. There are many people who want to know about Yemen. Many topics like the history of Yemen, tourism views, customs and so on can be used for discussion.

11- The English Department should establish email account for each student. Teachers can send messages to their students at any time. These messages can be assignments, comments on work, marks, etc. Students can also submit homework and papers through email. According to Davis (2001:339-340)
A professor who uses email to extend classroom discussion outside the classroom finds that electronic discussion avoids the common classroom problem of one or two students always dominating the discussion.

12- The information about the courses can be created electronically for students use. Each course should have a web page which includes:

- Course objectives
- Syllabus
- Information about lecturer/instructor including his contact details and his availability.
- Time-table (lecture/tutorial/lab venues and timings)
- Lecture schedule
- Lecture notes
- Past exams (questions and answers)
- References/ Bibliography for this course
- Useful web-sites containing additional information for this course.

13- The course web page should be designed in such a way that (i) conducting on-line test is possible, (ii) posting the marks to the students also on-line.

5.4 Further Suggested studies

This study was able to provide some insights into the use of computer in English language teaching and learning in Yemen, especially at Hodeidah University. However, it is difficult to claim that these results can be applied to the whole situation in Yemen. Similar studies need to be conducted. These studies can pay more attention to other elements such as Reading Comprehension, Writing, Grammar, vocabulary, and pronunciation.
# Appendix 1

**The Background Questionnaire**

(Given to all students of first year, English Department at the beginning of the year)

| Name: …………………………………………………………………………………………………………….. |
| Your secondary school: ……………………………………………………………………………………….. |
| Email: …………………………………………………………………………………………………………….. |
| Mobile: ……………………………………………………………………………………………………………. |

1- **How often do you speak English at home?**
   - Sometimes ☐  seldom ☐  never ☐

2- **How often do you speak English outside your home?**
   - Sometimes ☐  seldom ☐  never ☐

3- **Do you listen to English channels?**
   - Yes ☐  No ☐
   - If yes, how often
     - Most of the time ☐  sometimes ☐  seldom ☐

4- **Do you watch English TV programmes/movies?**
   - Yes ☐  No ☐
   - If yes, how often
     - Most of the time ☐  sometimes ☐  seldom ☐

5- **How often do you use a computer?**
   - Always ☐  sometimes ☐  seldom ☐  never ☐

6- **Do you have a personal computer?**
   - Yes ☐  No ☐
Appendix 2
The Students’ Questionnaire

Dear students, you are requested to circle the number that describes your feeling and what you think is right. This questionnaire will be used only for research purposes. (1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree)

<table>
<thead>
<tr>
<th>The statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The materials are well chosen and organized.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The content is easy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The objectives of the course are clear to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. The materials are relevant to my needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. The instructions are easy to understand and clear.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. The materials are interesting and attractive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I can work on my own pace when computer is used.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. The materials integrate many skills. (Listening, speaking…)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. The materials can be used at any time, for self-learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. The materials are informative.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. The conversations and video extracts are realistic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. These materials pay an adequate attention to listening skill.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. These materials pay an adequate attention to speaking skill.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. The content encourages me to speak fluently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. The content encourages me to use English more in the class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. I feel comfortable using computer in this course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. I enjoy the exercises that help me to speak in English.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. I feel confident when I understand the English presented by natives.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. I am satisfied when I use computer to learn English.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. It is boring to use computer in this course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. Using computer helps me follow the lesson well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. Using computer helps me create new ways of communication.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. Using computer helps me to improve my English proficiency.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. I am active when computer is used in this course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tr>
<tr>
<td>25.</td>
<td>The exercises are suitable to the class time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26.</td>
<td>The exercises are challenging enough.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27.</td>
<td>The exercises help me to understand better.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28.</td>
<td>The materials encourage me to find out more information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29.</td>
<td>Listening exercises through computer is better than anything else.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30.</td>
<td>I prefer using computer in this course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31.</td>
<td>Computer should be added to be part of our spoken courses.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32.</td>
<td>I want to use computer individually.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33.</td>
<td>I like using computer with big screen (the projector) in our class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34.</td>
<td>I speak English more when group activities are used with computer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>35.</td>
<td>Using computer in this way encouraged me to communicate better.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Any other comments …………………………………………………
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Thanks for your cooperation.
Appendix 3
The Survey
(Given to only the 2nd year students of English Department)

Dear students, this is a survey about using computer in your spoken course. You have studied four spoken courses (2 courses last year, and 2 courses this year.) There were some differences in the techniques used by the teachers. Kindly, you are requested to answer these questions to measure the use of new techniques (computer in this case) in teaching spoken

1- What are the differences between spoken courses last year and spoken courses this year?

..................................................................................................................................
..................................................................................................................................
..................................................................................................................................

2- Before doing this course this year, have you tried to listen or watch English programs? Yes No
   - (If Yes, ) Do you think that now you can listen and watch with better understanding?
   - (If No,) why not? .................................................................................................

Now, do you watch or listen? Yes No
   - Have you found any differences? Yes No
..................................................................................................................................

3- Do you think that using computer differs from using tape recorder in spoken courses? Give your reasons.
..................................................................................................................................
..................................................................................................................................

4- Have you enjoyed using computer in this course? Yes No

5- Do you understand what is said in these exercises (listening, video extracts)?
..................................................................................................................................

6- What do you think is better: to use computer in the whole time class, or sometimes? Why? Sometimes all the time
..................................................................................................................................
..................................................................................................................................

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7- How do you feel when you watch these video extracts?

........................................................................................................................
........................................................................................................................

8- What is the most interesting part of this program?

........................................................................................................................
........................................................................................................................

9- Have you practiced more as self-study at home, café …? Yes No

10 - Do you think that using computer in teaching /learning spoken English courses is valuable? Yes No

Give your reasons

........................................................................................................................
........................................................................................................................

11- What do you prefer

   e. Using computer individually.
   f. Using computer with your classmate.
   g. Using computer in a group of students.
   h. Using computer for the whole class with projector.
Appendix 4  
The pretest and post test²  
(Given to the experiment group and control group only)  

Name: …………………………………………………………………

Q1. Listen to this conversation then tick T if the statement is true and F if it is false.
1- Jessica is originally from United States. T F
2- Her first language is Korean. T F
3- Tony is from Italy. T F
4- Natasha is from New York. T F
5- Monique’s first language is English. T F

Q2. Listen to descriptions of four people. Check the correct words.
1- Karen
   friendly □ short □ tall □
   2- James
   funny □ nice □ thin □
   3- Stephanie
   cute □ shy □ smart □
   4- Andrew
   A little heavy □ handsome □ funny □

Q3. Tracy and Eric are calling friends in different parts of the world. Listen, what time is it in these cities?

<table>
<thead>
<tr>
<th>City</th>
<th>time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vancouver</td>
<td>……….</td>
</tr>
<tr>
<td>Bangkok</td>
<td>……….</td>
</tr>
<tr>
<td>Tokyo</td>
<td>……….</td>
</tr>
<tr>
<td>Sao Paulo</td>
<td>……….</td>
</tr>
</tbody>
</table>

Q4. You will hear many things used at home. Listen and write at least five words.

………………………………………………………………………………………….  

² This test was used as a pre-test and post-test. It was used for testing listening skill. Speaking test was conducted orally as question-and-answer.
Q5. Victoria is calling friends in different parts of the world, where are they? What time is it there? What are they doing? Complete the chart.

<table>
<thead>
<tr>
<th>Person</th>
<th>City</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marcos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jim</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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