L2 TEACHERS' PERCEPTION TOWARDS THE USE OF COMPUTERS IN L2 LANGUAGE INSTRUCTION

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LANGUAGE INSTRUCTION

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ABSTRACT

The way people communicate with others, conduct research, and gather
information has changed due to the dramatic changes in computer technology.
Computers have become prevalent everywhere and their presence in schools has been
inevitable. In many countries of the world computer-based instruction has been
widely used with the advent of computer networks and Internet technology. This can
easily be seen in the number of ESOL websites, web projects, and articles about
Internet use within the last four or five years.

Since the use of computer technology is a new trend in language instruction, it
has its opponents and proponents. Many educators think that there are great things
that can be done with computers in education, but many others talk about the negative
impact of computers on children, especially at early stages. Those who argue against
the use of computers in the classroom cluster their arguments around three main
ideas: negative impacts on children's health, socializing skills, and education.

Proponents of computers, on the other hand, mention many advantages of
using computer technology like motivating students to learn, helping students become
more independent learners, helping students become more disciplined, providing a
wide variety of registers and accents, providing simulations not found in traditional
resources, and encouraging language acquisition. In the field of language testing,
they argue that using computer technology has many benefits such as immediate
feedback, individualized testing, and randomization through test banks to increase test
security.

Utilizing computer technology in school systems is not only a matter of making a decision of doing that. There are a lot of barriers to overcome. These barriers include the school infrastructure, lack of hardware and software, finances, teacher training, lack of technical, administrative and institutional support, lack of technical and theoretical knowledge necessary to enable teachers to resolve technical problems when they occur, acceptance of technologies, computer anxiety and lack of confidence, and teachers' beliefs and attitudes.

This study examines how teachers of English at the secondary schools in the United Arab Emirates (UAE) perceive the use and incorporation of computer technology in language instruction through an investigation of teachers' attitudes and beliefs about integrating this technology into their classroom practices. Data was collected using a questionnaire that was administered to a number of English language teachers in secondary public schools of the UAE. It was found that teachers' responses show positive attitudes towards using computers for general purposes such as surfing the Internet, and using e-mail for personal and/or professional communication. Teachers also show willingness to be trained to incorporate computer technology into classroom practices. This study also reveals that those teachers do not use the Internet for teaching purposes because they have no access to it in their schools.

CONTENTS

LIST OF FIGURES

LIST OF TABLES

ACKNOWLEDGEMENTS

CHAPTER I: INTRODUCTION

Introduction

The unprecedented information explosion that occurred in the 21st century has changed the way learners, parents, teachers, and school administrators perceive the role of computers in the classroom. Loved and admired by learners, computer technology has become an important addition to classrooms posing a challenge to traditional approaches to language learning and teaching with its new and innovative approaches based on the latest advances in computer and Internet technology. In many countries, computers have become an indispensable component of foreign language classes.

This study is intended to investigate teachers' of English at the United Arab Emirates (UAE) secondary public schools perceptions towards using computer technology in their classroom practices. Furthermore, it explores whether they have sufficient training to integrate computer technology in their language instruction. Finally, it examines the extent to which teachers of English at secondary schools in the UAE are making use of online resources to supplement language instruction.

Although approaches to teaching and learning differ in the various countries of the world, there is a consensus amongst these countries that using computer technology has a beneficial effect on students' learning. Governments and educators view technology as critical to education in the 21st century. This is the Information Age and students need access to quality databases for research. Computer technology is believed to provide incalculable advantages over traditional approaches (Kleiman & Humphrey, 1984; Bennett, 1999; Leung, 2003; Beare, n.d.; Loschert, 2004). Many countries have an advanced position in utilizing computer technology in education. In Japan, for example, the ratio of students in secondary schools to instructional computers in 2003 was three to one (Japan's Education at a Glance 2005) while in the same year it was four to one in the USA (Education Week, 2006). In the higher education sector of the UAE, the ratio reaches three to one and in some institutions like Zayed University it reaches one to one as every student is provided with a laptop

computer (Zayed University website). Through my work as a supervisor of English, I found that the case is different in UAE secondary public schools. Secondary schools of the public sector mostly have aging computers that are placed in computer labs and are only used for teaching computer skills. Some of these schools have another computer in their resource room.

During my training to become a supervisor of English, I visited a number of classes in different public schools in the Educational Zone of Sharjah. I also visited a number of classes in other public schools in the same Educational Zone as a requirement for some subjects in my master's degree. During these visits, I noticed that computers were never used for learning and teaching purposes other than computer literacy itself. I have been supervising Teachers of English for two years now. I have found that computers are rarely used in teaching English and when they are used, teachers use them to present an exercise copied from the textbooks and mostly prepared by students not teachers. That means they are not part of the teacher's lesson plan, but something to please the visitor. There is no integration of computer technology into language instruction. Realizing how much computer technology is critical to language learning, and how much difference it can make in every child's school life (Warschauer, 1996; Debski & Levy, 1999; Lacina, 2004) the researcher decided to investigate secondary school teachers' perceptions towards using computer technology in their classroom instruction.

Statement of the Problem

Since dealing with computers needs a good knowledge of English and because they are considered as the most knowledgeable teachers in this field, teachers of English in the UAE Ministry of Education are expected to learn computer skills faster than teachers of other subjects. As a result, they have been put under pressure to integrate computer technology in language instruction. This pressure has been put upon them by supervisors of English from the Ministry of Education, by school administrations and even by parents of students. Before putting such pressure on the teachers of English, those who did so should have sought answers to three questions that this study is trying to find answers to. These questions are:

1. What are the perceptions of the teachers of English at the UAE public secondary schools towards using computer technology in language instruction?

2. Do these teachers have sufficient training to integrate computer technology in their language instruction?

3. To what extent do teachers of English at public secondary schools in the UAE use online resources to supplement language instruction?

Significance of the Research

The purpose of this research is to develop a better understanding of the perceptions of the English language teachers in public secondary schools of the UAE regarding using computers in their classrooms. Due to the scarcity of research currently available in the field of teachers' perceptions towards using computers in language instruction in the UAE schools in general and in secondary schools in particular, this research will contribute to this field. This research will offer novel insights on how teachers of English in secondary schools in the UAE perceive the importance of integrating computer technology into language instruction. It is also beneficial for educational policy makers in the UAE in that it informs them about teachers' perceptions when they make decisions regarding the implementation of computer technology in school systems because these teachers are the ones who will play the most significant role in implementing any adopted policies.

The United Arab Emirates is seeking to integrate computer technology into all sectors of the society to achieve the vision of His Highness Sheikh Mohammad Bin Rashid Al Maktoom of the electronic government, that is not to use paper any more or minimize its use. To be successful, this integration needs to be guided by scientific research.

CHAPTER II: REVIEW OF LITERATURE

The History of Computers in Language Learning

The use of technology in education goes back as far as the 1920s when Sidney Pressy built and demonstrated a device that was capable of providing multiple-choice questions and keeping a record of student answers. The first and most significant application for the use of computers for the teaching and learning of language using a computer was PLATO, which was designed by Donald Bitier in 1959 (Levy,1997). PLATO was a real representation of the Grammar Translation Method that was dominant from 1840s to 1940s. Since then, Computer Assisted Language Learning (CALL) has developed gradually over the past years. This development can be categorized in terms of three distinct phases (Beatty, 2003; Levy, 1997; Warschauer, 1996).

The first phase (1960s and 1970s) was called behaviorist CALL. Behaviorist educators adopted Skinner's elements of stimulus, response and reinforcement to language learning. The behaviorist theory is based on the belief that it is meaningless to theorize about the workings of the brain, since we can only study the behavior of people in responding to stimuli (Beatty, 2003). Proponents of this theory emphasized repetitive drills, mimicry and memorization, habit formation and avoidance of errors. It depended on the teacher's central and active role. They viewed learning as a mechanical process not a mental one (Levy, 1997). Behaviorist CALL was characterized by the audio-lingual approach to teaching, which emphasizes the importance of learning to understand and speak some of the language before learning to read and write it. Applying this theory, teachers presented learners with a carefully graded series of habit-forming modes of learning. Beatty (2003) argues that extrinsic rewards, such as points, encourage the participation of learners in classroom practices.

The computers used in this phase were very large computers called mainframes. According to Warschauer (1996), a computer in those days was considered ideal for carrying out repeated drills, since the machine did not get bored with presenting the same material and since it provided immediate non-judgmental

feedback. In this phase, the computer was used as a tutor to support individual learning and competition (Levy, 1997; Beatty, 2003).

Programs in this phase were developed for mainframe computers. Self-teaching courses that supplemented regular classroom instruction were the early applications of computers to language learning. Small bits of information were presented to learners allowing them to work at their own pace (Pennington, 1996). These programs were linear in nature. They required each learner to follow the same steps in the same way. Learners were rewarded with points and advancement to more exercises for correct answers. Beatty (2003) states that adaptations of traditional textbook exercises formed the tasks which did not take advantage of the facilities the computer could provide.

The most frequently used program at that time was the PLATO system that used the grammar translation method. This system could provide learners with tailored feedback in the form of textbook-like remedial work based on the learner's errors. It also included grammar and spell checkers (Beatty, 2003). Despite these facilities, PLATO could not meet all the language learner's needs especially in the fields of speech production and understanding. It could only provide vocabulary drills, grammar explanations and drills as well as translation tests. Although it had some limitations, PLATO was the first project that could engage language teachers and technical staff in a coordinated way to develop CALL materials (Levy, 1997).

Limitations of these mainframe computers as pointed out by Cosmann (1996) included the limited number of software that could be used with them, the little experience teachers had in using them, the difficulty of translating the available software into lesson plans for class use, and the tremendous cost of these mainframes

The second phase (1970s and 1980s) was the communicative CALL, which was based on the communicative approach to teaching. Proponents of this phase criticized the previous phase as not having enough authentic communication and thus not being of much value. Murphy (2000) states that proponents of communicative CALL emphasized the importance of meaningful communicative interaction, purposive behavior, authentic language, and negotiation of social meaning in second language learning. This phase was characterized by the focus on using forms not on

the forms themselves. The focus was also on teaching grammar implicitly rather than explicitly. Teachers of this phase encouraged students to generate original utterances rather than just learning prefabricated ones. They encouraged learners to use the target language and created environments that made using this language look as natural as possible. The teacher's role in this phase changed. He was viewed as a facilitator of learning, a consultant an advisor, a coordinator of activities, and a classroom manager. This role set the seen for the use of the computer as a tool around which students work in groups learning from one another with the help of the teacher. Beatty (2003) states that learners are encouraged to participate in classroom activities by intrinsic rewards based on the interactivity of the program's responses to their interests. Several programs were developed during this phase which provided skill practice in authentic situations. They included language games, courseware for paced reading, and text reconstruction using the computer as a tutor. Beatty (2003) views programs as the best when their strategies to meet the objectives mirrored real-world language tasks. The computer was also used as a stimulus. In this case, the purpose of the CALL activity was to provoke students' discussion, writing, or critical thinking. A third model of using the computer in this phase was to use it as a tool or as a workhorse. Examples of programs using the computer as a tool include problem solving programs that test critical thinking and judgment. Problems to be solved had no right answer. Spreadsheets were used where a number of series and formulas were needed. Another type of program was the hypermedia authoring programs that enabled creation of multimedia, interactive presentation on a computer, such as, Claris's HyperCard, IBM's Link Way, and Borland's Object Pal (Levy, 1997) In this phase word-processing software was widely spread in language teaching. Word Master, WordStar, Word and WordPerfect were introduced (Gaer, 1999)

The third phase (1990s - 2000+) was the constructivist CALL. According to constructivism, learners are viewed as individuals who can analyze, investigate, collaborate, share, build, and generate knowledge with the aid of their experience (Beatty, 2003; Levy, 1997; Warschauer, 1996). Constructivists emphasize the role of social interaction in learning. Constructivist CALL was based on two technological

developments of the last decade- multimedia computers and the Internet (Warschauer, 1996). Multimedia exemplified by the CD-ROM and the DVD allows a variety of media like text, graphics, sound, animation, and video to be accessed on a single machine (Hanson-Smith, 1999). It also entails hypermedia that provide a number of advantages for language learning such as creating a more authentic learning environment. Using the hypermedia, technology skills are easily integrated and made natural (reading, writing, speaking and listening). Moreover, students have control over their learning which facilitates a principal focus on the content (Berge & Collins, 1995).

The Internet is one of the most dramatic developments in the field of computer technology through which language learners can benefit from the different services of the World Wide Web (WWW) or simply the Web, e-mail and instant messages (chatting) (Gaer, 1999).

The most powerful and fastest growing service of the Internet is the Web; a remarkable invention that caused an unprecedented information explosion. The volume of information on the web is not only tremendous, but also rapidly growing. The Web can be used for language learning and teaching in many different ways. It can provide learners with authentic reading materials (Alkahtani, 2002). Because native speakers of English are the ones who write most of the information on the Web, this information is considered a rich source of authentic reading material in English. The Web provides access to stored data in the forms of words, numbers, and maps very easy. It can be used by learners to publish their work for others to read.

E-mail can also be used in a variety of ways to enhance language learning. When they use e-mail messages, students use the target language to communicate with others which enables them to practice reading and writing in the target language. E-mail discourse is a hybrid one. It combines the features of both spoken and written genres. According to Robb (1996), e-mail is highly motivating because it gives students the chance to use the language outside the classroom context. Via e-mails students can send and receive letters, video clips sounds, and photographs (Gaer, 1999).

Chatting is another useful Internet activity for language learners. It provides learners with opportunities to communicate in real time situations. Chatting can be done in three different ways: text, audio or video conferencing. The most common is the text type in which learners types their messages so that they can be immediately read on other computers all over the world. Chatting can provide learners who cannot use English outside the classroom with a valuable opportunity to interact with native speakers of English. "using chat means that the target language is learnt by interacting with people from real world, in real time" Almeida d'Eça (2003). Learners might prefer chatting to face-to-face interaction because it is less stressful. They do not have to worry about their mistakes which might be corrected by others in a friendly way. When chatting learners not only learn the language, but also share opinions, information, and experience

Disadvantages of Using Computer Technology

Useful as it has always been, computer technology is not without drawbacks. Since 1983, when the federally appointed National Commission on Excellence in Education issued its report, "A Nation at Risk", in which it called for reform in the educational system, there has been an intense debate on whether or not to use computer technology in schools. Many educators think that there are great things that can be done with computers in education, but many others talk about the negative impact of computers on children, especially at early stages. Those who oppose using technology in general and computer technology in particular are usually called luddites. They cluster their arguments around a number of ideas: the negative impact on children, socializing skills, culture change, harmful for health, financial affairs, and education.

Exponents of teaching computer skills at an early stage in schools argue that learning computer skills is necessary to prepare youngsters for future jobs. In reply to this notion, Oppenheimer (2003) argues that business leaders rarely mention computer skills when they talk about what they want the workforce to master. That is because

they know that these skills are easy to learn while working. People with no computer background generally catch on in a few weeks, so kids do not need years of computer exposure to succeed. (Cuban in Salpeter, 2000). Furthermore, Healy in Novak (1999) argues that the computer skills (e. g. keyboarding and mouse skills) we teach our students nowadays to prepare them for future jobs will be invalid and are going to be obsolete before they grow old enough to work, since computer technology is rapidly changing and there will be another technology, the technology of tomorrow.

One of the most significant affects that parents and educators should be aware of is the negative effect of computers on learners' health. Amongst the many effects of computers on children's health are carpal tunnel syndrome, impaired vision, postural complaints radiation emissions, and lack of normal physical activity (Healy as cited in Novak, and in Nissani 1999). Cordes and Miller (2000) also mention that using computers in a sedentary approach to learning is harmful and unhealthy for children's growing bodies. Exposing children to computers when they are very young is harmful, so it is better to wait until high school or college to teach computer skills (Roszak in Drake, n.d.).

It is well known that to gain competence in language, children need a lot of exposure to it. That can only be achieved through face-to-face conversation with adults. This is less possible when students sit to work on their computers. The chances to interact with teachers become less. Less chances to interact with teachers, peers, parents and even other members of their community will result in that children loose to experience real situations that can help shape their characters to make good citizens in the future (Talbott, 1995 & Cords& Miller 2000). Using computers instead of teachers to educate children makes them lose the chance of experiencing real situations that shape their characters to make good world citizens (Talbott, 1995). Acquiring socializing skills through interaction with teachers, staff, and other learners is something crucial that students get at school. Using computers in the classroom will certainly hinder the human contact between the student and the teacher as well as between the student and his peers which will result in lack of learning that usually takes place because of this interaction (Stoll in Star, 2000). Healy, as cited in Novak (1999), stresses the importance of interaction with adults, which was also stressed by

Stoll in an interview conducted by Linda Star (2000) from "Education World". Moreover, Postman (1993) argues that schools were not founded to provide children with information and individualized learning, but to provide them with social values through teaching them how to behave and participate in a disciplined way as part of a community. He also added that the role of the school is to help the students learn that the needs of the group come before their individual needs.

Creative thinking is another issue that opponents of using computers are worried about. Postman(1993) believes that using computers inhibit creative thought and critical thinking. Computer use directs the students' attention towards getting information rather than exploring and creating (Postman,1993; Stoll, 2000). It also makes students turn to computers whenever they have a problem to solve which cause students to be fed up with other people's logic instead of thinking critically and making their own logic (Stoll in Vestich, 1997). We should teach students how to deal with ideas, compare, contrast and discriminate among them and this can only be achieved by teaching them how to read and write and to speak with critical awareness (Roszak in Drake, n.d.). Healy (1999) asserts that computers can act as distracters that divert the intelligence and energy of talented people from concentrating on real goals of education to concentrating on the means; a matter that deepens and strengthens the education crises. She adds that children who are not exposed to computer technology at an early stage of their lives are going to be better off than those who are exposed to this technology earlier in their lives and they are sure to develop better motivational and critical thinking skills.

Money affairs are not less important than other issues. When we use a certain technology, it is important to consider whether the output of using this technology is worth the money we spend on that technology. Some luddites see computers as unworthy, expensive devices that are difficult to use in the classroom and that it is expensive to train teachers on how to use them. For example, Healy (1999) argues that using computers to do tasks that can be done by a typewriter is just wasting money. The short life span of the software and hardware used in classrooms and the need to replace and or update them from time to time adds to the cost of using

10

computers in classrooms (Stoll 2000). Further discussing the use of computer technology in the US schools, Oppenheimer (2003) notes that although there has been a cut back on expenditures for science equipment, field trips and several other academic mainstays to the benefit of providing money for computer technology. He also added that computer technology is corrupting schools' financial integrity,

After all, it is obvious that computer technology is a double-edged weapon in that it has both winners and losers. It empowers some people and at the same time weakens some others and reduces their freedom. Bankers, tax collecting agencies, military establishments, and airline companies are some of the great winners while teachers, mechanics, bakers, and workers are some of the losers (Postman, 1993).

Despite the fact that some of the luddites has gone too far in contradicting the use of computers, they have something worthwhile to say and we should listen to them. Some of the problems that face teachers in their classrooms cannot be solved by using computers like student's discipline, and crowded classrooms. Many others can be solved by the help of computers like students' social interaction abilities. We can encourage students to interact using e-mail massages with other members of the class or members of other classes in the same school or even with students in other schools in the country or in other countries. Socializing can be also done through chat rooms on the Internet.

Advantages of Using Computer Technology

Because of the increasing necessity of information that plays a central part in every domain of human life, and because computer technology is the most effective medium of providing this information, most of those interested in educational reform call for a central role for computer technology in improving the way we learn and teach. They think of computer technology as a tool of fostering learning which is based on participation, dialogue, collaboration, and other ways of interpersonal contact. They also think that the integration of computer technology into classroom practices of language learning has become easier due to technological and pedagogical developments. Furthermore, they believe that rich environments have been made available for use through multimedia programs that incorporate speech

recognition software and concordancing software. For these reasons and others, more loud voices calling for educational reform using computer technology are frequently heard and that is why it has a large number of proponents all over the world. Many of those have occupied very important positions like US President Clinton who said, "In our schools, every classroom in America must be connected to the information superhighway with computers and good software and well-trained teachers" (Thomas, 1996, p.1)

Several research papers recommend the use of computers in learning and teaching. Galavis (1998) argues that not using computer technology in education is the worst disadvantage. In addition to that, Beare (n.d.) states that computers as a language learning tool can provide distinct advantages for some tasks over traditional approaches. He argues that the motor skills (clicking, typing) students use when interacting with computers can have a strong reinforcing effect on the process of learning. Lacina (2004) states that using computer technology enables language learners to construct meaning in a digital environment. Moreover, Dodigovic (2003) states that because of their constant availability, analytical strength, adaptability to different users, and their ability to go through the same motions over and over again, artificial intelligence computer programs could be unbeatable. Furthermore, Parr (2004) states that the test scores of students who participated in the Basic Skills/Computer Education Program (BS/CE) in West Virginia rose in the Stanford 9 Achievement Test (SAT); a test, given to grades two to twelve, designed to measure student achievement against the national average in the US.

In the UAE, access to computers nowadays is not limited by time or place. Computers are available everywhere we go. Therefore, it is easy for a student to have an access to a computer in the school, at home, in his parent's office, in an Internet café, or even in the club and that access can be at any time of the day morning, afternoon, evening, whenever he/she likes. Berge and Collins (1995) point out that computer technology provides students, and even teachers, with the opportunity to meet travel, job, and family responsibilities by making them able to have access from home, school, office or anywhere. It gives them the greatest benefit of liberating them from constraints of time and distance. Lacina (2004) states that by using computer

technology, language learners have the ability to control their time and choice of topics in which they need help. In other words, it meets their specific needs.

Student independence and self-pace are very important factors that motivate students to learn. Berge and Collins (1995), Kleiman and Humphrey (1984), Galavis (1998), Lowther (2002), and Alkahtani (2002) argue that using computer technology requires students to become more independent and to take more responsibility for their own learning which promotes self-discipline. When learning with computers, students do so at their own pace, which meets their needs. They do not have to hurry up or slow down because the teacher or other students are waiting. Because of the infinite patience of the computer, it gives great advantages to shy students who do not ask many questions in the classroom. These students are often afraid of being criticized. Pennington (1996) states that using computers in language instruction usually reduces learners' anxiety as it offers them some kind of privacy. Computer technology assists students in taking responsibility for their own learning. Kleiman and Humphrey (1984) and Haugland (1999) state that when using computers, children's self-concept will be enhanced and they demonstrate increasing levels of spoken communication and cooperation. Children also share leadership roles more frequently and develop positive perceptions toward learning. Beare (n.d.) argues that when using computers, learners have more control over their learning as they themselves make decisions about when to repeat an exercise or a question.

When students work on computers, they gain more confidence because they feel that they are in charge of their learning. Most computer software is designed to give immediate feedback to learners, which is another advantage. It is important for learners to get feedback as soon as they complete a task, which can easily be done by computers. The learner's knowledge that his/her work is marked by a computer and that nobody knows that the learner made mistakes results in more confidence to continue trying to explore and learn.

There must be a driving force in order for a student to succeed, a motivating factor that raises the student's curiosity for learning. Because they are modern tools, students find working with computers attractive. While working with computers, students learn by doing a kind of learning that is highly motivating, rewarding and most effective. It is because of the computer's ability to interact with the user, that

using computer technology in the classroom increases the motivation level of the learners. It gives them a kind of intrinsic motivation which is an important factor to make students persistent and lengthens their attention span. Lowther (2002) and Galavis (1998) mention many advantages of using computer technology including motivating students to learn.

 Bennett (1999) states that because computer technology provides excitement in learning (through interaction, pictures, and sound), enhances the desire to discover, and opens the minds of learners, it increases their attention span. It also decreases the required time for disciplining, which gives teachers more time for classroom activities. Tyson (1998) and Lacina (2004) believe that technology excites students more than textbooks.

 When it comes to writing, the advantages of computers are unquestionable. For example, students spend more time and write more using a computer. Students' motivation is increased and their fear of failure is lessened because it is easy to erase or revise what is written on the computer screen. Spelling and syntax can be taught by programs that perform simple proof reading for overused phrases, redundancy, spelling, and punctuation. Tyson (1998), in his paper "A Study of the Motivational Aspects of Computer Use in an Advanced English Writing Course", concludes that using computer technology to teach writing skills motivated his students in a number of ways. Students were motivated to take more interest in both the content and the mechanics of their essays because they knew that their work was going to be published on an Internet home page that gave the students an authentic audience. Hanson-Smith (1999) argues that finding this authentic audience makes writing a communicative act between reader and writer. Tyson (1998) adds that the ease of communication with their professor motivated the students to update and revise their final essays which were already on their home page. Berge and Collins (1995) add that using computer technology motivates students to excel in the writing task as they feel they are writing to an authentic audience (e. g., peers, pen pals, experts, and other community members) not only to their teachers. Liu, Moore, Graham, and Lee (2002) also add that computer technology could be used to improve the writing skills of students through word processing software that offers features like spell checkers, grammar checkers, dictionaries, thesauri, and style checkers. Improvement in

students' writing with the aid of computer technology was also reported by Owen (2000) who observes that using computers made his students' writing stronger and their ideas more interesting because they viewed the product as one of their own.

In addition to enhancing writing skills, using computers for reading gives learners the advantage of self-directed learning. It also gives them the chance to choose what they like to read, which may motivate them to read more. Alkahtani (2002) emphasizes the importance of the role of computer technology in improving reading skills in ESL classes. He mentions that computers can check exercises done by students and move them from a certain level to a more difficult level according to the ability of the student himself. He also states that computers can carry out programmed functions and handle activities at an amazing speed. Furthermore, he adds that using computers in teaching reading skills increases the reading speed of ESL students. While discussing the learners' reading input, Hanson-Smith (1999) argues that when they use computer technology, learners can obtain a more enhanced written text especially when these texts are supported by pictures, graphics, animations, video, sound, and hyperlinks to other explanatory texts.

When reading texts on the computer screen, learners can enjoy the ease of moving through the text line by line or jumping to a specific phrase or moving from one page to another. Learners can also enjoy the facility of highlighted texts that books lack. Finding graded levels of texts that suit the learner's level is easier when using computer technology to surf the Internet. Liu, Moore, Graham, and Lee (2002) argue that vocabulary learning is another area that could be enhanced by using computer-supported glossing formats resulting in the development of the reading proficiency of students and enhancement of their pragmatic awareness of the language.

As for listening, which is a very important language input, computer technology provides learners with voices in visual contexts by which they can create stronger memory links. Furthermore, computer technology can provide learners with realistic-sounding conversations by native speakers that take place in typical home and work situations (Healey, 1999). Using the Internet or a CD-ROM can provide students with a variety of language accents spoken in different parts of the world.

Galavis (1998) argues that computer technology provides students with a wide variety of registers and accents, providing simulations not found in traditional resources, and encourages language acquisition. This will be very useful when learners are in an EFL situation where the teacher is a non-native one, especially if learners listen to and read texts whose written words are highlighted word by word at the same time as the spoken ones. Hanson-Smith (1999) states that when students are exposed to a video of a native speaker talking in an authentic situation, they not only learn the correct pronunciation, intonation and pause, but they also experience some interactional communication strategies such as nonverbal and kinesthetic behaviors. Beare (n.d.) argues that for listening exercises, computers can provide learners with more contextual clues as they can provide visual input in addition to the sound input. Beare also emphasized the students' control over their own self-pacing as the case in the field of pronunciation where students can use the computer to record their voices and compare their pronunciation to the native speaker's pronunciation and repeat that as many times as they need. Burns (1996) views computer technology as a rich linguistic environment that provides ESL / EFL learners with clear audio to model clear pronunciation and repeat sounds and words according to the learner's needs.

Computer technology is not only useful for normal learners, but it is also useful for special needs students as well. Those who have a disability might benefit from computer technology more than ordinary people. If we have the resources and training necessary to support our learning goals, computer technology can help level the field for students with language and learning disabilities. Kleiman and Humphrey (1984) wrote about a project in which they used computers to teach twenty-nine students in the special education stream who had histories of serious problems regarding their schoolwork and their interactions with teachers and other students. The writers state that many of those students had difficulties when they were required to write legibly, erase mistakes neatly, draw within lines, and fold papers. They also added that because those students had only to press a key to do most of these skills, they became less frustrated and were highly motivated so that they had more confidence and better self-esteem. The fun they had with computers improved their communication skills

and then they interacted better with their peers, teachers and parents. They also progressed in their academic achievement as many of them learned words faster using a spelling program. Kleiman and Humphrey (1984) noticed that the students participated more actively in learning with computers than they did in other lessons.

Another experiment, which took place in Vero Beach High School in 1987 in Florida, was reported by Bennett (1999). In that experiment, at-risk students who were not keeping up and often misbehaved were taken out of their mainstream classes and put in a special computerized dropout prevention program. In one year, those students retained what ordinary students had learned in several years. They also had a dramatic change in perceptions. Moreover, when these students sat for the Test of General Educational Development (GED), they did better than one-third of other students.

Using the Internet in the classroom can offer learners opportunities to go beyond the walls of their classroom. Taking your students to Yemen to study its topography will be costly if not impossible, but using "Google Earth" for example, enables students to take a virtual trip to Yemen and learn whatever they want about its topography. Dodigovic (1998) argues that the change in number and profile of teachers who use computer technology was brought about by the Internet as a wide variety of users has been attracted by it. She wrote about many benefits of the Internet amongst which were: providing learners with a free source of language contexts, ignoring the limitations of physical space and time, and providing learners with the ability to move from one place to another in an instant. "Judged by the power of the Internet's attractions, CALL is definitely here to stay," she concludes (p. 32). Another proponent of using computer technology with the Internet is Terrill (2000) who says that integrating computer technology and the Internet into regular instruction can become an effective tool to facilitate language instruction.

Another advantage of computer technology is its authenticity. The uses of computer technology are authentic because learners use them for the same kinds of purposes and the same ways that adults would use this technology outside the school walls. Authentic language practice is very important to language learning (Terrill, 2000). Interacting with a native speaker is a valuable opportunity for language

17

learners to practice using authentic language in real situations. Computer technology enables learners to interact with native speakers at a distance and provides them with rich multidimensional learning environments Gaer (1999). Teachers should seize any opportunity in which they can provide their students with such environment. According to Debski and Levy (1999), the teacher's role is one that is always in search of new online materials and electronic patterns that might enrich their students' experience. In other words, teachers are managers of world administered learning environments. Lacina (2004) argues that using computer technology in an appropriate way creates an environment in which learning becomes authentic and activities are interesting to students.

When students use the Internet, an authentic means of communication is provided in which peers can discuss assignments and chat online about subject matters they are currently reading and this encourages their active participation in class activities. Shy or introverted learners benefit most from chat sessions as their voice is heard without being worried about their mispronunciations. As many free discussion board services are available on the Internet, learners can benefit from participating in a collaborative environment that creates an inexpensive, authentic model of communication in the classroom (Hanson-Smith, 1999). When used for communication and problem solving, Web Quests can provide language learners with a cooperative learning environment.

Another benefit of using computers by learners is forming social constructions. Social construction means that groups of people, bound by shared experiences or interests, build meaning through an ongoing process of communication, interpretation, and negotiation (Grambow, 2002). Social construction is achieved through social interaction, which is described as an exchange of ideas between individuals in a specific setting for a specific purpose (Grambow, 2002). In her report to the New Zealand Ministry of Education, Dr. Judy Parr (2004) states that technology is a cultural object that functions in a social context where teacher and peer influences operate. According to Duin and Hansen (as cited in Selfe and Hilligoss, 1994) "facts, beliefs and truth itself result from a social process of conversation and consensus building".

After they reviewed 246 articles on using computer technology in the classroom, Liu, Moore, Graham, and Lee (2002) came to the conclusion that meaningful human interaction is promoted by using computer technology in the classroom which can foster the language learning process. They assert that computer technology can provide an excellent medium for cultivating new social relationships within or across classrooms which will result in collaborative, meaningful, and cross-cultural human interaction among members of a discourse community created in cyberspace. Furthermore, computer technology promotes equal participation of learners in the classroom. Interactions made through computer technology can be saved for future reference that enables students to learn from others' language or even from their own mistakes.

Testing is another important area in which computer technology is gaining significant grounds. In the field of language testing, computer technology has helped in maintaining test banks, providing students with sample tests and exercises, enabling testing organizations to administer computer-based and computer adaptive tests, and lately Internet-based tests. Liu, Moore, Graham, and Lee (2002) argue that using computer technology has many benefits such as immediate feedback, individualized testing, and randomization through test banks to increase test security.

Barriers Affecting the Use of Computers

Teachers' use of computer technology in language instruction is influenced by a number of barriers that prevent or restrict the use of this technology in their classrooms. Two levels of barriers can be identified: those relating to the institution (school-level barriers), and those relating to the teacher (teacher-level barriers). School-level barriers, which are beyond the direct control of the teacher, are known as external barriers or first order barriers. Although separating barriers at the teacher-level from those at the school-level is difficult, but to simplify the discussion I will deal with each of them individually.

A: - School- Level Barriers

Financial Barriers

When we talk about financial matters, we usually talk about things that include the cost of software, hardware, infrastructure, staff training and maintenance. In UAE public schools, the Ministry of Education provides the necessary hardware and software needed for the teaching of computer skills but not for the integration of computers into other subjects of study. The school itself has to take care of the rest. The school administration receives money twice a year to spend on different needs and the administration has the right to decide how to spend this money. School revenues are also supplemented by income from students' cafeterias which make an added source of funding to schools' needs. Schools administrations have the freedom to spend this money according to their priorities. Very little, if any, is spent on the integration of technology into teaching and learning.

Infrastructure

Many of the UAE public schools that I have visited are aging buildings that require major infrastructure changes that can only be made with the help of the Ministry of Education. They do not have Internet facilities or even sufficient electricity cabling to support the implementation of technology. I still remember the problems we faced with electricity at old AL-Orouba school when the administration of the school decided to add one air conditioner to each of the first floor classes. We discovered that the cables the school was provided with could not bear one more air conditioner. The case is the same for telephone lines, as our schools have telephone lines only in the rooms used by the administration of the school while other rooms lack this facility. Byrom (1998) points out that if we cannot overcome basic technological equipment and facilities issues, it will be very difficult to focus on integrating technology to support learning.

Lack of Equipment / Availability of Computer Hardware and Software

If the number of computers is not sufficient for the number of students in the class I teach, or if there are no computers at all, how can computer technology be integrated into language instruction? Lack of hardware is internationally considered the highest rated barrier. This particular barrier is even found in countries that are well resourced. Krysa (1998) points out that in a survey conducted by Ginsberg and McCormack in the United States, respondents indicated that issues surrounding computer hardware were the most serious barriers affecting implementation of computer technology. In addition, Newhouse (cited in Krysa, 1998) finds that the lack of availability and access to software that is subject content appropriate is perceived by teachers as being a serious barrier which has a negative impact on using computers in classrooms.

Lack of Technical, Administrative and Institutional Support

Teachers need to be supported in both technical and curriculum areas. This support should be both ongoing and on site. The success of a program not only depends on the crucial role of the teacher in integrating computer technology into classroom activities, but it also relies heavily on an efficient support system. Teachers need to be assisted in order to overcome their fears, concerns and anxiety. In addition, if they are provided with the appropriate assistance, they will begin to look for ways to integrate technology into their classroom activities.

Cozens (in Davidson et al, 2004) states that no matter how well you prepare your lesson, how often you check the machines, technology failure is still possible and the availability of a technician is necessary. Due to the absence of technical support, most teachers who use computers prepare a plan B to use in case of a technical failure that is common in schools. The availability of a specialized technician can release teachers from the effort and time they take in preparing such a plan. This effort would be more beneficial if is devoted to integrating more technology into classroom activities. If teachers face problems that they cannot solve or cannot get outside help in solving them, they will be de-motivated to use computers.

B: - Teacher-Level Barriers

Teachers' Beliefs

Teachers' traditional instructional beliefs are considered as a major negative factor that causes resistance to using computer technology in their classrooms. According to Anderson and Bird,1999; Marland, 1994; Pajares, 1992 , cited in Handal (2004), the term teachers' beliefs include teachers' conceptions, practical knowledge, personal knowledge, and experiential knowledge. These beliefs act as mental models that drive teachers' practice and processing of new information (Lovat and Smith, 1995 as cited in Handal, 2004). Before implementing any educational innovation, it is important to explore teachers' instructional beliefs because if teachers' beliefs do not match the original goals of a certain innovation the result is lack of implementation of educational reform. Computer technology is one of those innovations that authorities have been trying to implement into teaching and learning practices in many parts of the world. In spite of the strong evidence in the literature showing that when computer technology was regularly used in the classroom it brought positive effects on students' cognitive and attitudinal outcomes (Handal, 2004), there has not been adequate adoption of this technology in schools. Teachers' traditional methods of instruction were a major factor for the resistance of technology implementation (Handal, 2004).

Lack of Technical and Theoretical Knowledge

As computer usage continues to increase, there will always be a demand for teacher training on computers. The need for teacher training stems from the fact that most teachers, novice or experienced, have received very little or no training on how to use computer technology and because the teacher is central to the implementation of computers in the classroom, adequate teacher training is necessary in drawing a link between pedagogy and technology. While most teacher training programs focus on training teachers on how to operate information and communication technology (ICT) tools, they do not train them on how to make use of the power of these tools

(Krysa, 1998). I support Krysa in that if training programs focus on training teachers on basic ICT skills, they fail to make teachers successful in utilizing this knowledge into their pedagogical practices in the classroom, as these tools are ever developing and ever changing due to the rapid innovations made in this field. To ensure an effective use of these tools, training programs should provide teachers with on going professional development, as well as with technical support.

Acceptance of Technologies

Before we ask teachers to shift to integrating computer technology into their classroom practices they must be convinced that the use of computers is capable of providing desirable outcomes that cannot be achieved without them. For example, an increase in the test scores of students whose teacher uses computer technology in language instruction might convince other teachers to try to integrate this technology into their own classroom activities. Ward (2003) states that the first step to ensure teacher use of computers, as teaching and learning tools, must be to provide them with sound educational reasons for doing so. Lee (1998) indicates that teachers' jobs are threatened by misconceptions about the use of technology.

Lack of Motivation or Openness to Change Long-Standing Pedagogical Practices

From my own experience as a supervisor working with and trying to develop in-service teachers, they will not be willing to fully participate in the implementation of computer technology unless they have sufficient intrinsic motivation promoted by encouraging environments provided and maintained by school administrations.

Teachers would probably incorporate computer technology in their classroom practices if their administrators value and use this technology (Baylor & Ritchie, 2002). School administrators, who create a warm and accepting yet business-like atmosphere, can promote persistent effort and favorable perceptions that can provoke teachers' intrinsic motivation to change from the use of traditional methods of teaching to integrating computer technology into language instruction. Showing interest in computer technology will motivate many teachers to adopt it. If teachers

are intrinsically motivated, they will do their best to learn and apply the use of technology in their classroom practices. Ward (2003) states that any theory of action designed to increase teacher use of computers as a tool for teaching and learning needs to focus on teacher motivation. "To be motivated is to be moved into action," (Schopenhauer as cited in Deckers, 2001, p. 2).

Computer Anxiety and Lack of Confidence

Computer anxiety, the perception of computers as complicated and difficult to use, is considered one of the most difficult barriers that can block the integration of computer technology in educational programs. Anxiety is usually felt when people are exposed to something new or a situation they have never experienced. "Anxiety is an emotional state in which people feel uneasy, apprehensive, or fearful"(Encarta Encyclopedia). People usually experience anxiety about events they cannot control Orr (n.d.) reports that computer anxiety affects 30% to 40% of people using computers. Fear of the unknown, possible embarrassment, feeling of frustration, and disappointment may be experienced by those who are computer anxious (Fajou in Orr n.d.).

Computer anxiety will exist as long as computers are used in everyday life. It is the machine, not the task, that those who have computer anxiety fear. Perceptions of the ease of use and relevance of computers are affected by negative experiences that can cause a reduction in teachers' confidence and increase their anxiety towards computers.

According to Russell and Bradley (1997), limited access to computers can generate computer anxiety. Because of that, teachers learning to use computers often fear the threat of failure which leads to negative effects on their performance and causes resistance to change. Another cause stated by Gos (1996) is the quality of pleasantness or unpleasantness of someone's prior experience with computers that determines computer anxiety. He argues that computer anxiety will decrease over time, as people get more familiar with computers due to their fast spread. If people are

more familiar with computers, their anxiety will be less. In a study about the computer anxiety levels of Malaysian rural secondary school teachers, Hong and Koh (2002) conclude that teachers who owned computers or those with more computer experience had lower levels of anxiety than those with less or no computer experience. The same results were achieved by Fletcher and Deeds (1994).

In conclusion, a number of studies have been reviewed for this thesis concerning the affect of using computer technology in language instruction. Many of these studies looked at the relationship between the use of computer technology and theories of second language learning. Those who did so pointed out three stages of using computers: the behaviorist CALL, the communicative CALL, and the constructivist CALL (Beatty, 2003; Levy, 1997; Warschauer, 1996). Other research studies addressed the advantages and disadvantages of using computer technology in the classroom. The studies which discussed the advantages mentioned the rich environments made available by using multimedia programs, the ability to construct meaning using computers, student independence and confidence, motivation and excitement provided by computers, the enhancement of writing, reading and listening skills, as well as authenticity (Bennett 1999, Burns 1996, Dodigovic 1998, Gaer 1999, and Terrill 2000). On the other hand, a number of researchers clustered their arguments around the disadvantages of using computers such as backache, bad vision, and lack of socializing skills (Healy 1999, Oppenheimer 2003, and Stoll 2000). A number of these studies also discussed teachers' perceptions towards using computers in the classroom, but none dealt with the perceptions of L2 secondary school teachers in the UAE public schools specifically towards using computers, which encouraged me to investigate this issue.

CHAPTER III: METHODOLOGY

Introduction

This study investigated perceptions of secondary school English language teachers in the United Arab Emirates towards using computers and computer technology resources in their classes. The study specifically looked at how English language teachers perceive and make use of computer technology in their classrooms and to what extent they are making use of online resources to supplement their teaching. It also explored the factors that affect English language teachers' use of computers and computer technology in their classrooms besides the level of the training English language teachers have to integrate computer technology in their language instruction.

The study addressed the following research questions:

1. What are the perceptions of the teachers of English at the UAE public secondary schools towards using computer technology in language instruction?

2. Do these teachers have sufficient training to integrate computer technology in their language instruction?

3. To what extent do teachers of English at public secondary schools in the UAE use online resources to supplement language instruction?

This chapter presents the setting in which the study was conducted, identifying the participants of the study, the instruments used for data collection and the data collection and analysis procedures.

Participants

One hundred and two male secondary school teachers and eighty female secondary school teachers participated in this study. They all work in the UAE government schools. The teachers' ages who answered the questionnaire ranged from 20 to more than 50 years old.

Instruments

One data collection instrument was used in this study, the questionnaire. This was utilized because questionnaires are considered one of the most popular methods for collecting data for scholarly research (Walonick, n.d.). Compared to other methods, questionnaires are an inexpensive way to collect data from a large number of respondents. They are inexpensive to administer especially when the study sample is administered in a large geographical area. The researcher does not have to travel to all participants as questionnaires are sent and received by post, e-mail or any other available means. Another important reason for choosing the questionnaire as a means of collecting data is that most people are familiar with completing questionnaires. As questionnaires are usually completed in the absence of the researcher, they are not influenced by any verbal or visual clues. The respondent's point of view is never affected by the researcher's beliefs or opinions. Another advantage of using questionnaires is that respondents are free to complete them whenever they like. They are rarely urged to do them in a specific period of time. The choice is theirs to select the time and place, in order to respond to the questions. They can even choose not to complete them. The questionnaire was divided into six parts (see Table 1).

Table 1: Distribution of questions on the questionnaire

Parts	Question Types	No. of Questions
1	Background information on gender, age and teaching experience of participants.	5
2	Background information on familiarity with computers.	6
3	Teachers' opinions on the barriers that could hinder using computers in the classroom.	13
4	Background information on training, computer literacy, using computers in the classroom, using e-mails and using the Internet.	57
5	Computer anxiety	15
6	Teachers' beliefs about using computers in the classroom.	25

Part one was designed to gather background information on gender, age, and the teaching experience of the participants while part two gathered information on familiarity with computers. Part three asked teachers to rank thirteen barriers according to the extent they hinder the use of computers in their classrooms. Part four was designed to collect background information on training to use computers, computer literacy of participants, using computers in the classroom, using e-mails, and using the Internet by participants. Part five was about participant's anxiety towards computers and part six was about teachers' beliefs about using computers in the classroom.

Part one of my questionnaire included five questions intended to collect personal information about the participants such as name, school, gender, age range, and teaching experience. Gender, age, and teaching experience usually have an impact on how a teacher perceives the use of computer technology in language instruction. In her literature review of gender differences among students in usage of computers, Nancy Donaldson (n.d.) points out that results in five studies proved that males reported better access to and more frequent usage of computers.

According to my experience as a supervisor of English, I found that experienced teachers who have already developed their own instructional philosophy are more resistant to integrating computer technology in their classroom practices. McGrail (2005) states that teachers' beliefs, which are shaped to a great degree by the social context of the settings in which they were teaching play a vital role in how they perceive implementing technology in their teaching, for example their perception of the degree of control over the learning environment. Some teachers may simply not wish to change strategies that have worked for them and their students in the past.

Part two of the questionnaire was intended to collect background information about participants and experiences related to technology usage. It consisted of six questions. The first three asked about using computers at home and at work to know the familiarity of teachers with computers. In research carried out by Albion (2003) results show that increased experience with computer technology has contributed to the development of skills with and positive perceptions towards using them in the classroom. The fourth and fifth questions were about the participants' preference

between computers and books, which reflects the way that teachers perceive computers. Handal (2004) states that one factor that makes teachers resist using computers is their preference for traditional methods of instruction.   The sixth question asked about the weekly amount of time the participant spends using computers.

In part three, the participants were asked to rank thirteen barriers to using computer technology according to how they perceive these barriers and their impact on integrating technology in their instruction. This part relates to my fourth research question which asks about the factors that influence the use or non-use of computer technology in language instruction.

Part four consists of five sections. The first section was designed to collect information about the participants' training. Training is considered an important factor in facilitating the use of computers in the classroom. Faw (n.d.) indicates that asking someone who is technologically inexperienced to teach lessons that involve multimedia presentations or computer simulations is useless. Further support for training comes from Pelton and Pelton (1995) who indicate that training is an important factor in fostering favorable perceptions towards computers. This section relates to my second research question, which asks if teachers have the sufficient training to integrate computer technology into their language instruction.

The second section was intended to measure the degree of proficiency of each participant in using computers and what each of them can do with them. Pelton and Pelton (1995) point out that if teachers have previous experience with computers they tend to have more positive perceptions towards using computers in their classrooms.

The third section was used to measure how often ELT teachers have used computers in their teaching. This section is intended to support my research question that teachers in the UAE do not use enough technology in their classrooms.

The fourth section includes questions about teachers' usage of e-mail. Using computers can enhance collaborative learning both inside and outside the classroom. Using e-mail is one way students can collaborate doing group projects, sending homework to their instructors, and receiving instructions and assignments. Another

useful practice using e-mails is what Grambow (2002) calls e-pal. He states that due to its instantaneous nature, e-mail allows students to develop personal relationships with their e-pals which encourage collaborative learning.

The fifth section discusses using the Internet for teaching purposes. This section relates to my second research question, which was about the extent to which teachers use online resources to supplement language instruction.   It has become clear that the Internet is a very rich reservoir of information. Its benefits to learners and teachers cannot be overlooked. Terrill (2000) points out that using the internet can facilitate the development of language skills, employability skills, and critical literacy.

Part five of the questionnaire included fifteen Likert Scale items intended to measure teachers' anxiety towards using computers.

Part six consisted of twenty-five Likert Scale items designed to measure teachers' perceptions towards using computers in their classes. These questions serve my first research question that inquires about teachers' perceptions towards using computer technology in language instruction.   The twenty-four items are divided into two types of statements: twelve negative and twelve positive statements. I find this part very useful to reflect upon teachers' perceptions and show whether they are for or against using computers in the classroom. An important issue is the way teachers view computers.   Teachers' perceptions towards using computers in language teaching range widely.   If the teacher's attitude is positive, it can facilitate using computer technology but if it is negative, it can be an obstacle to integrating computer technology into teaching.

Part six was adapted from the website of the Centre for The Study of Learning and Performance at Concordia University in Montreal, Canada. This questionnaire was developed especially to learn more about the reasons why teachers do or do not integrate computer technology in their classrooms, which I found very relevant to my research. It was retrieved from the university official website: http://doe.concordia.ca/cslp/Downloads/PDF/TIQ-QV17.pdf

The Piloting Stage

The questionnaire was piloted twice between April 24 and May 10, 2005. Once in Al-Orouba Secondary School for boys, with a sample of seven teachers. Based on the teachers' suggestions some questions were dropped out, others were added and others were rephrased to avoid ambiguity. The second piloting was made with a sample of twenty-six teachers of English at four secondary schools in Sharjah and Ajman Educational Zones, one boys' school and one girls' school in each zone. It is important to note that only male teachers teach at boys' schools and only female teachers teach at girls' schools. The reason for selecting male and female teachers was to make sure that the sample represents the whole research population. The constructive feedback that I received from those twenty-six teachers in the form of oral suggestions and comments from the sample respondents was taken into consideration in rephrasing some questions and statements, adding new questions and statements, and dropping out some of the questions. For this reason, piloting the questionnaire before administering it proved beneficial.

Administering the Questionnaire

Initially the researcher had planned to survey teachers from two schools chosen randomly from each of the ten educational zones in the United Arab Emirates as the population for his study. In the end, the survey was administered to teachers of English when they gather to mark the General Secondary Certificate Exam (GSCE) in Dubai and Abu Dhabi. Teachers from the Northern Emirates (Dubai, Sharjah, Ajman, Um-Ulqiwein and Ras-Alkhaimah) and from Fujeirah usually participate in marking the exam papers of the scientific section of the GSCE and teachers from Al-Ain, The Western Educational Zone and Abu Dhabi take part in marking the exam papers of the literary section.

The researcher decided to seize this opportunity to collect the data needed for this study. He sent 300 questionnaires to be administered during this event but to his surprise he discovered that female teachers were not invited this year and that 150 questionnaires were given to all male teachers who were present in Dubai and 100

questionnaires were given to all the teachers in Abu Dhabi marking center. The researcher could get back only 134 answered questionnaires from both Dubai and Abu Dhabi centers. To his surprise, the researcher discovered that the Ministry of Education decided to exclude the female teachers from marking the GSCE papers due to their low productivity in the previous years, so he could only gather information from male English language teachers in both centers.

As no female teachers took part in marking the GSCE papers, the researcher had to send 200 questionnaires to a number of female teachers in girls' schools all around the country. Those questionnaires were given to English language supervisors in the ten Educational Zones of the country and they were given the freedom to administer the questionnaires the way they like. Mostly these questionnaires were completed by teachers working in the first schools they visited. One hundred and twenty nine answered questionnaires were returned to the researcher. The total number of answered questionnaires by male and female teachers mounted to 263 copies.

While reviewing the received surveys, the researcher realized that some of them were not complete. Therefore, he limited the analysis of this study to those surveys that were fully completed. The total number was 182 (102 males and 80 females).

CHAPTER IV – DATA ANALYSIS AND FINDINGS

Data Analysis Procedure

One hundred and eighty two surveys were included in the data analysis. Items were grouped according to the research questions as a first step towards data analysis. When reviewing the data the researcher discovered that the number of female respondents (44 %) is less than the number of male respondents (56 %). Descriptive statistics were used to present the findings. Microsoft excel was used to draw bar charts and pie charts. Bar charts are used to display data representing more than one variable while pie charts are used to display data representing one variable. Frequency tables show the total number of respondents to each question and the percentages of those who selected a certain answer. Frequency tables proved suitable and efficient with parts five and six, which use the Likert scale.

Findings

In the following section data analysis and the findings are discussed in accordance with the research questions.

Teachers' Perceptions

To investigate teachers' perceptions towards using computers in general, different questions were placed in three different parts of the questionnaire in order to obtain the best and most reliable results possible.

Responses to question one about age of part one of the questionnaire shows that 134 teachers (74%) are over 35 years of age and 48 teachers (26%) are less than 35 years of age. This means that the majority of these teachers were trained to become teachers in the absence of computers and that young enthusiastic teachers who were trained in the presence of computers and are more likely to be willing to work with computers comprise a small portion of secondary school teachers. The factor of age may hinder the change to using computer technology in secondary schools.

Furthermore, the answers to the second question of part one reveal that 149 (82%) of the teachers of the study population have more than 10 years of experience and only 33 (18%) teachers have less than 10 years of experience. This could be interpreted that the majority of teachers will resist change because each of them had already formed his / her pedagogy and beliefs (see Table 2 below).

Table 2: Background information about questionnaire respondents

Age Group	20 - 25	25 - 30	30 - 35	35 - 40	40 - 45	45 – 50	Over 50
Number of Teachers	5	10	33	44	39	23	28

Years of Teaching Experience	2 – 5	5 – 10	10 – 15	15 – 20	20 – 25	Over 25
Number of Teachers	7	26	49	44	28	28

Part two consisted of six questions. The first question asked teachers if they had computers at home aiming at checking the familiarity of teachers with computers. Responses to this question revealed that148 (81%) teachers have their own computers at home while 29 (16%) share one with the other members of the family. That means the total number of those who have access to computers at home is 177 or (97%) of the study population while only five teachers, (3 %) of the study population, do not have access to computers at home.

The second question asked about the length of time each teacher had his/her computer at home, as the researcher believes that the longer the teacher owned a computer, the more familiar he/she would be with computers. Responses to this question show that169 teachers, (93%), have had their computers for more than two years while only 13 (7 %) teachers have had their computers for less than two years.

34

The third question asked teachers if they had access to computers at school. The answers to this question show that 38 of the teachers, (21%) of the study population, have computers for their own use at school while 117 (64%) of this population share one and 27 (15%) do not have access to any computers at school. That means 79 percent of the study population do not have enough access to computers which hinders the use of computers by those teachers.

Questions four and five of part two were intended to investigate teachers' preference of using computers over traditional methods of doing research and communicating with other people. Responses to question four show that 124 (68%) teachers in the study population prefer using the Internet to look for information while 58 (32%) prefer using books. Responses to question five tell us that 124 teachers (68%) prefer using e-mails to while 58 (32%) prefer using letters to communicate with other people. This can be interpreted that teachers of English in the UAE secondary schools are familiar with using computer technology for general purposes.

Calculating the percentages for the answers to question six of part two, (no fractions were considered), it was found that 50 percent of the EFL/ESL teachers do not use computers for any purposes at all. Answers also show that 16 percent of the population uses them for one hour per week; 10 percent uses them for two hours per week, while 7 percent uses them for three hours per week. Three and four percent uses them for both four and five hours per week. Other numbers of hours did not exceed one percent. This can be clearly seen in Table 3 below.

Table 3: Average time spent on computer per week

Average Time Spent on Computer per week								
No. of Hours	Word Processing	Using e-mail	Data Entry	Playing Games	Using the Web	Programming	Others	%
0	32	52	98	123	33	134	143	50
1	19	72	30	24	21	18	14	16
2	30	21	19	8	24	12	7	10
3	23	15	13	10	23	1	2	7
4	13	6	5	3	11	1	2	3
5	25	6	4	1	13	1		4
6	7			1	7		2	1
7	6	1	1	1	6	2		1
8	3	1	2		4	1	1	1
9	2				1			0
10-20	13	1	3	4	30	4	4	6

Section two of part four included 17 questions all investigating teachers' computer literacy. Results obtained on this part show that 88% of the study population is computer literate. Questions 1 to 10 of this part asked teachers if they can do very simple operations like turning a computer on and off, starting and exiting a program, using a mouse, getting data from a floppy or a CD, creating and saving a new document, opening a saved document and saving one. The results indicate that teachers are computer literate and that most of them (95%) can do all these simple operations and that (77%) of the study population can do more complicated operations like deleting and moving files, typing and using virus software, sending e-mails, surfing the web, and creating computer presentations (see Table 4).

Table 4: Computers Literacy Skills

	Question	Yes	
		n	%
1	Can you turn on a computer?	179	98
2	Can you start a program?	177	97
3	Can you shut down a computer?	180	99
4	Can you exit programs?	172	95
5	Can you use a mouse?	180	99
6	Can you get data from a floppy / CD ROM?	174	96
7	Can you create new documents in a word processor?	163	90
8	Can you open saved documents in a word processor?	172	95
9	Can you print documents in a word processor?	169	93
10	Can you save documents in a word processor?	170	93
11	Can you delete files?	169	93
12	Can you move files?	162	89
13	Can you type using a keyboard?	170	93
14	Can you use virus software?	128	70
15	Can you send e-mails?	152	84
16	Can you search the WWW?	121	66
17	Can you create computer presentations?	83	46

Section three of part four was designed to investigate computer use in the classroom. It included ten questions. Question one was designed to inquire into teachers attitudes towards using computer technology in the classroom. Responses to this question show that 165 teachers (91%) seem to have positive attitudes towards using computers in their classrooms while only 17 teachers (9%) seem to have negative attitudes towards using computers in their classrooms. Question two was designed to investigate teachers' actual use of computers in the classroom. Answers to

this question reveal that 45 teachers (25%) have used computers in their classrooms at least once while 137 teachers (75%) have not used computers at all while teaching.

Although there are computer labs in all secondary schools in the country, it seems that language teachers do not have access to these labs. That is obvious from the answers obtained to question three, which asked teachers if they have used a computer lab for teaching. Answers to this question show that only 35 teachers (19%) of the study population had used computer labs in teaching while 147 teachers (81%) had never used a computer lab for teaching. This result confirms the findings of Becker, Ravitz, and Wong (1999) who state that regular use of computer depends on access to computers.

When asked about the availability of a computer technician to help in computer problems only 15 teachers (8%) said yes while 167 teachers (92%) said no. I think those who said yes considered the computer teacher as a technician because the Ministry of Education does not employ computer technicians in schools at all.

Teachers use computers mainly to prepare for teaching more than in teaching itself. Responses to questions 5 to 9 show that teachers use computers for other purposes other than teaching. For example, responses to question five, which asked teachers if they have ever used computers to write lesson plans, revealed that 128 teachers, (70%) of the study population, used computers to write their lesson plans. Question 6 asked teachers if they have ever used computers for preparing exercises for students. Responses to this question show that 131 teachers (72%) of the study population used computers for preparing exercises for their students.

Responses to question seven, which asked teachers if they have ever used computers to write exams, encourage us to interpret that computer technology makes it easier for teachers to design exams as it facilitates making more than one version of the same exam. Responding to this question 172 teachers (95%) of the study population said that they used computers to write exams for their students. Question 8 asked teachers if they have used computers to prepare extra curricular activities for their students. Answers to this question indicate that 165 teachers (91%) of the study population use computers to prepare extra curricular activities for their students.

Keeping records is also something easy to do with computers. 135 teachers said yes in response to question nine which was about keeping records on students. The last question 10 asked teachers if they have used computers to make presentations outside the school. Only 27 teachers (15%) of the study population said yes while 155 teachers (85%) said no. One can interpret that the majority of teachers do not take part in seminars, conferences, symposia or any activities that aim at developing their performance in the classroom. These results can be seen in Table 5 below.

Table 5: Using Computers

	Questions	Yes	
		n	%
1	Would you like to use computers in your classroom?	165	91
2	Have you ever used a computer in the classroom for teaching?	45	25
3	Have you ever used a computer lab for teaching?	35	19
4	Is there a technician who is always ready to help solving technical problems?	15	8
5	Have you ever used computers to write your lesson plans?	128	70
6	Have you ever used computers for preparing exercises for your students?	131	72
7	Have you ever used computers to write exams for your students?	172	95
8	Have you ever used computers to prepare extra curriculum activities for your students?	165	91
9	Have you ever used computers for keeping records about your students?	135	74
10	Have you ever used computers in making presentations outside the school?	27	15

Part five of the questionnaire used a Likert scale type and included fifteen statements. All statements in this part were intended to investigate teachers' perceptions towards using computers in general. Respondents were asked to tick one

of the five choices given to them. The choices were: strongly disagree, disagree, cannot decide, agree somewhat, and strongly agree. These fifteen statements were intended to measure teachers' anxiety towards computers in general. The first eight statements were meant to measure negative perceptions while the rest were designed to measure positive perceptions towards using computers in general.

According to the data shown in Table 10 (Appendix B), most teachers appear to have positive perceptions towards using computers in general as most of them responded negatively to negative statements and positively to positive statements. For example, responses to statement 1, which states that the respondent hesitates to use a computer because of the fear of making mistakes that he/she cannot correct, show that 151 teachers (83%) of the study population disagree to the statement, 10 (5%) were unable to decide and 21 (12%) agree.

For the second statement, which states that teachers feel insecure about their ability to interpret a computer printout, 139 respondents (76%) of the study population said they disagree, 18 (10%) could not decide, 25 (14%) said that they agree while responses to statement 3 , which states that it scares respondents to think that they could cause the computer to destroy a large amount of information by hitting the wrong key, show that 136 teachers (75%) of the study population disagree, 21 (11%) cannot decide whether they agree or not, 25 (14%) agree.

When it comes to statements four and five, responses to statement 4 which states that respondents have difficulty understanding technical aspects of computer, revealed that 129 teachers (71%) disagree, 17 (9%) cannot decide, and 36 (20%) agree with the statement. Responses to statement 5, which states that one has to be a genius to understand all the special keys contained on most computer terminals, indicated that 135 teachers (74%) of the study population disagree, 20 (11%) cannot decide, and 27 (15%) agree with the statement.

In addition, responses to statement 6, which states that one wouldn't be able to learn` a computer programming language, revealed that 144 teachers (80%) of the study population disagree, 19 (10%) cannot decide, and 19 (10%) agree with the statement and responses to statement 7, which states that a teacher dislikes working with machines that are smarter than him/her, show that 150 teachers (82%) disagree,

18 (10%) cannot decide, 14 (8%) agree with the statement. Responses to statement 8, which states that one is afraid of becoming dependent upon computers, revealed that 133 teachers (73%) of the study population disagree, 18 (10%) cannot decide, 31(17%) agree with the statement. These results indicate that ELT teachers are computer literate.

Statement 9 is the first of the positive group of statements. It states that the challenge of learning about computers is exciting. Responses to this statement show that 129 teachers (71%) of the study population agree, 15 (8%) cannot decide, and 38 (21 %) disagree with the statement. More teachers responded positively to statements ten and eleven. Responses to statement 10 which states that a teacher is confident that he / she can learn computer skills, indicated that 143 teachers (79 %) of the study population agree, 9 (5%) cannot decide, and 30 (16%) disagree. Responses to statement 11 "I look forward to using a computer in my job" show that 146 teachers, (80%) of the study population, agree, 12 (7%) cannot decide, and 24 (13%) disagree. The same results were obtained in response to statements twelve, thirteen, and fourteen. Responses to statement 15, "I feel that I will be able to keep up with the advances happening in the computer field", indicated that 136 teachers (75%) agree, 26 (14%) cannot decide, and 20 (11%) disagree with the statement. These results show that ELT teachers are highly motivated to learn about and use computers in their classroom practices.

Figure 1 represents the results of part five of the questionnaire and clearly shows that teachers have a very positive attitude towards using computers.

Figure 1: Teachers' perceptions of Using Computers in General
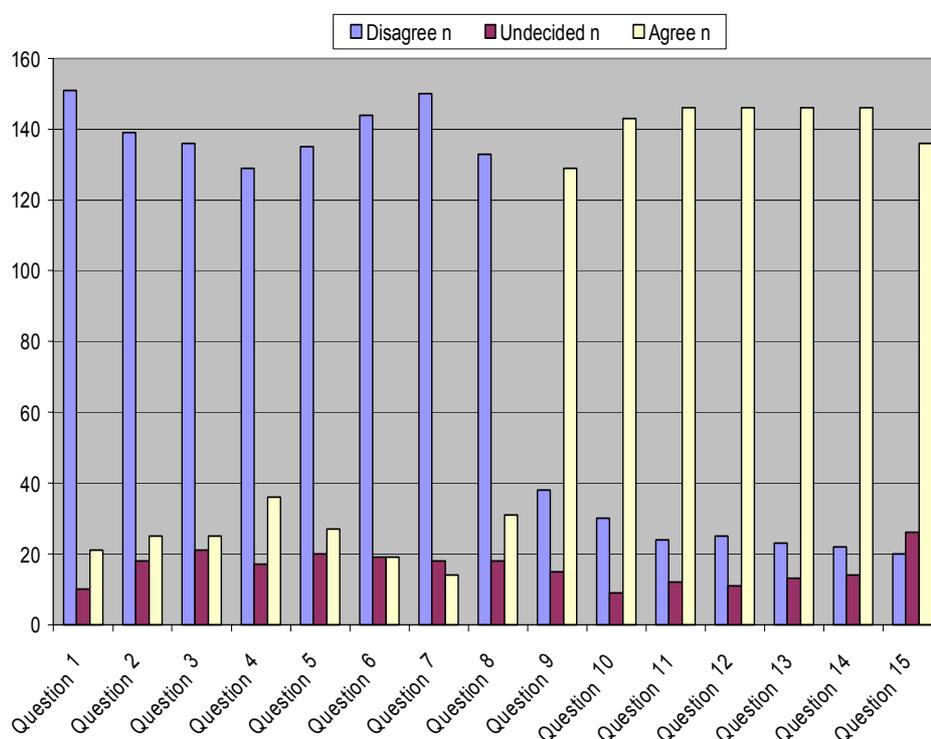
Part six of the questionnaire included 25 statements. They aimed at investigating teachers' perceptions towards integrating computer technology into language instruction. Responses to statement 1, "the use of computers in the classroom increases academic achievement", showed that 129 teachers (71%) of the study population agree, 23 (13%) disagree, and 30 (16%) cannot decide whether they agree or disagree with the statement.

Responses to statement 2, "the use of computer in the classroom results in students neglecting important traditional learning resources", indicated that 100 teachers (54%) of the study population agree, 41 (23%) disagree, and 41 (23%) cannot decide whether to agree or disagree. As for responses to statement 3, "The use of computers in the classroom is effective because I believe I can implement it successfully", revealed that 123 teachers (68%) of the study population agree, which means that many teachers are eager to integrate computer technology into language

instruction. Only 29 teachers (16%) of the study population disagree with the statement this may have been because they are not motivated to integrate computer technology into language instruction.

Responses to statement 4, "The use of computers in the classroom promotes student collaboration", were nearly similar to those to the previous statement as 123 teachers (68%) of the study population agree, 22 (12%) disagree, and 37 cannot decide if they agree or not with the statement. Responses to statement 5, "The use of computers in the classroom makes classroom management more difficult", showed that 94 teachers (52%) do not agree with the statement. That means teachers consider computer technology as not affecting classroom management. Only 54 teachers (29%) of the study population considered using computers in the classroom as something that could affect classroom management.

Most respondents (66%) to statement 6, "The use of computers in the classroom promotes the development of communication skills", agreed with the statement while only (14%) disagreed. Responses to statement 7, "The use of computers in the classroom is a valuable instructional tool", indicated that 138 teachers (76%) of the study population considered computers as a valuable tool for teaching. That means they are aware of the importance of using computer technology in language instructions.

Responses to statement 8, "The use of computers in the classroom is too costly in terms of time and effort", revealed that 61 teachers (34%) of the study population disagree with the statement. That could be interpreted as many teachers did not integrate computer technology into their teaching and that is why they perceive it as something that does not cost much. Those who tried it and those who agreed with the statement formed 48% (88 teachers). Responses to statement 9, "The use of computers in the classroom is successful if teachers only have access to a computer at home", showed that 112 teachers (62%) of the study population agree, 40 (22%) cannot decide, and 30 (16%) disagree with the statement. These results tell us that access to computers at home helps in motivating teachers to utilize computers at school.

43

Responses to statement 10, "The use of computers in the classroom makes teachers feel more competent as educators", and 11 " The use of computers in the classroom is successful only if there is adequate teacher training in the use of computer technology for learning" were the same and indicated that 122 teachers (67%) of the study population agree, 32 (18%) disagree, and 29 (15%) cannot decide if they agree or do not agree with the statement.

Responses to statement 12," The use of computers in the classroom gives teachers the opportunity to be learning facilitators instead of information providers", revealed that 136 teachers (75%) of the study population agree, with the statement. This can be interpreted that teachers prefer the communicative approach to other approached to language learning. And responses to statement 13," The use of computers in the classroom demands that too much time be spent on technical problems", showed that 91 teachers (50%) agree, 51(28%) disagree, and 40 (22%) cannot decide if they agree or disagree with the statement. Responses to statement 14, "The use of computers in the classroom is an effective tool for students of all ability", revealed that 124 teachers (68%) of the study population agree with the statement while only 35 (19%) do not agree with it.

Responses to statement 15, "The use of computers in the classroom is not necessary because many teachers are too old to learn computer technology," indicated that 119 teachers (65%) of the study population do not agree with the statement while only 36 teachers (20%) disagree with it. Moreover, responses to statement 16, "The use of computers in the classroom enhances my professional development", showed that 126 teachers (69%) of the study population agree with the statement while 25 (14%) only disagree with it.

Responses to statement 17," The use of computers in the classroom may embarrass the teacher if he / she fails to operate the computer", indicated that 83 teachers (46%) of the study population do not agree with the statement while 71 teachers (39%) of the study population agree to the statement agree to it. One can notice that the positive and negative responses are very close to one another for this statement. And responses to statement 18," The use of computers in the classroom

limits my choices of instructional materials", showed that 104 teachers (57%) of the study population do not agree with the statement while only 41 (23%) agree with the statement.

Responses to statement 19," The use of computers in the classroom requires software-skills training that is too time consuming", indicated that 78 teachers (43%) of the study population disagree with the statement and 69 teachers (38%) agree with it. The two sides are very close. Opinions split on the opposite sides. That means one side does not know exactly what the use of computer requires due to the lack of training. Responding to statement 20," The use of computers in the classroom will increase the amount of stress and anxiety teachers experience" a good number 60 teachers (33%) agree to that statement but a larger number (100) teachers (55%) did not agree to it.

Responses to statement 21," The use of computers in the classroom is difficult because some students know more about computers than many teachers do" revealed that 109 teachers (60%) of the study population disagree with the statement while only 50 teachers (27%) agree with it. Responses to statement 22," The use of computers in the classroom requires extra time to plan learning activities", support the results to the question in section 3 as teachers put the lack of time as the first barrier to integrating computer technology into language instruction. 114 teachers (63%) agree while only 49 teachers (27%) do not agree.

Responses to statement 23," The use of computers in the classroom improves students' learning of critical concepts and ideas" showed that teachers' responses came mostly as an agreement with the statement. Responses to statement 24," The use of computers in the classroom eases the pressure on me as a teacher", show that 105 teachers (58%) of the study population agree. That means teachers feel some pressure using computers in the classroom. Furthermore, responses to statement 25," The use of computers in the classroom adds to the teacher's burden" are in harmony with the results of the previous statement. A large number of teachers disagree with this statement while about a very small number agree.

Responses to the last two statements show that teachers perceive the use of computers in the classroom adds to their responsibilities. It is perceived as extra work

which I think they do not like because of the heavy load they already have. Secondary school teachers have to teach eighteen classes per week in addition to designing and marking at least four complete exams per semester, let alone keeping records of about 100 students and other administrative work.

Figure 2 below, which represents responses to part six, one notices that a large number of teachers agree with two thirds of the questions (16 out of 25); eleven of these questions are meant to measure positive perceptions. They also disagreed with the questions that were intended to measure negative opinions, which means that they have positive perceptions.

Figure 2: Integrating Computer Technology into Language Instruction
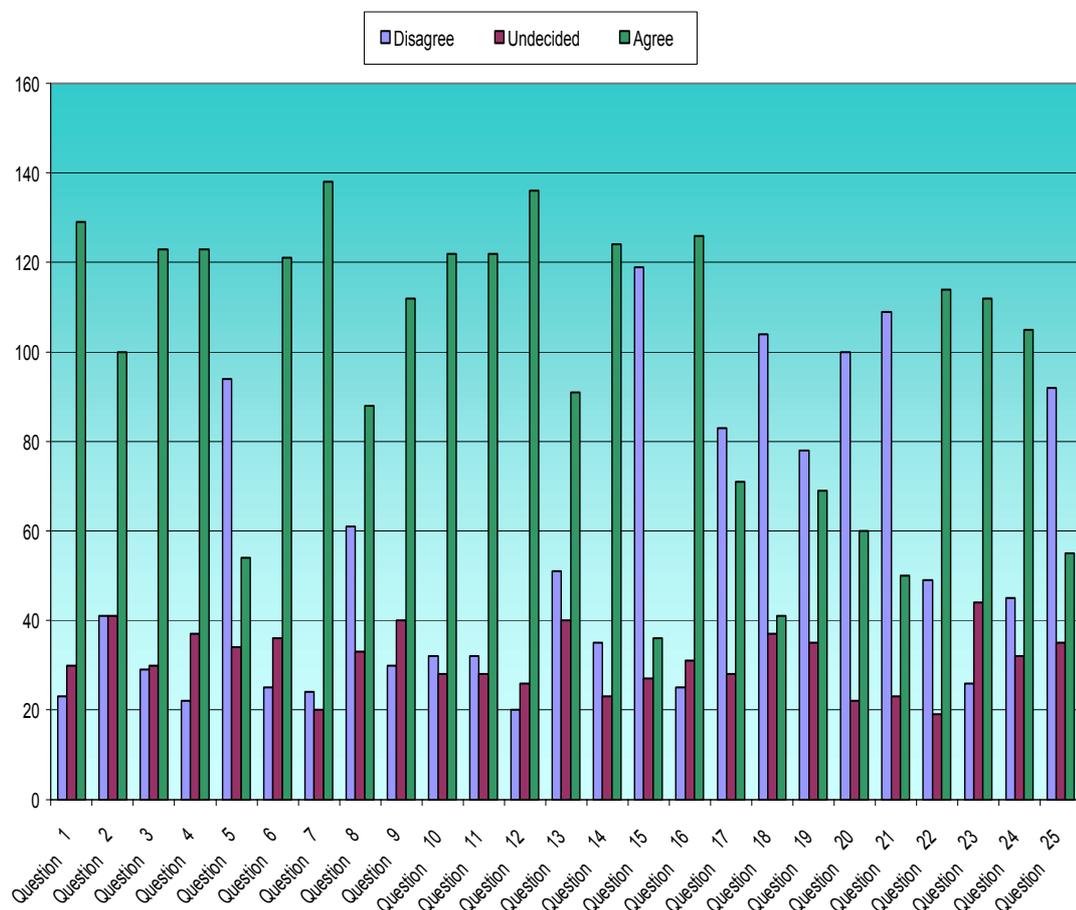
One can notice that the number of those who could not decide to take a position is higher than it was in the previous section. For some questions the number reached 44 teachers (nearly a quarter of the total number).

Teachers may have very little or no training on integrating computer technology into language instruction which resulted in lack of knowledge about the whole matter. Not having enough knowledge made them hesitate to make a decision either to agree or to disagree with the statements that are specific in nature and not as general as the ones in the previous section.

What is significant in the results is that most teachers agreed with the four questions that relate to the concept that using computers is time consuming. A large number of teachers believe that planning lessons using computers, preparing activities for students and solving technical problems in the classroom take much time and effort.

Responses obtained to parts five and six show that teachers are in favour of integrating computer technology into classroom activities, but they actually do not. This study confirms what Pelton and Pelton (1995) have found that teachers' perceptions towards using computers are generally positive, but they mostly lack the skills and abilities to use them.

As an answer to the first research question, responses to most of the abovementioned questions show positive perceptions towards using computers in general. The results gathered are of the kind that might be naturally expected in a country where computers are widely used in almost every aspect of life. Computers are found in almost every office or business in the UAE which has made people familiar with them. Many government departments are trying to get rid of paper work and change to an electronic method of dealing with their customers. Since teachers are an important part of the learned sector of the society, they are expected to be the first to adapt to the new technology. That is why their positive perceptions towards using computers for general purposes are naturally expected.

Teacher Training

The second part deals with the answers sought to the second research question "Do these teachers have the sufficient training to integrate computer technology in their language instruction?"

Part four of the questionnaire was made up of five parts. The first part was about training on computers. The teachers were to answer the thirteen questions that comprised this part by ticking one of two choices, yes or no. Question 1 was about having formal training. Answers obtained to this question show that 54 teachers (30%) had had formal training while 128 teachers (70%) have not any. When answering the second question which was about in-service training, 37 teachers (20%) said they had in-service training, but 145 teachers (80%) said that they had no in-service training. The results obtained here indicate that there is lack of training on how to use and integrate computer technology in language instruction.

Having a course at the university is considered as having some kind of training on using computers. To answer the question that asked teachers if they had a computer course at the university, only 44 teachers (24 %) answered yes while 138 (76%) teachers answered no. Questions 4, 5, 6, 7, and 8 asked about how teachers were trained. To answer these questions 82 teachers (45%) said that they were trained by a colleague, 97 (53%) by a friend, 139 (76 %) by themselves, 79 (43%) by a family member, 27 (15%) by a student. These results also add to the idea that teachers do not have the sufficient training that enables them to perfectly use computer technology in their classroom practices.

Question 9 asked if the teacher's school has a policy for integrating computer technology in the language curriculum. Answers obtained show that only 36 teachers, (20%) of the study population, responded yes while 155 teachers, (85%) of the study population, answered no. In their responses to question 10, which asked teachers if their schools have ever offered to train them on using computer technology and question 11 which asked teachers if the Ministry of Education has ever offered to train them on using computer technology, 25 teachers (14%) said yes while 157 teachers (86%) said no and for question 11 only 18 teachers (10%) said yes while 164 teachers (90%) said no.. The results obtained from the responses to these questions are seen as an indicator of the lack of training programs offered by school administrations and the Ministry of Education, the two authorities that are supposed to be keen on providing teachers with the most appropriate training programs. These results are shown in Table 6 and figure 3 below.

Table 6: Teacher Training

	Question	Yes	
		n	%
1	Have you had any formal training on using computers?	54	30
2	Have you had any in-service training on using computers?	37	20
3	Have you had a computer course at university?	44	24
4	Have you been trained by a colleague?	82	45
5	Have you been trained by a friend?	97	53
6	Have you taught yourself?	139	76
7	Have you been trained by a family member?	79	43
8	Have you been trained by a student of yours?	27	15
9	Does your school have a policy for integrating computer technology in the language curriculum?	36	20
10	Has your school ever offered to train you on how to use the computer?	25	14
11	Has the Ministry of Education ever offered to train you on how to use computers?	18	10
12	Would you like to be trained to use computers if you have to pay for that?	110	60
13	Would you like to be trained to use computers if the Ministry of Education paid for that?	173	95

Questions 12 and 13 were designed to measure teachers' readiness to train to use computer technology in their classrooms. The responses given show an eagerness

to train to use computers especially to question 13 in which teachers were asked if they are willing to be trained on using computers if the Ministry of Education paid for that training. 173 teachers (95%) of the study population said yes. To answer question 12 which asked teachers if they would pay for their training on using computers 110 teachers (60%) of the study population said yes. Teachers are aware of the importance of being trained to use computer technology and perceive that as an essential thing that they should do preferably if the Ministry of education pays for the cost of that training (see Figure 3 below).

Figure 3: Teacher Training
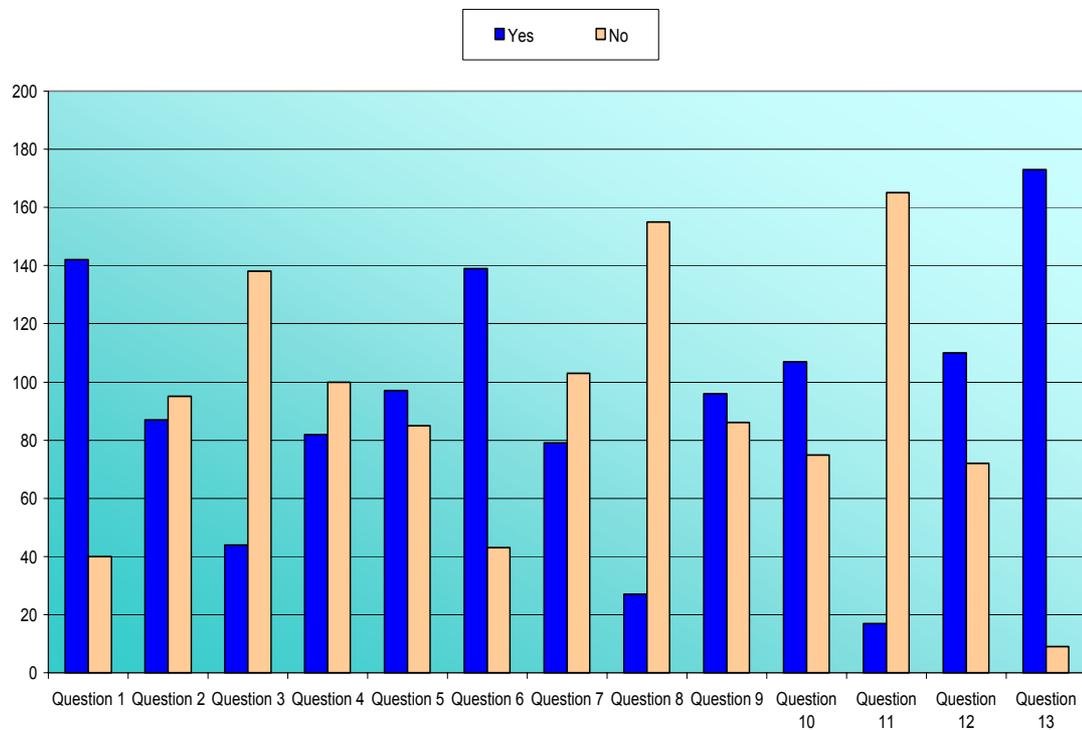
One can notice from Figure 3 that 95 percent of the study population is eager to be trained to use computers in language instruction (answers to question 13). This high percentage is due to a positive attitude towards and an interest in using computer technology in language instruction. They showed willingness to be trained to incorporate the new technology into their classroom activities. This could be

interpreted that these teachers feel that they have very limited knowledge of computer and technological skills and they are willing to increase this knowledge because they perceive training as a way of developing their teaching skills. This is echoed in (Becker, Ravitz and Wong, 1999, p.3) "A teacher's skill in using computers certainly has an impact on how they use computers". It is also due to a general feeling amongst the members of ESL teachers that they need to equip themselves with the adequate training needed to integrate this new technology into their classroom activities. Because the majority of them had not had any pre-service or in-service training on how to integrate computer technology into language instruction (answers to questions 1 and 2), they feel they lack the sufficient training that enables them to use computer technology in an effective way in their classroom activities.

These results show that neither the public schools nor the Ministry of Education is keen on training English language teachers working for them on how to use computers as only fourteen percent of the study population indicated that their schools have offered to train them on how to use computers. Only ten percent remarked that the Ministry of education has offered to train them on how to use computers. This was also supported by a speech given by Mr. Ahmad Oweis, the senior supervisor of English in the Ministry of education. In a seminar held by the Supervision Department in the Ministry of Education, Mr. Oweis (2005) said "The people in the Ministry of Education do not invest in training expatriate teachers because they think that these teachers or at least some of them will one day go back to their countries and then any training given to them will be a loss."

Use of Online Resources

The third research question investigates the extent to which teachers of English at secondary schools in the UAE are making use of online resources to supplement language instruction.

Although many of the teachers have e-mail accounts 125 teachers (74%) of the study population can send and receive e-mails, 144 teachers, (79%) of the study population, do not use their e-mails to communicate either with their students or with

their colleagues. Responses to questions 3 and 5 show that only 43 teachers (24%) of the study population, communicate with their students using their e-mails and that 39 teachers (21%) of the study population use e-mails to send homework to their students. Answers to question four show that only 28 teachers (15%) of the study population, communicate with their colleagues via e-mail. These results reveal that teachers are not using e-mail for communication purposes. This is natural, as many schools do not permit their teachers to have access to the Internet. These results are displayed in Table 7.

Table 7: Using E-Mail

	Questions	Yes	
		n	%
1	Do you have an e-mail account?	135	74
2	Can you send and receive e-mail messages?	144	79
3	Have you ever communicated with your students by e-mail?	43	24
4	Have you ever communicated with your colleagues by e-mail?	28	15
5	Have you ever asked your students to send you their homework by e-mail?	39	21

Looking at such results one can interpret that teachers do not use e-mail for teaching purposes. That is because most homework exercises are provided in the students' workbooks and teachers feel that there is no need to use e-mail messages to communicate with their students or their colleagues.

Section five of part four of the questionnaire was about using the Internet in language instruction. It included thirteen questions. Question 1 asked teachers if they have access to the Internet at home. Responses to this question revealed that 151 teachers (83%) of the study population have access to the Internet at home, but when it comes to having access to the Internet at school, which was reflected in question two, only 17 teachers (9%) reported that they have access to the Internet at school. Although most secondary schools have Internet facilities, not all teachers have access to the internet and if they have this access, it is only in the teachers' rooms but not in classrooms.

52

Despite the ability of the Majority of teachers (82%), to use the internet browser as shown in responses to question 3, very few teachers responded with yes to question 4 which inquires about using the Internet to teach something in the classroom. Classes in the secondary schools have neither computers nor the Internet facility.

Question 5 relates to using the Internet as a source of material for teaching purposes. Forty-two respondents (23%) of the study population, said "yes" they used the Internet as a source of material while 140 respondents (77%) of the study population, said "no". A small portion (18%) of respondents to question 6, which asked about using the Internet to look for lesson plans, responded positively. This is probably because teachers in the UAE do not use the Internet for teaching material and lesson plans because they have to teach a curriculum provided by the Ministry of Education.

When asked if they have ever used the Internet to look for teaching activities (question 7), only 35 teachers (19%) said "yes" while 147 teachers (81%) said "no".

Responses to question eight indicate that teachers do not do much research. Responses to this question show that 25 teachers (14%) reported that they use the Internet for research purposes while 157 teachers (86%) of the study population indicated they do not (see Table 8 below).

Table 8: Using the Internet

No.	Question	Yes	
		n	%
1	Do you have an access to the Internet at home?	151	83
2	Do you have an access to the Internet at school?	17	9
3	Can you start the Internet browser?	150	82
4	Have you ever used the Internet to teach something inside the classroom?	21	12
5	Have you ever used the Internet as a source of material for teaching purposes?	42	23
6	Have you ever used the Internet to look for lesson plans?	33	18

7	Have you ever used the Internet to look for teaching activities to use in your classes?	35	19
8	Have you ever used the internet for research purposes?	25	14
9	Have you ever used the Internet for chatting?	67	37
10	Have you ever used the Internet for computer games?	73	40
11	Have you ever used the Internet to download programs?	143	79
12	Have you ever used the Internet for online learning?	11	6
13	Have you ever created a web page?	41	23

When it comes to chatting, computer games, and downloading programs the numbers rise. For example, question 9 inquired into using the Internet for chatting. Responses indicate that 67 teachers (37%) chat through the Internet. Question 10 asked teachers if they use the Internet for computer games. Answers to this question show that 73 teachers (40%) of the study population, said "yes". Responses to question 11, which asked about using the Internet to download programs, show that 143 teachers (79%) of the study population, answered positively.

Online learning, on the other hand, is not popular amongst teachers. Only 11 teachers (6%) of the study population said that they use the Internet for online learning. Creating web pages is also not a common practice amongst teachers. Only 41 teachers (23%) reported that they have created web pages as a response to question 13.

Based on the findings although teachers are computer literate and most of them (82%) are able to use an Internet browser, they seem not to make effective use of the Internet facilities available for teaching, learning and doing research.

Looking at Figure 4, one can easily see that because the majority of English language teachers (91%) do not have access to the Internet at school they do not use this great source of information either for teaching inside the classroom or for looking for lesson plans.

Figure 4: Using the Internet
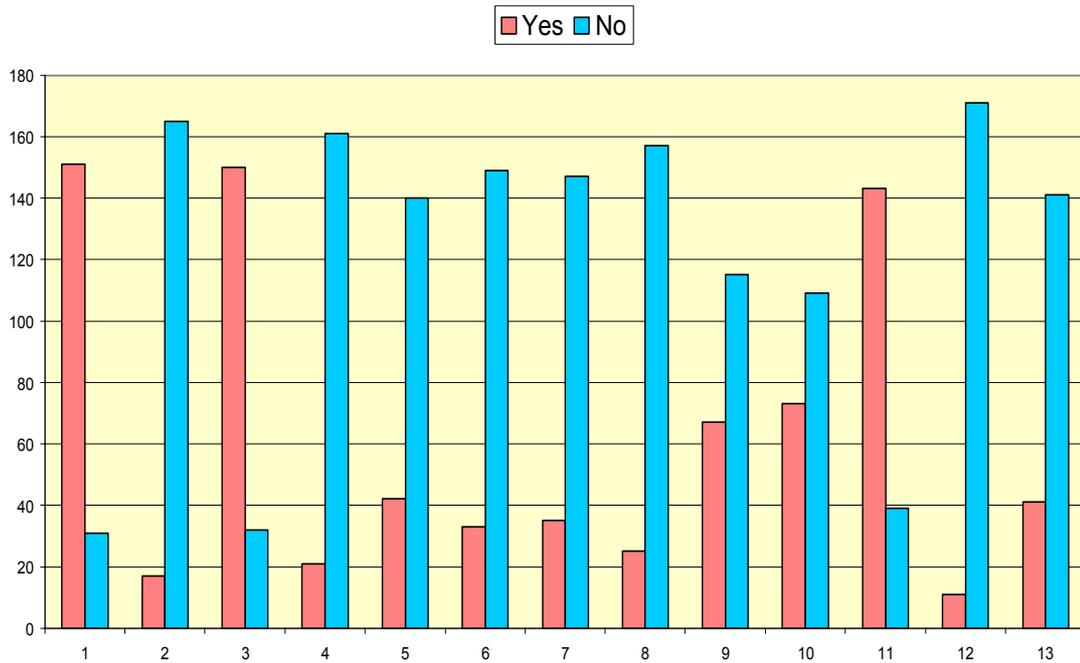
Although the majority of teachers have access to the Internet at home, they do not use it for research purposes. It is obvious in Figure 4 that a large portion of the study population uses the Internet for downloading programs, playing computer games, or chatting.

It has become essential for language teachers to use the advantages of the Internet to expand the learning opportunities of their students. Students can use the Internet in four different ways. They can search for and retrieve information, publish their written work on the web for others to read, talk to other students and reply to messages through chat rooms and the e-mail, and collaborate with students of other classes in carrying out joint projects. Gaer (1999) states that electronic lists, e-mail key pals, and projects on the WWW provide an authentic audience for students' writing which helps promote reading and writing skills in English. Another advantage of the Internet according to Lee (2000) is that it assists teachers in keeping students interested and engaged in classroom activities.

Regardless of whether teachers of English use the Internet or not, it will always be a powerful technological tool for learning and teaching, as well as the greatest source of information available to them at a touch of a button. Searching the Internet is a wealth of activities (Lee, 2000). When students use the Internet they practice many skills such as reading, comprehension, reporting, summarizing, listening, writing, in addition to boosting independence, decision making and comparing information.

Factors Influencing the Use of Computer Technology in the Classroom

Figure five, which represents teachers' perceptions of the major barrier to utilizing computer technology. It reveals that lack of time is the highest factor (20%). Besides teaching, teachers are usually busy at home preparing lesson plans, designing and marking exams, and preparing teaching aids and activities for their students to carry out in classrooms. Due to their busy schedules, teachers not only lack the time for preparing computer based activities (which are considered time consuming), they also lack the time for training on how to use and integrate computer technology into their classroom instruction.

Figure 5: Barriers to Using Computers in the Classroom
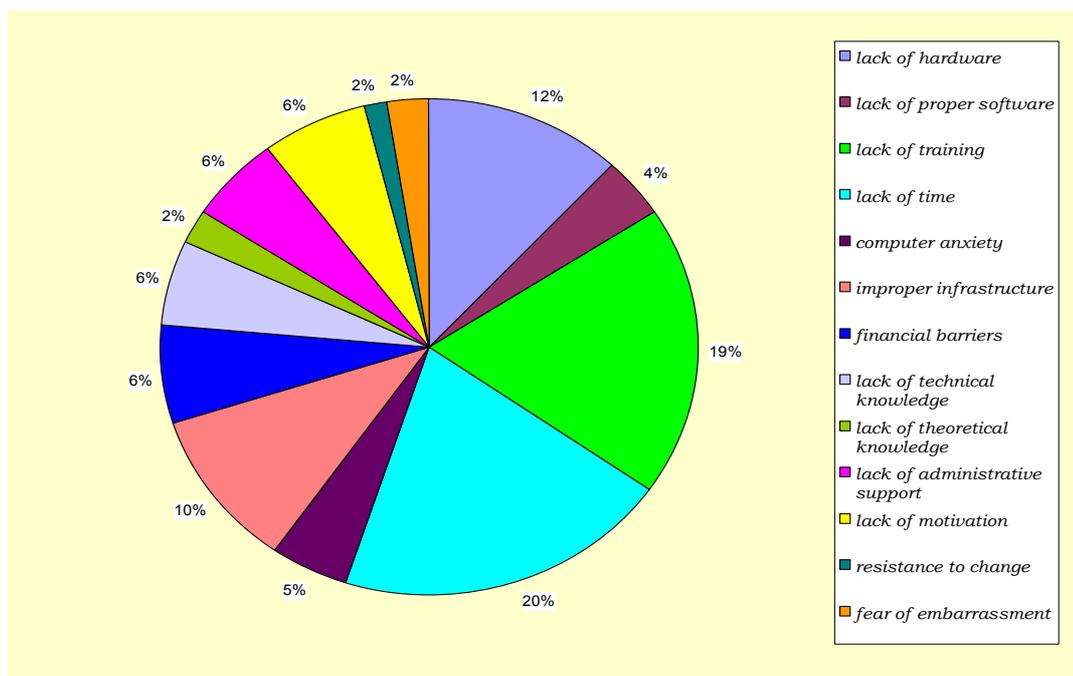
Teachers ranked lack of training second in terms of barriers as they realize the importance of being properly trained on how to use computer technology in language instruction. Training plays a vital role in preparing teachers to become effective users of computer technology. Training is also a useful way through which positive perceptions of teachers can be developed towards the use of computer technology resources in language instruction. Training should not be limited to using computer technology but it should include integrating this technology into classroom activities.

Lack of hardware was ranked third by the study population. This response is due to the fact that our schools suffer from a scarcity of computers. Actually, there is a computer lab in each school, but it is not for teaching subject matter. Computer labs are only used for teaching computer skills. Even if a language teacher wanted to use these labs, it would be difficult to arrange for that. There is also lack of computers available for teachers' use in their offices, as only 21% of the study population has their own computer to use during office hours. This can hinder the teachers' use of computer technology to prepare teaching material. It certainly affects the use of online resources, as teachers need to be connected to the Internet through a computer to make use of this technology.

The fourth rank was given to improper infrastructure. Since most of the secondary schools are in old buildings, they are not equipped with the infrastructure necessary for the use of computers. However, this should not be used as an excuse for not using computer technology in our schools. Problems regarding improper infrastructure can always be overcome. "When there is a will, there is a way". For example, the use of laptops can help overcome this problem.

Financial barriers, lack of technical knowledge, lack of administrative support, and lack of motivation were ranked fifth by (6%) of the study population. Computer anxiety was ranked sixth and lack of proper software was ranked seventh. The remaining barriers were ranked eighth.

Although the results obtained in this study revealed that the majority of respondents (88%) are computer literate, and that they have positive perceptions towards using computers in their classrooms, it was found that 50 percent of the

EFL/ESL teachers do not use computers for any purposes at all. It also revealed that those who use computers use them mainly to prepare for teaching more than in teaching itself. The majority of ELT teachers used computers for preparing exercises, writing exams, keeping records, or preparing extra curricular activities for their students.

In addition to that this study showed that the majority of these teachers were trained to become teachers in the absence of computers and that neither the administrations in public schools nor the Ministry of Education offered any significant training for these teachers on how to use computers.

Despite the ability of the Majority of teachers (82%), to use the internet browser and the fact that many teachers have e-mail accounts, those teachers do not use the Internet or the e-mail for teaching purposes.

What is significant in the results is that most teachers considered using computers as time consuming. Therefore, they ranked the lack of time as the first barrier that hinders using computers in classrooms. They also ranked lack of training second, lack of hardware third, improper infrastructure fourth, and financial barriers, lack of technical knowledge, lack of administrative support, and lack of motivation fifth

CHAPTER V: CONCLUSION

Computers have become an incredible tool for teaching and learning, therefore, not using them in our classrooms is really denying students their rights in having the opportunity to learn in some of the most exciting environments. Working as a teacher, and then as a supervisor of English in the UAE secondary public schools gave me the chance to visit several classes at these schools. Through these visits, I noticed that computers were not utilized in language instruction, which motivated me to investigate this phenomenon. I sought answers to three research questions:

1. What are the perceptions of the teachers of English at the UAE public secondary schools towards using computer technology in language instruction?

2. Do these teachers have sufficient training to integrate computer technology in their language instruction?

3. To what extent do teachers of English at public secondary schools in the UAE use online resources to supplement language instruction?

A questionnaire was used to collect data from male and female English language teachers in secondary public schools in the UAE. Descriptive analysis of the data was utilized to present the findings. Analysis of the findings showed that teachers have very limited access to computers at their schools, which hinders the use of computers as tools for language instruction.

Concerning teachers' perceptions towards using computers, data analysis showed that teachers of English in the UAE secondary schools have positive attitudes towards using computers in their classrooms. Analysis also showed that teachers use computers for lesson planning, preparing material for teaching, keeping records and designing exams. Furthermore, analysis showed that teachers perceive themselves as being capable of keeping up with the advances of computer technology. What is significant in the results is that teachers perceive using computers as time consuming. Many of them believe that preparing material for using in classrooms takes much time and effort.

Training was another issue that this study investigated. Analysis revealed that very few teachers had pre-service and in service training on using computers in language instructions. Moreover, analysis showed that neither schools administrations nor the Ministry of Education has ever offered any training programs regarding the use of computers in classroom instruction. Analysis also reflects the teachers' willingness to be trained on integrating computer technology in their classroom practices.

Using e-mails and the Internet in classrooms for teaching and learning purposes was one issue that this study investigated. Despite the ability of the majority of teachers to browse the internet, data analysis revealed that those teachers do not use the e-mail and the Internet due to the lack of Internet facilities in their schools, which hindered teachers from making use of online resources.

I hope this study enlightens the way for decision makers in the Ministry of Education in the UAE and encourage them to take further steps in facilitating the use of computers in public schools all over the emirates since computers became inevitable tools for teaching and learning.

The Limitations of the Study and Suggestions for Further Research

A number of limitations in this study are identified and need to be acknowledged and addressed.

The first and most important limitation of this study is that the researcher utilized one research method, a questionnaire. Therefore, it is necessary for future research on this topic to use classroom observation as a supporting means of investigation to understand how and to what extent secondary school teachers apply computer technology in language instruction. How effective computer technology is in supplementing and improving teaching and learning could also be understood through classroom observations.

Students' perceptions towards the use of computer technology in teaching and learning are considered as an indispensable factor that is worth investigating. Another instrument that can be used is administering some kind of questionnaire to the

students of public schools and compare students' perceptions to teachers' perceptions about the use of computer technology used in classrooms.

Another source of information that could be examined and investigated is teachers' annual and daily plans. Teachers of public schools in the UAE have to keep annual and daily plans which can reveal how, when and what they use computer technology for during the whole year of teaching.

Not looking at the differences between male and female teachers' perceptions towards using computer technology was another limitation that future research should take into consideration.

A third limitation to this study is neglecting the age factor that could affect teachers' perceptions towards using computer technology in their classroom practices. Future research could make use of this important point.

Implications

Teachers should know that computer technology is a very important teaching/learning tool that teachers can use and that using it is necessary, beneficial and inevitable, although it might not be easy. To properly employ educational technology that can prepare learners adequately for life and work in this century and make our learners constructors of knowledge, we should integrate this technology in our curriculum and broaden our traditional parameters of knowledge to include conversation, thought, imagination, empathy, and reflection.

Teachers are encouraged to seek training on how to use and integrate computer technology in their classroom practices. The teacher who does not know enough about integrating computer technology into classroom practices will have less success and might not be able to secure his/her job. He/she will also harm the students' education.

It is time for the leaders in the Ministry of Education to take a practical step by making plans to integrate computer technology into the curriculum and place computers in classrooms in addition to computer labs in order to make them more accessible for teachers and students to be able to accomplish creative things.

Supervisors of English working for the Ministry of Education should encourage teachers to do action research studies concerning the use of computer technology and its applications in classroom activities as research could highlight the experiences of those who have successfully integrated computer technology into language teaching to provide good models to those who still hesitate to use this technology.

It is the duty of the supervisors of English to form technology committees of those teachers who have the best computer practices because those teachers know more about the curriculum and their students' needs than does a technology staff member. These committees can be put in charge of training other teachers in their schools on integrating computer technology into classroom activities through seminars, lectures, workshops, and demonstration lessons. These committees can also take responsibility for choosing the appropriate hardware and software and their distribution in the school. New committees should be formed of teachers who excel during the training period as this encourages them to learn more about using computer technology.

Since computer technology has become an integral part of teaching and learning worldwide, and because of the limited computer and technological skills of a large number of our teachers in the UAE, the time has come to educate the educators. The Ministry of Education should invest in teacher training because teachers are a key factor in any learning situation. Why do not we in the UAE have the most knowledgeable teachers, in the field of computer integration into language instruction, by designing the most suitable training programs that focus on integrating computer technology for pre-service and in-service teachers. How teachers use computers depends on how skillful they are in using this computer (.Becker, Ravitz and Wong, 1999). Teachers' pre- and in-service training and professional development programs should keep pace with the vast advancement of computer technology. Teachers should be provided with the adequate training to use computer technology in four main domains: creative uses, communication uses, informational uses, and educational uses of this technology.

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APPENDIX A

Sample questionnaire

Dear English language teachers,

Thank you for accepting to answer this questionnaire. It is part of an MA thesis research project that is intended to investigate teachers' perceptions towards using computers in and outside the classroom to help teachers do their job better and students learn more. The information provided will only be used for research purposes and will never be revealed to any party under any circumstances. Thanking you for your cooperation.

Naim Zuhdi Odeh

NB. If you have any queries about this project / questionnaire you can contact the researcher at this address: naimodeh@emirates.net.ae

PART ONE

Name (optional): _____

School: _____

Sex: (   ) Female   (   ) Male

Age range:

(   ) 20-25   (   ) 26-30   (   ) 31-35   (   ) 36-40   (   ) 41-45
(   ) 46-50   (   ) more than 50

Teaching Experience (years):

(   ) 1-5   (   ) 5-10   (   ) 10-15   (   ) 15-20   (   ) 20-25
(   ) more than 25

PART TWO

Please circle the letter of the most appropriate answer.

1. Do you use a computer at home?

a) Yes, it is my own   b) yes, I share one   c) no

2. If yes, how long have you had it?

 a) one year   b) two years   c) three years   d) four years   e) more than four

3. Do you use a computer at work?

a) Yes, it is for my use only   b) yes, I share one   c) no

4. Which instinctively feels more comfortable for you?

 a) searching the Internet for information   OR   b) reading books for information

5. Which instinctively feels more comfortable for you?

 a) writing a letter   OR   b) writing an e-mail

6. On average, how many hours per week do you spend working on the computer on each of the following? If you have never worked on an item, please put "0".

_____ word processing   _____ playing games

_____ using e-mail   _____ using the World Wide Web

_____ data entry/processing   _____ programming

_____ others (list): _____

Total hours per week using a computer: _____

PART THREE

Please rank the following (give numbers) according to the extent they hinder the use of computers in teaching and learning.

_____ Lack of Hardware   _____ Lack of motivation

_____ Lack of proper Software   _____ Resistance to change

_____ Lack of Training   _____ Fear of embarrassment

_____ Lack of Time   _____ Lack of Administrative support

_____ Computer anxiety

_____ Improper Infrastructure

_____ Financial Barriers

_____ Lack of Technical knowledge

_____ Lack of Theoretical knowledge

PART FOUR

Please *tick the box that is appropriate for your case.*

	Training	Yes	No
1	Have you had any formal training on using computers?		
2	Have you had any in-service training on using computers?		
3	Have you had a computer course at university?		
4	Have you been trained by a colleague?		
5	Have you been trained by a friend?		
6	Have you taught yourself?		
7	Have you been trained by a family member?		
8	Have you been trained by a student of yours?		
9	Does your school have a policy for integrating computer technology in the language curriculum?		
10	Has your school ever offered to train you on how to use the computer?		
11	Has the Ministry of Education ever offered to train you on how to use computers?		
12	Would you like to be trained to use computers if you have to pay for that?		
13	Would you like to be trained to use computers if the Ministry of Education paid for that?		
	Computer Literacy		
1	Can you turn on a computer?		
2	Can you start a program?		
3	Can you shut down a computer?		
4	Can you exit programs?		
5	Can you use a mouse?		
6	Can you get data from a floppy / CD ROM?		
7	Can you create new documents in a word processor (e.g., Microsoft Word)?		

8	Can you open saved documents in a word processor?		
9	Can you print documents in a word processor?		
10	Can you save documents in a word processor?		
11	Can you delete files?		
12	Can you move files?		
13	Can you type using the keyboard (reasonable speed)?		
14	Can you use virus software?		
15	Can you send e-mails?		
16	Can you search the WWW?		
17	Can you create computer presentations (e.g., in Microsoft PowerPoint)?		
	Using Computers in the Classroom	Yes	No
1	Would you like to use computers in your classes?		
2	Have you ever used a computer in the classroom for teaching?		
3	Have you ever used a computer lab separate from your classroom for teaching?		
4	Is there a technician who is always ready to help in solving technical problems?		
5	Have you ever used computers to write your lesson plans?		
6	Have you ever used computers for preparing exercises for your students?		
7	Have you ever used computers to write exams for your students?		
8	Have you ever used computers to prepare extra curriculum activities for your students?		
9	Have you ever used computers for keeping records about your students (e.g. marks, lists, etc.)?		
10	Have you ever used computers in making presentations outside the school?		
	Using e-mails		
1	Do you have an e-mail account?		
2	Can you send and receive e-mail messages?		

3	Have you ever communicated with your students by e-mail?		
4	Have you ever communicated with your colleagues by e-mail?		
5	Have you ever asked your students to send you their homework by e-mail?		
	Using the internet		
1	Do you have an access to the Internet at home?		
2	Can you start the Internet browser?		
3	Have you ever used the Internet to teach something inside the classroom?		
4	Have you ever used the internet as a source of material for teaching purposes?		
5	Have you ever used the Internet to look for lesson plans?		
6	Have you ever used the Internet to look for teaching activities to use in your classes?		
7	Have you ever used the Internet for research purposes?		
8	Have you ever used the Internet for chatting?		
9	Have you ever used the Internet for computer games?		
10	Have you ever used the Internet to download programs?		
11	Have you ever used the Internet for online learning?		
12	Have you ever created a Web page?		

PART FIVE

Please tick the box that best represents your point of view using the following scale.

1 = Strongly disagree   2 = Disagree somewhat   3 = Undecided

4 = Agree somewhat   5 = Strongly agree

	Item	1	2	3	4	5
1	I hesitate to use a computer for fear of making mistakes that I cannot correct.					
2	I feel insecure about my ability to interpret a computer printout.					

3	It scares me to think that I could cause the computer to destroy a large amount of information by hitting the wrong key.					
4	I have difficulty in understanding the technical aspects of computers.					
5	You have to be a genius to understand all the special keys contained on most computer terminals.					
6	I do not think I would be able to learn a computer programming language.					
7	I dislike working with machines that are smarter than I am.					
8	I am afraid that if I begin to use computers I will become dependent upon them and lose some of my reasoning skills.					
9	The challenge of learning about computers is exciting.					
10	I am confident that I can learn computer skills.					
11	I look forward to using a computer on my job.					
12	If given the opportunity, I would like to learn about and use computers.					
13	Anyone can learn to use a computer if they are patient and motivated.					
14	I feel computers are necessary tools in both educational and work settings.					
15	I feel that I will be able to keep up with the advances happening in the computer field.					

PART SIX

Please tick the box that best represents your point of view using the following scale.

1 = Strongly disagree   2 = Disagree somewhat   3 = Undecided

4 = Agree somewhat   5 = Strongly agree

The use of computer technology in the classroom ………………

	Item	1	2	3	4	5
1	increases academic achievement (e.g. grades).					
2	results in students neglecting important traditional learning resources (e.g. library books).					
3	is effective because I believe I can implement it successfully.					
4	promotes student collaboration.					
5	makes classroom management more difficult.					
6	promotes the development of communication skills (e.g. writing and presenting skills).					
7	is a valuable instructional tool.					
8	is too costly in terms of time and effort.					
9	is successful if teachers only have access to a computer at home.					
10	makes teachers feel more competent as educators.					
11	is successful only if there is adequate teacher training in the uses of technology for learning.					
12	gives teachers the opportunity to be learning facilitators instead of information providers.					
13	demands that too much time be spent on technical problems.					
14	is an effective tool for students of all abilities.					
15	is unnecessary because many teachers are too old to learn computer technology.					
16	enhances my professional development.					

17	may embarrass the teacher if he/she fails to operate the computer.					
18	limits my choices of instructional materials.					
19	requires software-skills training that is too time consuming.					
20	will increase the amount of stress and anxiety teachers experience.					
21	is difficult because some students know more about computers than many teachers do.					
22	requires extra time to plan learning activities.					
23	improves students learning of critical concepts and ideas.					
24	eases the pressure on me as a teacher.					
25	adds to the teachers' burden (computers are not our job, our job is teaching).					

APPENDIX B

Tables

For All Tables: n = Frequency   &   % = Percentage

Table 9: Barriers to using computers

Rank	1	2	3	4	5	6	7	8	9	10	11	12	13
lack of hardware	15	12	10	4	7	7	6	13	8	7	6	10	14
lack of proper software	5	10	6	15	12	11	11	13	9	7	8	12	
lack of training	24	11	12	8	10	11	11	4	8	7	4	3	6
lack of time	26	16	8	13	5	11	7	8	6	7	3	5	4
computer anxiety	6	10	8	7	5	11	16	9	8	15	8	6	10
improper infrastructure	13	6	8	9	10	11	7	10	2	15	8	9	11
financial barriers	8	13	9	9	5	10	7	8	4	9	16	6	15
lack of technical knowledge	7	13	19	11	12	15	11	5	7	4	9	4	2
lack of theoretical knowledge	3	10	11	24	12	8	5	13	9	7	3	6	8
lack of administrative support	7	5	16	12	12	6	7	5	12	10	8	9	10
lack of motivation	8	8	7	11	11	9	10	12	7	7	12	13	4
resistance to change	2	4	4	9	11	4	7	12	13	8	17	19	10
fear of embarrassment	3	6	4		6	8	20	7	17	10	9	18	11

Table 10: Perceptions towards using computers in general

Question		Disagree		Undecided		Agree	
		n	%	n	%	n	%
1	I hesitate to use a computer for fear of making mistakes that I cannot correct.	151	83	10	5	21	12
2	I feel insecure about my ability to interpret a computer printout.	139	76	18	10	25	14
3	It scares me to think that I could cause the computer to destroy a large amount of information by hitting the wrong key.	136	75	21	11	25	14
4	I have difficulty in understanding the technical aspects of computers.	129	71	17	9	36	20
5	You have to be a genius to understand all the special keys contained on most computer terminals.	135	74	20	11	27	15
6	I do not think I would be able to learn a computer programming language.	144	80	19	10	19	10
7	I dislike working with machines that are smarter than me.	150	82	18	10	14	8
8	I am afraid that if I begin to use computers, I will become dependent upon them and lose some of my reasoning skills.	133	73	18	10	31	17
9	The challenge of learning about computers is exciting.	38	21	15	8	129	71
10	I am confident that I can learn computer skills.	30	16	9	5	143	79

11	I look forward to using a computer in my job.	24	13	12	7	146	80
12	If given the opportunity, I would like to learn about and use computers.	25	14	11	6	146	80
13	Anyone can learn to use a computer if they are patient and motivated.	23	13	13	7	146	80
14	I feel computers are necessary tools in both educational and working settings.	22	12	14	8	146	80
15	I feel that I will be able to keep up with the advances happening in the computer field.	20	11	26	14	136	75

Table 11: Integrating Computer Technology into Language Instruction

The use of computers in the classroom……….		Disagree		Undecided		Agree	
		F	P	F	P	F	P
1	increases academic achievement (e.g. grades)	23	13	30	16	129	71
2	results in students neglecting important traditional learning resources.	41	23	41	23	100	54
3	is effective because I believe I can implement it successfully.	29	16	30	16	123	68
4	promotes student collaboration.	22	12	37	20	123	68
5	makes classroom management more difficult.	94	52	34	19	54	29
6	promotes the development of communication skills	25	14	36	20	121	66
7	is a valuable instructional tool.	24	13	20	11	138	76
8	is too costly in terms of time and effort.	61	34	33	18	88	48

9	is successful if teachers only have access to a computer at home.	30	16	40	22	112	62
10	makes teachers feel more competent as educators.	32	18	28	15	122	67
11	is successful only if there is adequate teacher training in the use of technology for learning...	32	18	28	15	122	67
12	gives teachers the opportunity to be learning facilitators instead of information providers.	20	11	26	14	136	75
13	demands that too much time be spent on technical problems	51	28	40	22	91	50
14	is an effective tool for students of all ability.	35	19	23	13	124	68
15	is not necessary because many teachers are too old to learn computer technology.	119	65	27	15	36	20
16	enhances my professional development.	25	14	31	17	126	69
17	may embarrass the teacher if he / she fails to operate the computer.	83	46	28	15	71	39
18	limits my choices of instructional materials.	104	57	37	20	41	23
19	requires software-skills training that is too time consuming.	78	43	35	19	69	38
20	will increase the amount of stress and anxiety teachers' experience.	100	55	22	12	60	33
21	is difficult because some students know more about computers than many teachers do.	109	60	23	13	50	27
22	requires extra time to plan learning activities.	49	27	19	10	114	63
23	improves students' learning of critical concepts and ideas.	26	14	44	24	112	62
24	eases the pressure on me as a teacher.	45	24	32	18	105	58
25	adds to the teacher's burden	92	51	35	19	55	30

Vita

Naim Odeh was born in the village of Janyah, Ramallah province in Palestine. He is an English language supervisor at Ras Al-khaimah (RAK) Educational Zone. He started his teaching career in September 1971 in Jordan. Since then he has worked as a teacher of English for speakers of Arabic in Jordan Libya and the UAE. He obtained his firs Diploma from Amman Teachers Training Institute in Jordan in 1971. He also obtained his BA in English language and translation from Ajman University of Science and Technology in 1992. He obtained two certificates in the field of computers. The first one was typing and word processing using Word Perfect in 1989 and the second one was the ICDL in 2008. He is a member of TESOL Arabia. He obtained a teacher training certificate for attending a 2-month training course at the British Council in 2007. He prepared and presented a number of training workshops for teachers of English at RAK educational Zone as part of his job.