

## The Impact Of Using Computer in developing EFL Students In Secondary Schools

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### ABSTRACT :

The shortage of using computers as a teaching aid has a negative impact on EFL learners' secondary schools. This paper aims at investigating the impact of using computer in developing EFL students in secondary schools. To achieve the goals of the study, a questionnaire was distributed to the subject groups. The questionnaire consists of two parts. The first part includes six items. They are personal information questions. The second one consists of seven items concerning with students' attitudes toward the using of computer in learning English as a foreign language. The population of this study was a number of EFL students at Almnarh secondary schools. They were 100 students, divided into 50 males ( 25 from 1<sup>st</sup> Grade and 25 from 3<sup>rd</sup> grade ) and 50 females ( 25 from 1<sup>st</sup> grade and 25 from 3<sup>rd</sup> grade ). All of these informants were native speakers of Arabic language. The findings of this study reveals that computer-assisted English language have positive effects in learning English language. Meanwhile, it was found that older students are more likely to have a positive orientation and consciousness of the benefits of using computers in learning English language.

**Keywords:** Attitudes, Computer assisted language learning, Audio aids, Visual aids,.

### المستخلص:

قلة استخدام الكمبيوتر كوسيلة تعليمية يؤثر سلبا على طلاب المرحلة الثانوية الذين يدرسون اللغة الانجليزية كلغة اجنبية. تهدف الدراسة لمعرفة اثر استخدام الكمبيوتر في تعلم اللغة الإنجليزية في المرحلة الثانوية. لتحقيق اهداف

الدراسة , تم توزيع استبانة على مجموعه من الطلاب يدرسون اللغة الانجليزية كلغة اجنبيه بمدارس المنارة الثانوية. تحتوى الاستبانة على قسمين. يحتوى القسم الاول على ستة اجزاء, كما يحتوى القسم الثاني على سبعة اجزاء تتمحور حول رغبة الطلاب في تعلم اللغة الانجليزية من خلال استخدام جهاز الحاسب الألى. تحتوى العينة على 50 طالبا ( 25 من الصف الاول و 25 من الصف الثالث), كما تحتوي المجموعة الاخرى على 50 طالبة ( 25 من الصف الاول و 25 من الصف الثالث). جميع الطلاب يتحدث اللغة العربية كلغة اساسيه. اثبتت الدراسة على ان استخدام الكمبيوتر كوسيله تعليميه له الاثر الايجابي في عملية تعلم اللغة الإنجليزية كلغة اجنبيه, كما تم التوصل الى ان الطلاب الاكبر سنا هم الاكثر ادراكا بأهمية استخدام الكمبيوتر في تعلم اللغة الانجليزية.

**الكلمات المفتاحية :** مواقف , الكمبيوتر كوسيلة تعليمية, الوسائل السمعية, الوسائل المرئية.

## INTRODUCTION :

As the world enters an increasingly digital age, computers become the most important technological media especially in the field of language learning and teaching. This is because computers are considered as a tool that open up opportunities for learning and enable us to access ideas and information from diverse sources, to extend ideas and information through processing, manipulating, analyzing material in different multimedia forms, and to share ideas and information across local, national, and international network. Janada, R. (2009), reports that “

sophomore students, who took their Speech Communication for one semester using the Digital Computerized Laboratory in listening audio materials and recording their voices, found it more interesting to use CALL ( computer assisted language learning) and would want to spend more time in the laboratory than in the classrooms”. It was reported that using computers in the classroom is very important for both teachers and learners since computers can handle a lot of activities and carry out programmed functions at amazing speed. In addition, they can check

exercises after students are done, move students gradually from easier to more difficult tasks according to their levels. Computers can stimulate, drill or explain a certain task when students fail to do it successfully (Hoffman,1996).Krajka (2000), argues that since most of the internet content is in English, the teachers of English gain access to the enormous variety of authentic materials relating to all fields of life. He adds that the benefits of on-line instruction are that they provide recently to the classroom, because students can experience problems or read about issues which relate to the present day. Son (2002), mentions three main components in CALL (Computer-Assisted Language Learning) classroom: the learner, the teacher, and the computer. They are complementary to each other. The learner who best perceives how CALL works. The teacher is being asked to be familiar with the new technology and teaching methodology. He recommends that “For the effective use of CALL in the classroom, the teacher needs to have a leading role in the team work and encourage other players in the team to

do their best”. The roles of the teacher lie in the language classroom: tutor, guide or facilitator. The teacher in CALL needs to act as a CALL observer, designer, implementer, and evaluator. Boswood (1997), reports that it is the teachers who must play a special role with their pedagogical responsibility. They should not only familiarize themselves with the new technology, but they should also develop new strategies for coping with the unforeseen masses of data. Alkahtani (1999), concludes, little has been achieved on computer integration into EFL curricula and EFL reading in particular. Today's teachers cannot let technological revolution pass by without using it to serve their language teaching goals. Since teachers seek to help their students become independent learners, computer programs are very useful for teachers as well as students to achieve that goal. Using computers while learning English can facilitate the role of the teacher to enhance his students' skills to function well in situations which involve reading, writing, listening and speaking. Nabb (2005), supported such

an idea by setting forward two hypothesis concerning using the software data: Firstly, reading digital texts may positively support vocabulary building in context and expand students' lexicon. Another hypothesis is that use of the internet for guided reading may engage students more than reading print. Krajka (2000), assures that writing instructions should be enriched with the internet components in order to provide students with choice, variety, authenticity, and recently. What is more, the activities don't develop writing solely, but integrate all skills (reading, vocabulary work, speaking/sharing with the class, listening to others).

### Objectives of the Study

This study attempts to investigate the impact of computers in learning English as a foreign language. The study is significant for the fact that it:

a. Investigates the availability of computers in Sudanese secondary schools.

b. Draws the attention of teachers of English, learners and officials to the importance of computers – assisted language learning.

c. Introduces the features of the four skills which can be taught via computers.

d. Draws the attention of teachers and officials to the importance of using computers in learning English language.

### Materials and methodsSubjects

This section presents a description of the instrument employed to elicit data as well as a description of the population and the area where the study was conducted. It also specifies the procedures which were followed to carry out this study. The sample of this study consisted of 100 Sudanese subjects who were made up of 50 males ( 25 from 1st secondary grade and 25 from 3<sup>rd</sup> secondary grade), and 50 females ( 25 from 1st secondary grade and 25 from 3<sup>rd</sup> grade). It should also be noted that the learners are from Almanarh secondary schools. Taking into consideration from the very beginning gender and age differences. The population of this study was a number of

EFL students at Almanarh secondary schools in Sudan. All of these informants were native speakers of Arabic. A questionnaire was distributed to students and it was the main tool of the study since it provided the paper with data related to the students' actual attitudes towards using computers while learning English as a foreign language. This questionnaire consists of two parts. The first part included six items which deals with personal information questions. The second part consists of seven items concerns with students' attitudes toward using computer in learning English as a foreign language. As a result, these 13 items aims to elicit the impact of using computers in learning enriched their learning process

### **DISCUSSION :**

After conducting this piece of paper, it is important to know the real attitudes of students towards using computers in learning English language. To make the discussion convenient, the students' responses were tabulated in two tables to make it easy to read them and come up with clear results. As mentioned previously, the data will be analyzed in

and made it easier or it had no effect on them. The subjects were asked about their gender and age to see whether these variables had an impact on their attitudes towards using computer while learning English as a foreign language.

### **Instruments**

In order to collect the data, the following questionnaire is distributed to the sample. The subjects of this study were asked to provide the suitable answers to the items in the questionnaire. The questionnaire was read to the subjects and some of the items where explained in order to guarantee that the subjects understood all the items, so that they could give the right answers.

terms of the age and sex variables, i.e. Does the positive or negative attitude toward using computer in learning English as a foreign language vary according to sex and age of the students? Since the students' age is closely related to their grade, we prefers to classify them according to grade, which more or less means their ages

Table (1) Familiarity with computers:

Questions/items	Answer	3 <sup>rd</sup> sec. grade (17 years old)		1 <sup>st</sup> sec. grade (15 years old)		Total
		Mail	Female	Male	Female	
		1- Do you have a computer at home?	Yes	18%	20%	
	No	10%	11%	7%	7%	35%
2-If your answer for the previous question was yes, how many hours do you use it per week?	1-2	0%	2%	0%	0%	2%
	3-5	6%	6%	17%	9%	38%
	6-10	5%	6%	15%	15%	41%
	10 and over	7%	7%	2%	3%	19%
3- Classify yourself in typing	Weak	14%	12%	2%	3%	31%
	Good	4%	8%	4%	5%	21%
	Very good	5%	4%	6%	7%	22%
	Excellent	2%	1%	13%	10%	26%
4- What do you think of yourself in terms of using computers?	Weak	7%	6%	7%	8%	28%
	Good	10%	8%	6%	6%	30%
	Very good	4%	7%	7%	7%	25%
	Excellent	4%	4%	5%	4%	17%
5- Have you ever used computers for sending or receiving e-mails?	Always	11%	10%	9%	11%	41%
	Often	4%	2%	7%	4%	17%
	Rarely	7%	3%	5%	6%	21%
	Never	7%	6%	4%	4%	21%
6- have you ever used computers for searching on the internet?	Always	9%	8%	0%	2%	19%
	Often	6%	5%	10%	8%	29%
	Rarely	9%	11%	5%	7%	32%
	Never	10%	7%	1%	2%	20%

Regarding table (1) which deals with the students' familiarity with computers and their uses. We find that the students' responses on the items are

different, so it was necessary to have their percentages.

1.A glance at the first question, it was found that 65% of the subjects have

computers at their homes. The increasingly use of computers is relatively affected by students' age or grade. This may mean that by growing up, students become more and more conscious of the uses and advantages of computers. Concerning the sex variable, it can be noticed that there is no significant variation between males and females which reflects the mutual awareness of benefits gained from using computers.

2. Taking the second item into consideration, we can notice that most students in the 1<sup>st</sup> grade use computers less than 10 hours per. On the other hand, most students in the 3<sup>rd</sup> secondary grade use computers 10 hours and more per week. Again, this

result emphasizes the previously mentioned idea that learners' age affects using computers.

3. Considering the third item, it is clear that the ability of typing vary greatly according to students' age.

4. As for the fourth item, it is obvious that the students proficiency in using computers has no relation with sex.

5. In fifth item, it has been found that students rarely use computers for sending or receiving e-mails showing no relationship with age. Yet, the majority of students tend not to use computers in sending or receiving e-mails.

6. Having a look at the last question, it is really important to conclude that students tendency to use computers for searching on the internet increased relatively with their age.

**Table 2 The impact of using computers in learning English**

Questions/items	Answer	1st grade sec. (15 years old)		3rd sec. grade (17 years old)		Total
		Mail	Female	Male	Female	
		1- I do my work easily on the computer.	Strongly disagree	2%	1%	
	Disagree	6%	12%	1%	0%	19%
	Agree	5%	2%	9%	11%	27%

	Strongly agree	3%	4%	12%	10%	29%
2- using the computer while doing activities saves time	Strongly agree	0%	2%	13%	11%	26%
	Agree	4%	3%	8%	9%	24%
	Disagree	11%	8%	2%	3%	2%
	Strongly disagree	10%	12%	1%	2%	25%
3- I prefer using the computer to enhance my English language skills	Strongly agree	2%	3%	15%	17%	37%
	Agree	4%	6%	7%	5%	22%
	Disagree	10%	11%	3%	2%	26%
	Strongly disagree	9%	5%	0%	1%	15%
4- Using e-mail keeps me in touch with new aspects related to English language.	Strongly agree	1%	0%	20%	19%	40%
	Agree	5%	3%	2%	4%	14%
	Disagree	11%	7%	2%	1%	21%
	Strongly disagree	8%	15%	1%	0%	24%
5- I enjoy using the computer while learning English	Strongly agree	17%	7%	10%	12%	46%
	Agree	6%	6%	6%	12%	30%
	Disagree	4%	0%	3%	5%	12%
	Strongly disagree	2%	2%	3%	5%	12%
6- I feel that using computers in learning increases my creativity	Strongly agree	22%	12%	10%	3%	47%
	Agree	1%	3%	2%	12%	18%
	Disagree	2%	5%	4%	6%	17%



	Strongly disagree	2%	0%	8%	7%	17%
7- I learn English easily when using the computer	Strongly agree	4%	5%	11%	13%	33%
	Agree	2%	5%	9%	10%	26%
	Disagree	9%	3%	4%	1%	17%
	Strongly disagree	10%	12%	1%	0%	23%

Concerning table 2 which shows the impact if using computers in developing EFL students in secondary schools, it was found that:

1. Most students in the 3rd secondary school prefer to use computers because it is easy for them to do their works with than using papers. However, 1st grade students show little interest in using computers while doing their home-works.

2. Many students appreciate the use of computers in doing their activities because it saves their time. No clear evidence that there were differences between grades as well as sex regarding the profitability of computers

3. This item shows the importance of using computers while learning English as a foreign language because the

majority of the subjects especially the 3rd secondary school students agreed on the benefits of various program provided by the computers. This enables them to enhance their production skills.

4. In connection to the fourth and the fifth item, it is again found that students have positive attitude towards using computers to have access to whatever they want regarding English language. Moreover, they show their interest and joyfulness in looking for the information they need for the purpose of learning English.

5. As far as the sixth item is concerned, there was high percentage in agreeing with the ability of computers to increase students skills and creativity regarding English language learning. The ups and downs in the differences between grades show that age is a very significant factor in determining this issue.

6. The majority of the students regardless of age agreed that computers have a great role in the process of learning English as a foreign language.

7. Most students think that it is so easy to learn English language through the computer.

### Results

The researcher conducted his results under the following:

- 1- Computers have a great impact on EFL students in secondary schools.
- 2- - LLs have a very important role in teaching English in general and oral aural skills in particular.
- 3- Learners have a positive attitude toward using computers in learning English as a foreign language in the classroom.
- 4- Sex has no clear impact on students' attitudes towards using computers in learning English language.
- 5- Older students show a positive tendency more than the small students towards using computers in learning English at classroom.

6- Using computers as a teaching aid increase students' obtain knowledge.

7- Students who use computers in learning English language are better than those who do not.

### DISCUSSION :

The results showed that, computers affected EFL learners positively. The questionnaire showed that learners who learned English language by using computer as a teaching aid faced less problems due to English language learning process. These were shown by the results provided by subjects. The questionnaire was clearly reflected students' attitude towards learning English language through computers. That means, the learners were able to benefit of the circumstances provided by computers such as motivation and concern for, teaching strategies, teaching methods, social interaction and good surrounding environment of the learning situation. Referring to the learners' attitudes towards the questionnaire parts, the study finds that computer affects learners positively. In other words, learners who use computer in learning

English face less difficulty than those who do not. Also, many students appreciate the use of computers in doing their activities because it saves their time. To sum up, the study achieved the researcher objectives, answered its questions and proved its hypotheses. The findings succeeded in drawing attention to the influence of using computers on teaching English language.. This influence because computers increased learners' phonological knowledge as well as phonological competence. The result of this increase was the ability to master the target language.

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