
**The Effect of Using Computer Technology on English Language
Teachers' Performance in Secondary Schools**

Key words: computer technology, English foreign language, Computer assisted language learning.

Assistant Lecturer: Ali Flayyih Hasan
Imam Al-Kadhum College (I.K.C)
Lecwasit1@alkadhum-col.edu.iq

Assistant Lecturer: Zena Fawzi Khaleefah
Ministry of Education
General Directorate of Education in Diyala Governorate
zenafawzi81@gmail.com

Assistant Lecturer: Alaa Tariq Abood
Ministry of Education
General Directorate of Education in Karbala Governorate
alaatariq101@yahoo.com

Abstract

The study aims to show the positive side of technology on the Iraqi teachers' performance in the process of English as foreign language. The method that depends in this study is the descriptive method. The data collected by the questionnaire paper which was pointed for English language teachers in Wasit province who represent the sample of this study. The respondents consist both gender so they are about 70 English language teachers in secondary schools. In order to show the percentage of questionnaire the data which obtains was analyzed by using (*Excel*) program. The main results tells high percentage of them have affirmative attitudes for integrating computer technology in process of teaching EFL classroom. Also the study shows that more of English teachers don't have enough trained to use the new technology tools in English lesson as well as these tools like computers aren't available in generality of Wasit schools. The study recommends that English teachers have to motivate about using computers skills which facilitate to the process of integrate the technology with learning.

1. Introduction:

Nowadays, Modern technology plays an effective role in teaching and learning a foreign or second language, which is the most innovative field in the practice of teaching and learning the English language. Where teachers recognize their ability to create effective and attractive environments in addition to independence and cooperation in which students acquire and apply a foreign language.

The influence of computer technology has become known and effective at the same time in teaching English in addition to the teacher's role in using this technology. On the other hand, the teacher's role with the computer technology will lead to good advanced educational outcomes (Sharma, 2009).

The rapid development of technology has radically changed the strategic lessons offered. This is particularly often in the provision of English language lessons where the employment of technology has greatly raised the standards for teaching outcomes. Although there are serious numbers of English language teachers around the world who use computers, smart boards and other technological methods in teaching English in the classroom, Iraqi English language teachers are victims of ancient methods and do not keep pace with the development in teaching English until these days.

Sparks (1998: 18-21) indicates that “Most English language teachers want to use the most effective and popular teaching methods that they are accustomed to using with their students”. Generally, traditional method that using in teaching incompatible with modern strategies that depend on integrating of technology in process of teaching. Chapelle (2005:743–755) says that “technology tools can support the teachers through enhance their method . these new technology tools facilitate and prompt the process of acquisition language”. In the field of learning foreign languages must the technology tools (computer or smart board) take part in making the lesson clear and easy. Integrate the technology in education is necessary because it provides many applications and programs to teach English language.

Taffe and Gwinn (2007) provide some aspects about how technology can overcome or reduce the literacy.

1. Using Computer assisted language learning (CALL) in classroom is more effectively and improve of four skills.
2. Enhance the environment of education and reinforce the strategies.

In the last decades, many of countries and educational organizations integrate modern technology equipment such as (smart board/computer) in the methods of teaching English. This method has achieved the its goal through improving students' language. Hence, the instructors should be aware about the effect of integrate the computer or others devices. The programs and applications in Computer provide many methods in different field of language, there are specific programs for grammar, vocabulary, pronouncing and so on. Technology devices help the student to learn the grammar or vocabularies in smooth way than the usual ways (Ybarra & Green, 2003). Nowadays. Many of applications design for learning language, they display the language in easy, fine, interactive way to ensure a speedy education. In fact there are some obstruction in using technology devices exactly. English instructors should be completely trainer to use the new technology.

2. The problem of study

The study tries to find out the impact of utilizing computer technology on the teaching performance of Iraqi English teachers. It seeks to find out answers to the following questions:

- Is there a positive or negative effect of utilizing computer technology in teaching English?
- What are the goals of utilizing educational technology devices.
- What are the barriers that face teachers who utilize technology in teaching English language?

Abdullah, et al. (2006: 57- 67) points out that “generally, the instructors who are Enthusiastic and have the positive attitude will be excellent in teaching

practice”. Ajzen (1988) indicates that “may the English instructors will refuse the process of integrating technology in their lesson instead of traditional method ”. Ajzen says that using educational technology device in school depends on the teacher's conviction to computer in English lesson (cited in Abdullah et al. 2006: 57- 67). However, the teacher is very important element in education so his positive attitude for educational technology devices (ETD) will contribute effectively to the merging process. Trained teachers contribute in effective practices in technology like (smart board/ computer). This study describes the state of using computer as important technology tool (Computer assisted language learning) in classroom instructions at preparatory level in Iraq. Also this study tries to find out the goals of educational technology devices (ETD).

In general. Abdullah et al. (2006: 57- 67) notes that English language teachers must keep pace with this development and train, in addition to preparing the necessary tools to integrate education with technology. According to Abdullah, et al. (2006: 57- 67) says some teachers become aware about the benefit of using educational technology devices (ETD). Nevertheless, teachers should be familiar with the needs of educational development. Rosenberg (2001:122-129) refers “that methods of teaching have radically changed because of technology in education”.

It means that teachers must learn how to use computer in teaching. This study focuses on the possibility of computer-based technology like a powerful tool technology for teaching (EFL). This is indeed an important area and a current trend in foreign language teaching, which is under the discipline of applied linguistics.

3. Aim of the Study

This study aims at the following points:

1. To show the positive side of technology on the Iraqi teachers' Performance in the process of English as foreign language.

2. To define the priorities of teachers of the Iraqi English language in utilizing technology in the classroom instruction.
3. To show whether utilizing technology in classroom enriches and develops teaching communication skills or not.
4. To find out the difficulties which English language teachers may face them during use of technology and to suggest some solutions.
5. To recognize the need for integrating technology in classroom instruction.
6. To challenge themselves in order to get a higher level of proficiency in using technology in their teaching.

4. Hypotheses of the Study

The study tries to find answers to the study's questions, the following hypotheses are made:

1. The study assumes that there is a negative effect resulting from not using technology while teaching English in secondary schools.
2. Using technology to teach English in secondary schools helps teachers by improving their performance.
3. The integration of technology in the teaching of English language greatly contributes to the development of students' language acquisition skills.
4. Lack of sufficient experience in using advanced technology tool such as (computer/ smart board) in the teaching EFL.

5. Significance of the Study

The study stems from the actual fact that it's an attempt to understand about attitudes of Iraqi English language teachers regarding to utilize technology as good tool to get a new language. The results of this study may help decision-makers in emphasizing the prominence of utilizing computer technology in teaching English language in Iraqi secondary schools. The results from the current study may facilitate Iraqi English teachers to use computer technology as a supplement in teaching English language in the classroom.

6. Literature Review

The study has found a lot of studies connected to the current study. On the other hand, other studies carried out different studies under several titles, but they have relation to this study. Literature review will present previous studies about using computer technology as important tool in classroom instruction.

Liu, Graham & Lee (2002: 250-273) review second language and foreign language literature on utilization of computer from (1990 to 2000), including Most of the literature appeared in the USA; in whatever way, they included some international references. The objectives of review were:

1. To realize how computers were used, and to enhance the process of (SL & FL) learning, in the eleven years before.
2. To search for evidence of the study on how technology can promote the process of acquisition. Liu and et al also talk over the results of their review in the following main points:
 - a. The effective power of computer technology with its usage in specific fields.
 - b. In practically language skill fields, software tools are used.
 - c. Considerations on software design.
 - d. Computerized testing of language.

The quantitative or qualitative methodologies used in the study showed the following findings:

1. The advantage of Computer Assisted Language Learning (CALL) widely accepted likewise educators approve that it can be an important tool in teaching technology.
2. The study started from 1990 to 2000 presented some conclusive evidence on the efficacy of technology specially computer in (SL & FL) learning. e.g., the using visual media supported the process of vocabulary acquisition, reading comprehension.

Their implications for future research were: Research must have a strong base of theories:

-
- a. Computer's programs must be focused on relevant pedagogical and principles in order to be effective.
 - b. Well-established and accurate measures must be used for studies.
 - c. Studies can ignore some things like disquiet, opinions, vocabulary acquisition and language production.
 - d. There are studies need to be carried out in areas with less explored skills such as (speaking, listening and reading)
 - e. Arkin (2003:3-7) A study is being conducted to find out the teachers' impression about the process of introducing and using the computer program in language teaching by investigating the teachers' attitudes to using this technology via the web in teaching vocabularies in the English language in Ankara-Turkey as a foreign language. The aim of the study was to focus on features that might affect teachers' use of or not using the online software for teaching purposes.
 - f. The study, as a final point, examines to what extent facilities and opportunities presented to English teachers involve to their acceptance of these resources. The results of the study concluded that computer technology resources used in education are not a guarantee for the use of these resources in the scientific application of teaching. As the emphasis here lies in training that it is the most important aspect in improving attitudes and urging teachers to integrate technology in their education.

Abd El Baset (2004) conducts a study to investigate the utilization of Power Point (PPT) presentation in teaching English language. The study was about the traditional methods of teaching that follow in Karrari Locality- Omdurman-Sudan. Whereas, the significant of the study focus on positive effect of PowerPoint (PPT) for two groups of second-year secondary school. Ninety students were selected by researcher and divided into two groups. The experimental and control group contain of 45 students in each group. The experimental group was taught by the teacher with help of computer, but the control group was taught without the help of computer. Both groups take 15

teaching hours to finish their task. The results of the study find out statistically significant. The first one is, There is differences between the means of the (experimental & control) group in immediate achievement, this differences is considered as statistically significant. the second, find out differences between means of (experimental & control) in delayed achievement, this was for side of the experimental group.

Abdullah et al. (2006: 57- 67) Conducts a study to show English teachers are motivated to use an educational program. The qualitative and quantitative methodologies was used in the framework. The nature of the work requires (62) English teachers from (12) schools in a pre-defined area in Malaysia. As the study showed positive results for the trend of using technology in education, especially the English language, and they showed their strong desire to integrate education and the use of advanced tools in the classroom.

7. Materials and Methods Sampling

The samples of study were English language teachers in Iraqi schools in Wasit province during the school year 2017- 2018. The researchers believe that the study sample from Wasit Governorate is suitable because there are large number of secondary schools in this city, and the English language teachers is enough to the purpose of this study. The researchers follow the random method to choose the samples of teachers from different secondary schools in all city. All of the samples are English language teachers at secondary level in Wasit province. One hundred and ten sheets of the questionnaire are distributed to the sample of this study; and seventy-five of those quaternary papers are recollected. The researchers exclude some of the copies because the respondents in quaternary papers did not fill all the statements and some of them mark on more than one option. About five copies are invalid and they are excluded from this study. Seventy copies of the questionnaire papers are valid so they are included in this study.

8. Instrument of the Study

Researchers use questionnaire sheets to collect data. The questionnaire is designed according to Labaw's method in his book (Advanced Questionnaire Design) . In order to prevent uncertainty and confusion, which are sometimes misleading to the better respondents, the design was easy with clear language. To determine its internal consistency and reliability, a pilot study is performed with 10 voluntary English language teachers. Several items were removed from the instrument after analyzing the data resulting from the pilot study. The final version of the questionnaire consist of two parts. The first part has information about English teachers such as (gender, qualification and experience). The second part has three options and twenty statements.

Table (1) Gender

Gender	Frequency	Percentage
Female	25	35.714%
Male	45	64.286%
Total	70	100

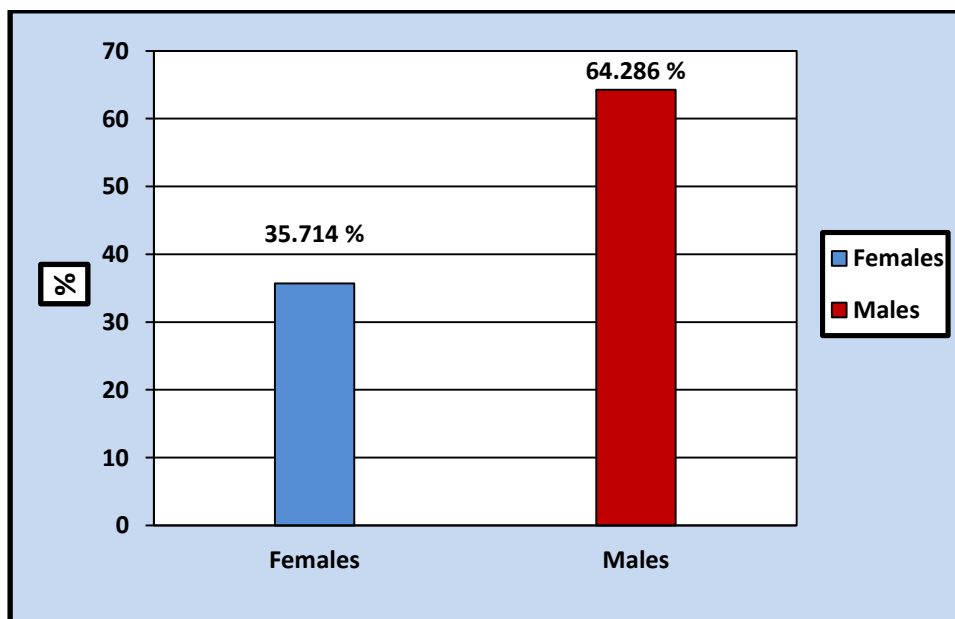


Figure: 1

Table No: (1) The table shows the percentage of the participating gender in the study. The total number were 70 English language teachers

- (45) male (64.286%)
- (25) female (35.714%)

Table No: 2

Computer knowledge is important to an English language teacher	Frequency	Percentage
Agree	63	90%
Disagree	4	5.714%
Neutral	3	4.286%
Total	70	100%

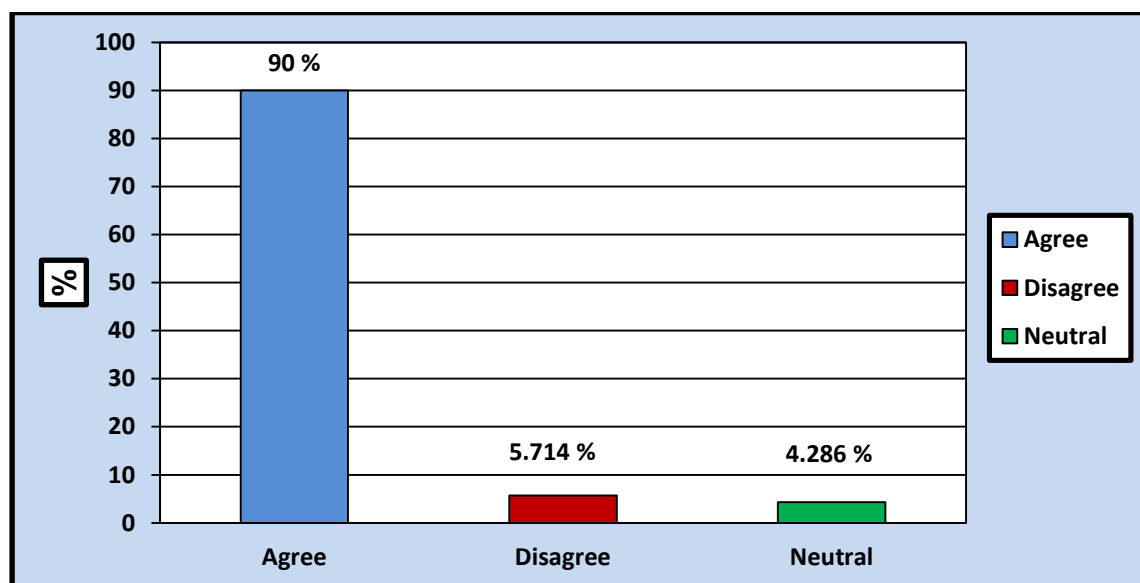


Figure: 2

In table No: (2) above, we can see that (90%) of the respondents were agree that computer knowledge is important to an English language teacher, (5.714%) of respondents were disagree, (4.286%) of them were neutral. According to figure No: (2), most of them agreed with this statement.

Table No: 3

Computer is an important teaching tool in an EFL classroom	Frequency	Percentage
Agree	65	92.857%
Disagree	3	4.286%
Neutral	2	2.857%
Total	70	100%

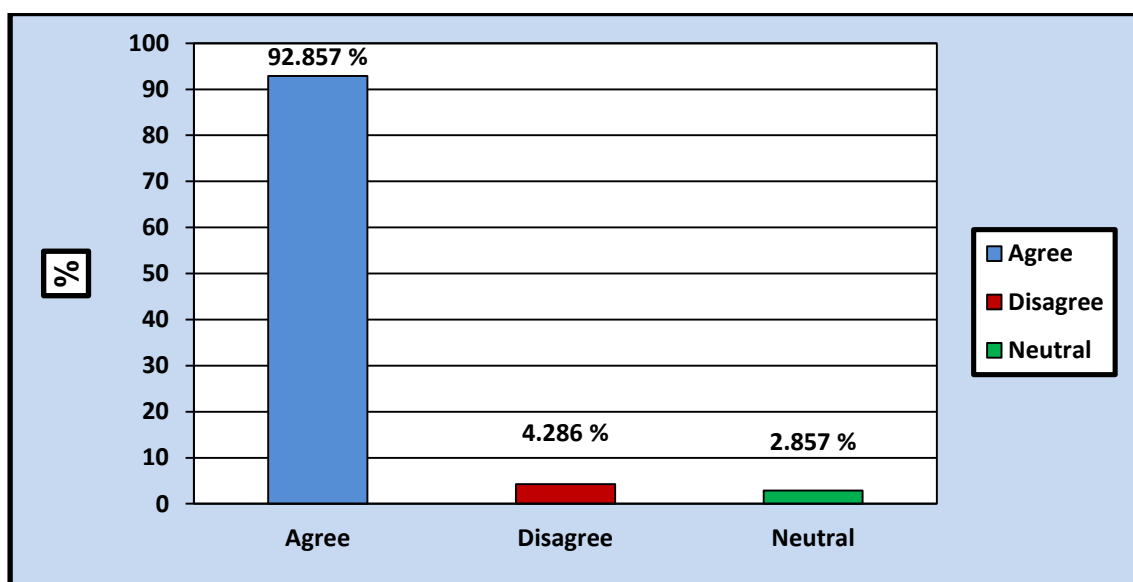


Figure: 3

According to table No: (3), the teachers who agree that computer is an important teaching tool in an EFL classroom represent (92.857%), those who disagree represent (4.286%), others who is neutral represent (2.857%). If we have a look at figure (3) above, we can see that the majority of the respondents agreed with this statement, about (92.857 %) of the sample.

Table No: 4

Computer is important to available for teaching in secondary schools.	Frequency	Percentage
---	-----------	------------

Agree	64	91.429%
Disagree	3	4.286%
Neutral	3	4.286%
Total	70	100%

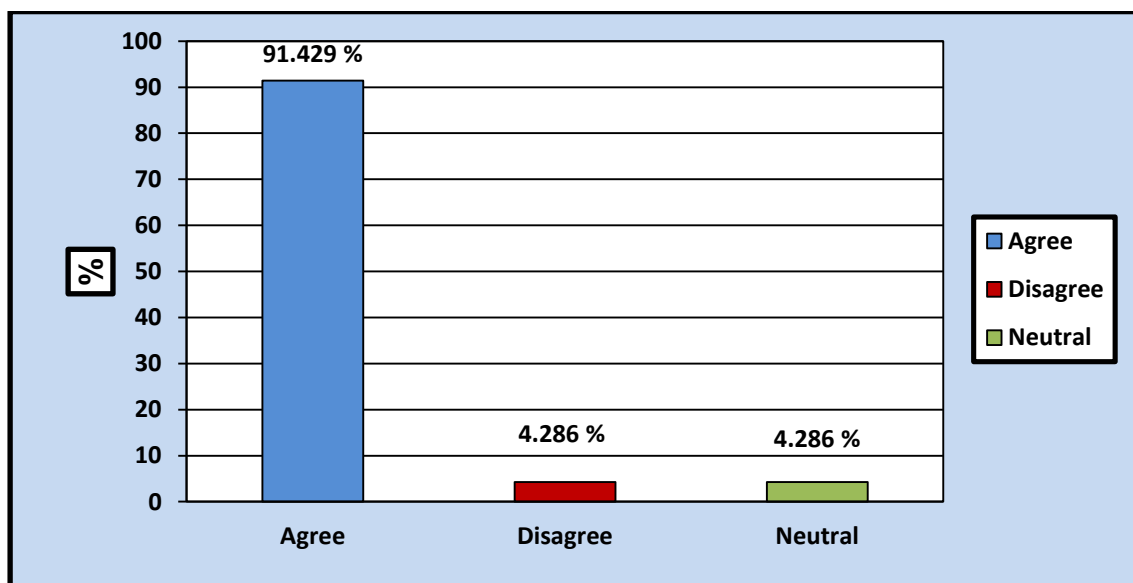


Figure: 4

Table No: (4) refers that computers aren't available for teaching purposes at most of secondary schools. About (91.429%) of the sample agree that computers aren't available at schools, (4.286%) of them disagree with this statement and those who were undecided represent (4.286%) of the sample. From the figure No: (4) above, we can note the majority of the sample agree that computer technology isn't available for teaching in secondary schools.

Table No: 5

The incorporation of computer technology into the English language teaching process is an important and essential element that helps to create an appropriate environment for teaching.	Frequency	Percentage %
Agree	61	87.143
Disagree	4	5.714

Neutral	5	7.143
Total	70	100

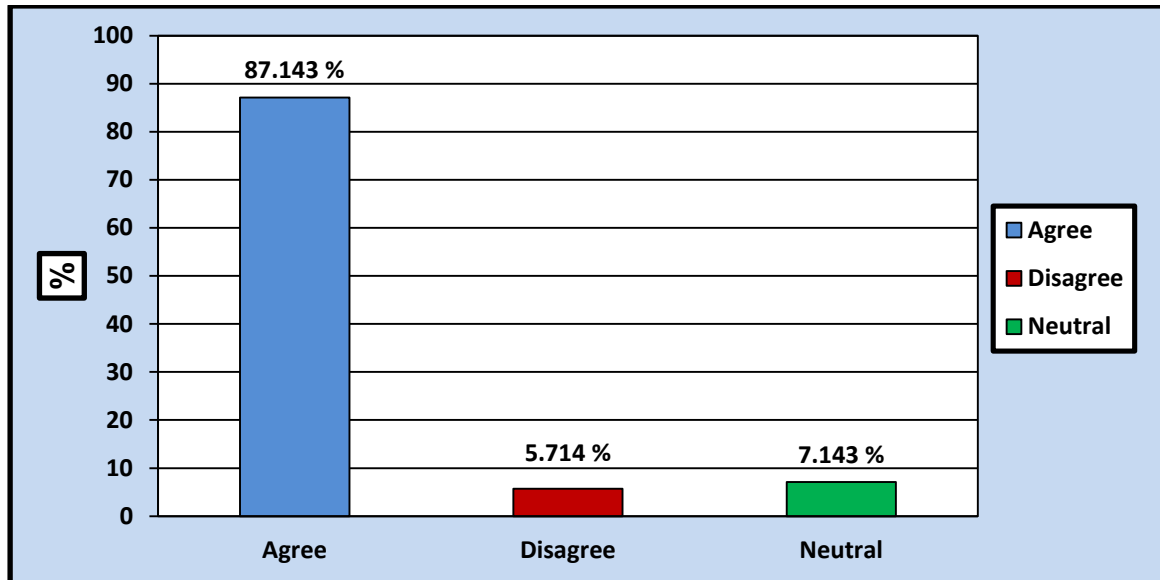


Figure: 5

Table No: (5) indicates for using computer technology in EFL can motivate students to learn language. About (87.143%) of the sample agree that computers can motivate the student to acquire language, (5.714%) of them disagree with this statement and those who were undecided represent (7.143%) of the sample. From the figure No: (5) above, we can note the majority of the sample agree that computer technology is important tool to motivate the student in secondary school to learn/ acquire English language.

Table No: 6

I am sufficiently trained to use computer in teaching.	Frequency	Percentage %
Agree	28	40
Disagree	37	52.857
Neutral	5	7.143
Total	70	100

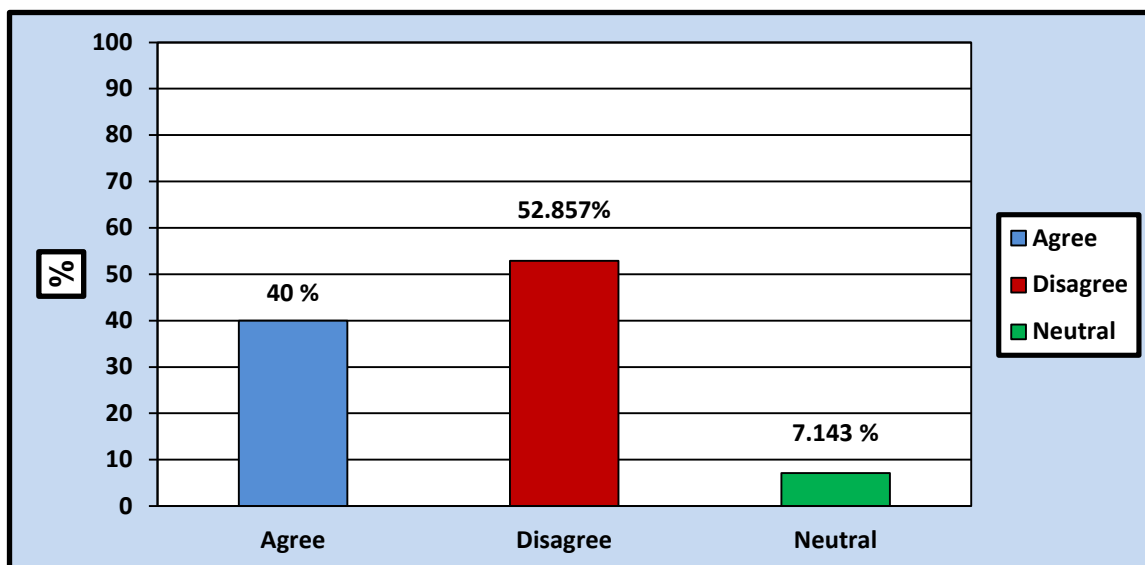


Figure: 6

Table No (6) shows that about (40%) of the respondents agree, they are sufficiently trained to use computer technology in the process of teaching, (52.857%) of respondents disagree with it and about (7.143%) of the teachers were undecided. Having a look at figure (6) we will note the majority of teachers disagree with this statement.

9. Discussion:

The current study investigates the positive effect of utilizing technology tools specially computer on English language teachers' performance at secondary schools. The results show positive reaction towards that most teachers of the English language have positive reaction towards utilizing the computer in teaching EFL. Many theses, articles and projects conduct in different countries find similar results about English language teachers' attitude towards the importing computer technology in teaching, Although there are some problems with using computer inside classroom such as lack of access to computer, teachers don't have enough skills for using computer as well as lack of computer knowledge and teachers lack of computer training. The results show that computer is used as a teaching tool. Although computer can use as a teaching tool in EFL inside classroom, but this utilizing should not be understood as only

as a tool for the transmission of educational materials. In fact, The educational technology tool should be a means of learning, exploring information, sharing and building knowledge. Other unfavorable results in this study were found that most English language teachers are not sufficiently qualified to use the computer as a technical tool in teaching situations. Hence, it is imperative to convince teachers of the benefits of computers in stimulating and promoting the teaching and learning of English such as ESL or EFL. The results of this study also revealed that computers are almost non-existent in secondary schools in the governorate for teaching purposes.

This study shows another results from previous studies that computer isn't available in widespread for English language teachers to get benefit out of it (Naser, 2005). The results reveal that many of the English language teachers don't well prepared to use or to be familiar with computer technology in teaching situations. The findings of Usun's study in 2007 reveal that teachers were unprepared to use computers inside classrooms and they don't have any support and educational guidance. Moreover, Training and qualification on using computers for teaching purposes is an important and effective component of language teaching. This is what the study concluded.

10. Conclusion & Recommendations

In general, The teachers of English in secondary schools have positive trends towards the use of technology in teaching English. This is what was concluded from this study in addition to that. The results find out that English teachers have the opportunity to utilize computer for many purposes in the teaching. The majority of teachers agree that computer is an important teaching tool in or out side classroom. The findings find that most of English language teachers aren't adequately trained to utilize computer in teaching. However, the majority of teachers in secondary schools agree that computer training should be included in pre-service teachers training. Most of the respondents in the questionnaire paper agree that regular in-service computer training is desirable. Most of the teachers did not agree that the Ministry of Education is interested in training its English

staff to use computers, but rather that they try to develop themselves in this field. The results show that English language teachers don't prepare very well to use computer in teaching as well as they don't have basic computer knowledge to start using computer in teaching. The results also reveal that computers are not accessible for teaching in most of secondary schools in province of Wasit and the Iraqi Ministry of Education doesn't equip secondary schools with sufficient number of computers.

According to the study results which indicate to integrate of computer technology in the process of teaching English language, the study recommends and suggests the following points:

1. Ministry of Education should Stress on using computer technology as an educational tool in teaching English language.
2. Giving training courses to English language teachers and train them to use computer as an educational tool
3. Should use the computerized method more intensively and more frequently
4. Secondary schools should be equipped with computers in order to use in teaching English language.
5. Conducting more studies on using technology in process of acquiring language easily.
6. Computer technology should be incorporated into curriculum or teaching design to assist students in acquiring the English language.
7. Should equip English teachers with international websites guidance for English language learning.
8. Educational institutions should update their technical educational capabilities through utilizing new laboratories and equipment to support the educational process.

اثر استخدام تكنولوجيا الحاسوب على اداء مدرسي اللغة الانكليزية في المدارس الثانوية
الكلمات المفتاحية: تكنولوجيا الحاسوب ، اللغة الانكليزية الاجنبية ، تعلم اللغة بمساعدة

الحاسوب

م. م. علي فليح حسن

كلية الامام الكاظم (ع)

Lecwasit1@alkadhumi-col.edu.iq

م. م. زينه فوزي خليفه

وزارة التربية/ المديرية العامة لتربية محافظة ديالى

zenafawzi81@gmail.com

م. م. علاء طارق عبود

وزارة التربية/ المديرية العامة لتربية محافظة كربلاء

alaatariq101@yahoo.com

الملخص

تهدف الدراسة إلى إظهار الجانب الإيجابي للتكنولوجيا في أداء المدرسين العراقيين في تدريس اللغة الإنكليزية كلغة أجنبية. الطريقة التي تعتمد عليها هذه الدراسة هي الطريقة الوصفية. تم جمع البيانات بواسطة ورقة الاستبيان التي تم توجيهها لمدرسي اللغة الإنكليزية في محافظة واسط الذين يمثلون عينة هذه الدراسة. المشاركون من كلا الجنسين حيث بلغ عددهم (٧٠) مدرس للغة الإنكليزية في المدارس الثانوية. بعد الانتهاء من الاستبيان تم تحليل البيانات الواردة باستخدام برنامج (Excel). تشير النتائج الرئيسية إلى أن نسبة عالية منهم لديهم مواقف إيجابية لدمج تكنولوجيا الكمبيوتر في عملية تدريس اللغة الإنكليزية كلغة أجنبية. تُظهر الدراسة أيضاً أن المزيد من مدرسي اللغة الإنكليزية ليس لديهم ما يكفي من التدريب لاستخدام أدوات التكنولوجيا الجديدة في درس اللغة الإنكليزية بالإضافة إلى أن هذه الأدوات مثل أجهزة الكمبيوتر غير متوفرة بشكل عام في مدارس واسط. توصي الدراسة بضرورة تحفيز مدرسي اللغة الإنكليزية على استخدام مهارات الكمبيوتر التي تسهل عملية دمج التكنولوجيا مع التعلم.

References:

1. Abd El Baset, S. (2004). The effectiveness of using PowerPoint presentation in teaching English language for second year secondary school in Karrari Locality. Unpublished MA thesis. Nile Valley University.
2. Abdullah, N. A., Abidin, M. J., Luan, W. S., Majid, O. & Atan, H. (2006). The attitude and motivation of English language teachers towards the use of computers. The Centre for Languages and Translation. University Sains Malaysia. MOJIT: Malaysian Online Journal of Instructional Technology. Vol.3. No.1. 57- 67.
3. Ahmed, H. (2008). CALL History, CALL Development and the Implementing of CALL Courseware Programs on Learning English Language Skills. Unpublished Phd. Dissertation. Nile Valley University.
4. Ahmed, H. H. (2007). The impact of instructional technology on teaching English in high secondary school. Unpublished Phd. Dissertation. University of Khartoum.
5. Ajzen, I. (1988). From intentions to actions. Chapter 6 in Attitudes, personality, and behavior. Chicago: The Dorsey Press.
6. Arkin, E. (2003). Teachers' attitudes towards computer technology use in vocabulary instruction. Unpublished MA Thesis. Bilkent University, Ankara, Turkey.
7. Chapelle, C.A., (2005). Computerassisted language learning. In E. Hinkel (Ed.), Handbook of research in second language teaching and learning (pp. 743 – 755). London: Lawrence Erlbaum Associates, Publishers.
8. Labaw, PJ (1980). Advanced Questionnaire Design. Cambridge, MA: Abt Books.
9. Liu, M., Moore, Z., Graham, L., & Lee, S. (2002). A look at the research on computer-based technology use in second language learning: A review of the literature from 1990-2000. Journal of Research on Technology in Education, 34, 250-273

10. Marc J. Rosenberg (2001) titled *E-Learning: Strategies for Delivering Knowledge in the Digital Age* is a high-level. New York, NY: McGraw-Hill Companies, Inc., 343 pages, ISBN: 0-07-136268-1. US\$29.95
11. Naidu, S. (2005). *Learning and teaching with technology: Principles and practices*. London and Sterling: Taylor & Francis e-library.
12. Naser, O.N. (2005). *The impact of information technology on the development of some of educational institutions in Sudan*. Unpublished MA. Thesis. University of Khartoum.
13. Natalie, F. (2009). *An analysis of the use of information and communication technology in Hong Kong primary school English lessons*. Published Phd. Dissertation, Hong Kong University, Hong Kong.
14. Sharma, P. (2009). "Controversies in using technology in language teaching". Retrieved on Sept 12, 2017, from: <http://www.teachingenglish.org.uk/article/controversies-using-technology-language-teaching>
15. Sparks, D (1998) Using technology to improve teaching and staff development: An interview with Kathleen Fulton, *Journal of Staff Development*, 19, 1, 18-21
16. Taffe, S. W., & Gwinn, C. B. (2007). *Integrating literacy and technology: Effective practice for grades K-6*. New York: The Guilford Press.
17. Usun, S. (2007). *Teacher training programmes for computer education and computer assisted education in Turkey*. Canakkale Onsekiz Mart University, Turkey. Retrieved August 8, 2017, from <http://eric.ed.gov>
18. Ybarra, R., & Green T. (2003). "Using technology to help ESL/EFL students develop language skills". *The Internet TESL Journal*. Retrieved on August 13, 2017 from <http://iteslj.org/Articles/Ybarra-Technology.html>

Appendix (1)**Questionnaire paper**

Title of study

The Effect of Using Computer Technology on English Language Teachers' Performance in Secondary Schools

This questionnaire is about Using Computer Technology on English Language Teachers' Performance in secondary schools. Read and answer each question carefully and ask for help if you do not understand something or are not sure how to respond.

Thank you very much for your collaboration. Your input is really important for study.

PART ONE

Personal background information

Name:

School name:

City:

Gender:

- Male
 Female

Do you have experience in using computer technology?

- Yes
 No

Do you sufficiently train to use computer in teaching English language?

- Yes
 No

PART TWO

(Read each statement and put (√) on one of options)

1. Computer knowledge is important to an English language teacher.
 Agree Disagree Neutral
2. Computer is an important teaching tool in an EFL classroom.
 Agree Disagree Neutral
3. Computer is important to available for teaching in school.
 Agree Disagree Neutral
4. The use of computer technology can increase interaction in the classroom and provide more active role in learning.
 Agree Disagree Neutral
5. The use of computer technology provides much needed exposure of target language in various forms for the EFL learners.
 Agree Disagree Neutral
6. The use of computer technology helps EFL teachers to promote a constructive class environment.
 Agree Disagree Neutral
7. The use of computer technology can make EFL learning easy and interesting.
 Agree Disagree Neutral
8. The use of computer technology offers many opportunities for language learners to learn the language by their own using internet.
 Agree Disagree Neutral
9. The use of computer technology, with internet, provides language learners many opportunities of practicing and using English.
 Agree Disagree Neutral
10. The use of computer technology also helps the learners to assess and test themselves and get feedback.
 Agree Disagree Neutral
11. The use of computer technology offers students the option of self-directed learning and to connect learning to valuable work skills and personal use.
 Agree Disagree Neutral

-
12. The use of computer technology makes language learning learner-centered.
 Agree Disagree Neutral
13. The use of computer technology provides opportunities for EFL learners to work both on their own and as part of a group to find their own learning needs and to use the English language in an authentic situation.
 Agree Disagree Neutral
14. The use of computer technology in EFL teaching can motivate students because the learning environment is more enjoyable.
 Agree Disagree Neutral
15. The use of computer technology in EFL instruction can provide a multisensory learning environment.
 Agree Disagree Neutral
16. The use of computer technology in EFL instruction can help students to learn independently through self - discovery.
 Agree Disagree Neutral
17. The use of computer technology in EFL classroom can help students to learn at their own pace.
 Agree Disagree Neutral
18. The use of computer technology in EFL classroom can help students to understand the complex concepts more easily.
 Agree Disagree Neutral
19. The use of computer presents the EFL learners with gateway to various activities for developing their language skills.
 Agree Disagree Neutral
20. The use of computer technology in EFL classrooms has many advantages for developing the EFL learners' language skills.
 Agree Disagree Neutral