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**Attitudes of the English Language Teachers at Tertiary Level Towards
the Use of Computers**

Muhammad Rashid Hafeez
Zafar Iqbal Khattak
Aijaz Ahmed Gujjar

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Abstract

The outburst of information technology in the later parts of the twentieth century has taken the whole world into its ambit and Pakistan is no exception. There is an ever growing use of computers with users estimated at somewhere around twenty million. This is quite a considerable number and is enough to cast away any doubts regarding Pakistani youth's fondness for computers.

The present study was aimed at the measurement of the attitudes of the English Language teachers towards computers. It was a descriptive study and employed the survey method of research to collect data.

Data was collected from two hundred university teacher equally divided into male/female. These teachers were randomly selected from different universities of Pakistan. Data was analysed using SPSS 16. The findings revealed that there was a significant difference between the views of the male and the female teachers. Moreover, those who have no professional qualification have the highest mean score.

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The study recommends that the English teachers should be trained in the use of computers so that they might be able to use them for effective teaching of English.

Introduction

Language teaching and the use of technology in classroom have a long lasting relationship. Technology has been used for the development of the individual language skills, like reading, writing, listening and speaking but also for wider communicative purposes (Ybarra & Green, 2003).

The use of computers in language teaching and learning is not new phenomenon. For more than two decades, interest in multimedia and computers has grown to a great extent and one observes more and more schools with language laboratories throughout the world. Almost thirty years ago, John Underwood produced a seminal work on Computer-Assisted Language Learning (CALL). However, Underwood's emphasis was more on the acquisition of language through computers than on language learning. A close corollary to it was the conception of grammar that was to be learnt implicitly instead of being learnt explicitly (Chapelle, 2004).

Fotos and Browne (2004) provide quite a number of uses that the teacher can make of the computers in teaching languages. These uses range from the collection and analysis of corpora to testing and assessment through computers.

Thorson (2000) undertook a study to examine the use of computers in assessing writing ability in the first and the second language of the second language learners. The researcher successfully used a computer based tracking device to find that there was an increased tendency of revision among the students when writing the foreign language.

The teachers can make an effective use of the internet for teaching languages (Szendeffy, 2005). The use of internet not only develops the ability to communicate effectively but also ensures the liveliness of the learning process by lowering affective filter (Warschauer, Shetzer and Meloni, 2000). There are thousands of resources, websites, pages and blogs that relate to language teaching in general and English language teaching in particular. There, the teachers can find various activities that relate to the language skills development, assessment and evaluation procedures and classroom techniques for effective teaching. Moreover, internet is not merely a useful tool for the teachers to teach. It also provides them with unending opportunities to learn regarding the educational world in general and their own field in particular.

Levy and Stockwell (2006, p 132) refer to Egbert, Chao and Hanson-Smith (1999) who identified the following eight conditions of CALL:

1. Learners have opportunities to interact and negotiate meanings
2. Learners interact in the target language with an authentic audience
3. Learners are involved in authentic tasks

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4. Learners are exposed to and encouraged to produce varied and creative language
5. Learners have enough time and feedback
6. Learners are guided to attend mindfully to the learning process
7. Learners work in an atmosphere with an ideal stress/anxiety level
8. Learner autonomy is supported

Warschauer (1996) undertook a study to measure the attitudes of the English as Foreign Language students in three different countries i.e. The United States, Taiwan and Hong Kong. The study found out that the students had a positive attitude towards using computers for writing and communication. The study also outlined the possible factors that influenced the positive attitude of the students namely the “computer-mediated communication, feeling of personal empowerment and enhancement of learning opportunities” (Warschauer, 1996, p 11)

Lee (2000) reported the barriers that the English language teachers face in using CALL. He opined that though the computers were being used for a considerable period of time, some constraints inhibited the use of computers by the English language teachers. These constraints included the monetary issues, the availability of the hardware and software, knowledge not only the practical but also the theoretical, and acceptance of technology.

Teo (2008) conducted a study to find out the attitudes of pre-service teachers towards computer use in Singapore. The study employed a questionnaire to investigate the attitudes of prospective teachers. It was found that there was no difference among the attitudes of the prospective teachers in terms of gender and age.

Tilfarlioğlu and Ünalı (2006) carried out a study to investigate faculty's attitudes towards using computers at University of Gaziantep. They reported that experience, age and gender have no considerable correlation with the teachers' attitude towards the computers.

However, there are places, like Pakistan, where computers are still placed in a protected room which has no room for the teachers to experiment with language teaching and learning. The teachers stick to the conventional methods of teaching languages wherein the students get very few chances to interact either with each other or with the teachers (Hafeez and Ahmed, 2008).

There is an ever growing use of computers with users estimated at somewhere around twenty million in Pakistan. This is quite a considerable number and is enough to cast away any doubts regarding Pakistani youth's fondness for computers

Recognising the importance of computers in language teaching, the Learning Innovation Division of the Higher Education Commission established the CALL subcommittee “to strengthen independent and interactive language learning through Computer Aided Language Learning” (<http://www.hec.gov.pk/QALI/call.html>). This subcommittee claims to help the teachers in making use of the different tools for effective language learning. However, it remains

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to be seen as to what are the attitudes of English teachers at the tertiary level towards the use of computers in English language teaching. The present study aims to fill the same gap.

Method

The present study was aimed at the measurement of the attitudes of the English Language teachers at tertiary level towards the use computers in language teaching and learning. It was a descriptive study and employed the survey method of research to collect data.

Questionnaire

A short questionnaire was developed to measure the attitude of the tertiary level English teachers towards the use of computers. The questionnaire covered four dimensions of CALL including Access and Utility, Computer Proficiency, Motivation and Computer Assisted Instruction.

The first dimension, i.e. Access and Utility, dealt with the teachers' access to computers and how they made use of these. The second dimension, i.e. Computer Proficiency, had questions that related to the teachers knowledge and application of that knowledge to the use of computers while the third dimension carried questions that dealt with the motivation to use computers. The last dimension, i.e. Computer Assisted Instruction, is concerned with the teachers' perceptions of how computer can be used for classroom instruction.

Sample

Data was collected from two hundred university teacher equally divided into male/female. 200 teachers were randomly selected from different universities of Pakistan. All the teachers had a Masters in English degree; however, there was a variance in terms of the professional degrees. The teachers had B.Ed, M.Ed and TEFL [Teaching of English as a Foreign Language] degrees. However, there were also a few who did not have any professional degree.

The data collection was completed in two phases. The researchers got the questionnaires filled from the respondents personally. This was, no doubt, quite an exhaustive exercise; however, it was useful because the researchers had a chance to explain any ambiguities that might arise during the course of data collection.

Data Analysis

The data, collected through the questionnaire, was analysed in terms of mean score comparison between male and female students, and in terms of academic qualifications, professional qualifications and experience. For comparison in terms of gender, we used the t-test while ANOVA was used to compare the means in terms of academic qualifications, professional qualifications and experience Findings of the study are outlines as under.

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Findings

Table 1 Showing mean difference on Access and Utility gender wise

Gender	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	p-value
Male	80	17.8250	2.22628	.24891	189.997	2.522	0.012
Female	120	18.7500	2.72939	.24916			

Table: 1 indicates that the t-value is 2.522 and p-value is less than 0.05, which highlights the presence of a significant difference gender wise on Access and Utility dimension of CALL in favour of the female. It can be concluded from the above table that the females have significantly better Access and Utility regarding computers.

Table 2 Showing mean difference on computer proficiency gender wise

Gender	N	Mean	Std. Deviation	Std. Error Mean	Df	t-value	p-value
Male	80	19.6250	2.38866	.26706	147.21	1.074	0.284
Female	120	19.2917	1.97631	.18041			

Table 2 indicates as the t-value is 1.074 and p-value is greater than 0.05, which shows that a significant difference does not occur gender wise on computer proficiency. It can be concluded from the above table that male and female teachers have almost the same level of computer proficiency.

Table 3 Showing mean difference on motivation gender wise

Gender	N	Mean	Std. Deviation	Std. Error Mean	Df	t-value	p-value
Male	80	20.6125	2.90130	.32438	198	.815	0.416
Female	120	20.9417	2.72645	.24889			

Table 3 indicates as the t-value is 1.439 and p-value is greater than 0.05, which shows that a significant difference does not occur gender wise on motivation dimension of CALL . It can be concluded from the above table that male and female teachers have almost the same level of motivation.

Table 4 Showing mean difference on CAI gender-wise

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Gender	N	Mean	Std. Deviation	Std. Error Mean	Df	T	p-value
Male	80	15.6750	1.97308	.22060	197.386	2.512	0.013
Female	120	16.5833	2.80331	.25591			

Table 4 indicates that as the t-value is 2.512 and p-value is less than 0.05, which shows that a significant difference has occurred gender wise on the dimension of Computer Aided Instruction (CAI) in favour of male. It can be concluded from the above table that female teachers have significantly better views on Computer Aided Instruction.

Table 5 Showing mean difference on over all dimensions of CALL gender wise

Gender	N	Mean	Std. Deviation	Std. Error Mean	Df	t	P
Male	80	73.7375	6.22112	.69554	191.443	1.840	0.067
Female	120	75.5667	7.77924	.71014			

S. No stands for Serial Number

Table 5 indicates as the t-value is 1.840 and p-value is greater than 0.05, which shows that a significant difference does not occur gender wise on overall dimension of CALL in favour of male. It can be concluded from the above table that males and females have almost the same views on overall dimensions of CALL.

Table 6 ANOVA Academic Qualification

		Sum of Squares	df	Mean Square	F	Sig.
Access and Utility	Between Groups	18.352	2	9.176	1.390	.252
	Within Groups	1300.768	197	6.603		
	Total	1319.120	199			
Computer Proficiency	Between Groups	.860	2	.430	.092	.912
	Within Groups	920.015	197	4.670		
	Total	920.875	199			
Motivation	Between Groups	18.714	2	9.357	1.200	.303
	Within Groups	1536.066	197	7.797		
	Total	1554.780	199			

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CAI	Between Groups	16.926	2	8.463	1.318	.270
	Within Groups	1265.394	197	6.423		
	Total	1282.320	199			
OVERALL	Between Groups	11.319	2	5.660	.107	.898
	Within Groups	10408.236	197	52.834		
	Total	10419.555	199			

The table shows that in terms of academic qualification, there was no significant difference among the groups on any of the dimensions.

Table 7 ANOVA Professional Qualification

		Sum of Squares	df	Mean Square	F	Sig.
Access and Utility	Between Groups	73.925	3	24.642	3.879	.010
	Within Groups	1245.195	196	6.353		
	Total	1319.120	199			
Computer Proficiency	Between Groups	46.462	3	15.487	3.471	.017
	Within Groups	874.413	196	4.461		
	Total	920.875	199			
Motivation	Between Groups	140.416	3	46.805	6.486	.000
	Within Groups	1414.364	196	7.216		
	Total	1554.780	199			
CAI	Between Groups	241.774	3	80.591	15.180	.000
	Within Groups	1040.546	196	5.309		
	Total	1282.320	199			
OVERALL	Between Groups	1216.493	3	405.498	8.636	.000
	Within Groups	9203.062	196	46.954		
	Total	10419.555	199			

S. No stands for Serial Number

It was revealed that there was a significant difference among the groups on all the dimensions of CALL in terms of professional qualifications. It was therefore decided to run post-hoc to find out the significant difference between the groups.

Table 8 Showing multiple comparison on Access and Utility Professional Qualification wise

<i>S.No</i>	<i>Pair</i>	<i>Mean Difference</i>	<i>P-value</i>
1	Nil VS TEFL	1.538	.002

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S. No stands for Serial Number

The table indicates that there is a significant difference between the mean scores of the teachers who do not have any professional qualifications and the teachers holding TEFL qualification, on the Access and Utility dimension of CALL.

Table 9 Showing multiple comparison on Computer Proficiency Professional Qualification wise

<i>S.No</i>	<i>Pair</i>	<i>Mean Difference</i>	<i>P-value</i>
1	M.Ed. VS B.Ed.	2.08929	.004
3	M.Ed. VS TEFL	1.39121	.020
4	Nil VS B.Ed.	1.25000	.030

S. No stands for Serial Number

The table indicates that there is a significant difference between the mean scores of the teachers with M.Ed and the teachers holding B.Ed. degree. There is a significant difference between the mean scores of the teachers with M.Ed and the teachers with “TEFL” qualification. The same significant difference is also found between the mean scores of the teachers without any professional degree and the teachers holding B.Ed. degrees on dimension of Computer Proficiency. It can be concluded that the teachers with M.Ed. degree have the significantly highest mean among the group whereas the teachers with B.Ed. degree have the significantly lowest mean among the groups on Computer Proficiency Professional Qualification wise

Table 10. Showing multiple comparison on Motivation Professional Qualification wise

<i>S.No</i>	<i>Pair</i>	<i>Mean Difference</i>	<i>P-value</i>
1	M. Ed VS B.Ed.	2.70833*	.003
2	TEFL VS B.Ed	1.33141	.027
3	Nil VS B.Ed.	2.89583	.000
4	Nil VS TEFL	1.56442	.004

S. No stands for Serial Number

The table indicates that there is a significant difference between the mean scores of the teachers with M.Ed and the teachers holding B.Ed degree. There is a significant difference between the mean scores of the teachers with ‘TEFL’ qualification and the teachers with B.Ed professional degree. The same significant difference is also found between the mean scores of the teachers without any professional degrees and those teachers who have B.Ed degree and between the mean scores of teachers without any professional degree and the teachers with ‘TEFL’ professional degree on dimension of Motivation. Hence, it is found that the teachers without any professional qualification have the significantly highest mean score among the

groups whereas the teachers with B.Ed. degree have the significantly lowest mean score on Motivation in terms of professional qualification.

Table 11 Showing multiple comparison on CAI Professional Qualification wise

<i>S.No</i>	<i>Pair</i>	<i>Mean Difference</i>	<i>P-value</i>
1	B.Ed. VS TEFL	1.97051	.000
2	M.Ed. VS TEFL	1.41099	.031
3	Nil VS TEFL	2.74135	.000

S. No stands for Serial Number

The table indicates that there is a significant difference between the mean scores of the teachers with B.Ed. and the teachers with “TEFL” qualification. There is a significant difference between the mean scores of the teachers with M.Ed and the teachers with “TEFL” qualification. The same significant difference is also found between the mean scores of the teachers without professional degree and the teachers with “TEFL” qualification on dimension of Computer Aided Instruction (CAI). Hence, we can conclude that the teachers with “TEFL” professional qualification have the lowest mean score on Computer Aided Instruction.

Table 12 Showing multiple comparison Overall Professional Qualification wise

<i>S.No</i>	<i>Pair</i>	<i>Mean Difference</i>	<i>P-value</i>
1	Nil VS B.Ed	5.37500	.004
2	Nil VS TEFL	6.39615	.000

S. No stands for Serial Number

The table indicates that there is a significant difference between the mean scores of the teachers without any professional degree and the teachers with B.Ed degree. The same significant difference is also found between the mean scores of the teachers with teachers having no professional qualification and the teachers with “TEFL” professional degree on dimension of Overall Professional Qualification. It can be concluded the teachers without any professional qualification have the significantly highest mean score on all the dimensions of CALL.

Table 13 ANOVA Experience

		Sum of Squares	df	Mean Square	F	Sig.
Access and Utility	Between Groups	31.418	3	10.473	1.594	.192
	Within Groups	1287.702	196	6.570		
	Total	1319.120	199			
Computer Proficiency	Between Groups	13.188	3	4.396	.949	.418
	Within Groups	907.687	196	4.631		
	Total	920.875	199			
Motivation	Between Groups	152.142	3	50.714	7.087	.000
	Within Groups	1402.638	196	7.156		
	Total	1554.780	199			
CAI	Between Groups	49.897	3	16.632	2.645	.050
	Within Groups	1232.423	196	6.288		
	Total	1282.320	199			
OVERALL	Between Groups	407.198	3	135.733	2.657	.050
	Within Groups	10012.357	196	51.083		
	Total	10419.555	199			

There was no significant difference among the groups as far as Access and Utility, and Computer Proficiency dimensions were concerned. However, there was a significant difference between the groups in terms of Motivation, CAI and Overall. It was, thus, decided to run post-hoc on these dimensions.

Table: 14 Showing multiple comparison on Motivation Experience wise

<i>S.No</i>	<i>Pair</i>	<i>Mean Difference</i>	<i>P-value</i>
1	6-10 Years VS 1-5 Years	1.10821	.029
2	11-15 Years VS 1-5 Years	2.49524	.000
3	11- 15 Years vs 6-10 Years	1.38703	.050
4	More than 15 Years VS 1-5 Years	1.75714	.000

S. No stands for Serial Number

The table indicates that there is a significant difference between the mean scores of the teachers with 6-10 years experience and the teachers having 1-5 years of teaching experience. There is a significant difference between the mean scores of the teachers with 11-15 years and the teachers with 1-5 years teaching experience. The same significant difference is also found

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between the mean scores of the teachers with more than 11-15 years of teaching experience and the teachers with 6-10 years experience and between the mean scores of the teachers with more than 15 years of teaching experience and those teachers who have 1-5 years teaching experience on dimension of Motivation Experience wise. Hence, it is concluded that teachers with an experience of 11-15 years have the significantly highest mean score among the groups on motivation whereas the teachers with an experience of 1-5 years have the significantly lowest mean score among the groups on motivation.

Table: 15 Showing multiple comparison on CAI Experience Wise

<i>S.No</i>	<i>Pair</i>	<i>Mean Difference</i>	<i>P-value</i>
1	6-10 Years VS More than 15 Years	1.35999	.006

S. No stands for Serial Number

The table indicates that there is a significant difference between the mean scores of the teachers with 6-10 years experience and the teachers having more than 15 years of teaching experience, in favour of the teachers with 6-10 years of experience on dimension of CAI Experience wise.

Table: 16 Showing multiple comparison Overall Experience wise

<i>S.No</i>	<i>Pair</i>	<i>Mean Difference</i>	<i>P-value</i>
1	6-10 Years VS 1-5 Years	2.94103	.030
2	11-15 Years VS 1-5 Years	4.16190	.020

S. No stands for Serial Number

The table indicates that there is a significant difference between the mean scores of the teachers with 6-10 years experience and the teachers having 1-5 years of teaching experience. There is also a significant difference between the mean scores of the teachers with 11-15 years and the teachers with 1-5 years teaching experience on dimension of Overall Experience wise. Therefore, it can be concluded that the teachers with 1-5 years of experience have the lowest mean score in all the dimensions of CALL.

Discussion

It is a reliable fact that availability of computers to individual for their work has a significant impact on his performance only if s/he knows how to use this machine. The institutions or homes equipped with educational facilities provide better results as compared to others. The other factor is interest of students to learn and teachers to

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teach them. It was also observed that where these facilities are available, the teachers are not interested in the proper utilization of these facilities and could not give a good output. In this study when male and female language teachers were compared, it was concluded that female teachers have better access of computer and its utility in their routine life and a significant difference was found between their mean scores. It can also be said that female teachers have more interest in technical device as compared to male teachers (Table 1).

These findings are in line with the findings of Teo (2008) and Tilfarlioğlu and Ünalı (2006), while these contradict those of Kay (2007) who reported that males have considerably better attitudes to computer and the difference tends to increase as the learners progress in age.

All individuals employed as classroom teachers need to develop the skills and competencies which will enable them to maximize the use of the computer device as a teaching resource to enhance their student learning. Every person can be different from other in computer competency but if we talk about teachers they must be able to use it proper to fulfil the need of the day, if not perfectly. It's a challenge for the teachers of the modern age that how they can prove themselves competent to introduce modern ideas and develop students' thinking.

In this study (Table 2), no significant difference was found between male and female English language teachers regarding their computer competency. Male teachers are somehow better and competent to use but the difference is not significant. It can be said that both the genders have almost same level of competency using computer but this is the major challenge for the teacher to integrate computer in their teaching. One feels inclined to agree with Lee (2007).

Motivation provides a direction to some tasks and there can be many sources of motivation for learning. Teacher is also as great source of motivation for students but teachers also need motivation in their professional life. Computer is the need of the day and challenge for the teachers. Some teachers have great concern with this device but others may not be. Table 3 indicates that a significant difference does not occur gender-wise on motivation dimension of CALL. Many factors can be involved here but it is an understood reality that computer technology made the learning or teaching environment more conducive. It seems in this study that there is no significant difference between both male and female language teachers on different dimension of motivation regarding CALL and both the genders are have almost equal level of motivation for computer. Milbrath and Kinzie (2000) report that teacher training in the use of computers might be helpful in developing positive attitudes among the teachers.

Computer-assisted learning is a new and innovative trend that has wide range of affection in education for the students. Students' learning can be enhanced by using these productive tools during teaching. By computer and applying it in different situation students can change the entire way of their thinking and imagination. It depends also on the trend of teachers to use technology in education. Use of computer-assisted instructional material (CAI) to enhance traditional

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teaching is a novel concept. It is also considered a viable source for solving different problems of education. In this study, a significant difference was found gender wise on the dimension of Computer Aided Instruction (CAI) in favour of male English teachers. It can be said that male teachers are more interested in the use of technology in education as compared to females (table. 4). This might be primarily due to the fact that male teachers do not face many problems in the hardware domain of computers as compared to their female teachers (Hon and Koh, 2002).

Technology is considered the main support for the students in their learning developments in this modern era. It shifts teacher-centered instruction to student-centered learning. Effective use of computer in education and interest and attitude of teachers towards this technology device is an indicator of uplifting the standards of education so its importance can not be underestimated. Many institutions provide facility to their teachers to utilize their knowledge through computers. Further more it also depends on the trend and attitude of teachers, how to learn and apply their knowledge.

Table 5 indicates that a significant difference does not occur gender wise on overall dimension of CALL. According to this study both the genders are found to have almost same level of attitude towards computer and its application in education.

Results of this study indicate that, academic qualification wise; there was no significant difference among the groups on any of the dimensions of CALL (table. 6): Access and Utility, Computer Proficiency, Motivation and CAI. It can be said that academic qualification wise almost all the teachers have access and utility of computers, either at home or institution. Computer competency is one of the other crucial challenges for teachers in this ever changing age. This study indicates that teachers may have considered the importance of this device in education and they are having the trend to use and apply the concepts through computers and playing an important role to enhance students' learning.

The study reveals that there is a significant difference among the groups on all the dimensions of CALL in terms of professional qualifications. It can be said that professional qualification matters much in teaching learning process of education. Highly qualified teachers may consider educational requirements better and lower qualification may not. The results show a significant difference among faculty members according to their professional qualification on the dimension of CALL but the difference does not clarify that: who is better than other? For this purpose further analysis indicates that there is a significant difference between the mean scores of the teachers who do not have any professional qualifications and the teachers holding "TEFL" professional qualification, on the Access and Utility dimension of CALL (table. 8). If we compare teachers' competency in computer, it is concluded that English language teachers with M.Ed. degree have the significantly highest mean among the group whereas the English teachers with B.Ed. degree have the significantly lowest mean among the groups on Computer Proficiency Professional Qualification wise (table. 9). It seems that higher professional qualification has better trend of learning computer and enhancing the competency to teach their students with technical devices.

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Human nature is very much simple and can be very much complex as well. Workplace motivation plays a significant role in promoting employees interest and attitude towards any task and administration role keeps its value itself. On the other hand motivation can also be self created or intrinsic. It is also found in this study that the teachers without any professional qualification have the significantly highest mean score among the groups whereas the teachers with B.Ed. degree have the significantly lowest mean score on Motivation in terms of professional qualification. Results on motivation are contrary to the results of table. 9 mentioned above. It seems here that the teachers without professional qualification are more motivated to learn computer as compared to higher professional qualification. They may have intrinsic factor as compared to the faculty members of higher professional qualification (Table 10).

CAI has much potential to serve as a dual purpose by enhancing the learning experiences of the students. CAI can assist in increasing worker competency, knowledge and skills as it can be designed to provide consistent training in new criteria. It is also beneficial to maximize students' control as it increases the relevance of learning, expectations for success and general satisfaction to heightened motivation.

Ebenezer S. O. Collier (2004) described that instruction supplemented by properly designed CAI is more effective than instruction without CAI. By this study we can conclude that the teachers with "TEFL" professional qualification have the lowest mean score on Computer Aided Instruction. They may not have proper training of CAI as compared to the teachers with higher qualification (Table 11) but the overall results of table. 12 are very much interesting and surprisingly indicate that the language teachers without any professional qualification have the significantly highest mean score on all the dimensions of CALL.

To improve students' performance in education or to produce good and productive citizens, there is a need of the day to concentrate on student- centred teaching instead of teacher-centred. Different teachers can provide different types of learning experiences to the students. Major differences were found in different studies. There can be great difference between the performances of teachers using ICT in education especially computer. Experience matters but some times may not.

When teachers were compared on different dimensions of CALL a significant difference was found on Motivation, CAI and Overall attitude of teachers towards computer. It was necessary to find out that which category is better than other? Further analysis indicates that teachers with an experience of 11-15 years have the significantly highest mean score among the groups on motivation whereas the teachers with an experience of 1-5 years have the significantly lowest mean score among the groups on motivation (Table 14). It seems that teachers with more experience are greatly motivated towards computer. The table indicates that there is a significant difference between the mean scores of the teachers with 6-10 years experience and the teachers having more than 15 years of teaching experience, in favour of teachers with 6-10 years of experience on dimension of CAI Experience wise (Table 15). This study also shows that overall

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teachers with 1-5 years of experience have the lowest mean score in all the dimensions of CALL (table 16). The results of this study indicate that experience may matter in some situation not in all. Language teachers with lower experience of teaching are seem to be more motivated to learn computer and have tendency towards learning computer and its application in their teaching.

Conclusions

Female English language teachers have greater interest and attitude towards learning computer as compared to males. This might be due to the reason that the male teachers have better proficiency levels and more exposure to the computers as compared to the female teachers, and that is why the female teachers want to augment their knowledge and competency of computer use.

A significant difference was found gender wise on the dimension of Computer Aided Instruction (CAI) in favour of male. This is reconciled by the fact that the male teachers possess the necessary knowledge and competence of computers while the female teachers reported that they needed further proficiency and knowledge in this regard.

Academic qualification-wise, there was no significant difference among the groups on any of the dimensions of CALL. This is because computer instruction is fairly a novel phenomenon in Pakistani perspective. The teachers of today were not taught using computers. Therefore, it is quite natural that there is no difference among the groups in terms of academic qualification.

Higher qualified English teachers have better proficiency in computer as compared to lower qualified teachers. The teachers with higher qualifications get a chance to, or have no choice but to, use computers for the purpose of research etc. Being enrolled in the universities they have better chances to be proficient in the use of computers. As compared to them, the teachers with lower qualifications do not get that chance because not all the schools and colleges, where they had been taught, have computers.

Teachers without any professional qualification have the significantly highest mean score on overall dimensions of CALL. It was quite surprising that the teachers who possessed professional qualification had poor attitudes toward computer use. This might be due to several reasons. One of the reasons is that the teacher training institutes are not well equipped. Moreover, the use of computers in the teacher training institutes is not mandatory.

Overall mean score of lower experienced English teachers are significantly greater than others. It seems that teachers with lower experience have greater attitude and interest towards learning and teaching of computers. They had some chances of using, and being exposed to computers. As compared to them, the teachers with higher experience had never used computers during their school and college life.

Recommendations

Short courses should be arranged in institution for faculty and students as well to learn computers. For the teachers, the course could be arranged at a time when the teaching/learning activity is off, i.e. during summer or winter vacations. Special training for CAI should be conducted to use it during teaching. Given the importance and usefulness of information communication technology, such training should be mandatory for all the teachers.

Moreover, teacher training institutes should also focus on teaching the use of computers during teaching. Female English teachers should be motivated to learn computer and use it during their teaching. One way of doing it could be provision of more resources to the female schools and colleges so as to arrange computers.

At least one expert of computer among English language teachers should be appointed to guide and help them using computer.

There should be a computer lab in each institution having computers for faculty. This lab should be properly equipped and the teachers should be encouraged to spend time there.

There could be several reasons behind the fact that the teachers with professional qualifications have a higher mean score as compared to those who had no professional qualification. Therefore, a separate study should be conducted to find out the reasons of how and why the teachers having no professional qualification have greater score than the teachers having professional qualification?

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Muhammad Rashid Hafeez
Federal College of Education

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H-9 Islamabad, Pakistan
safnaan@hotmail.com

Zafar Iqbal Khattak
Al-Musanna College of Technology
Sultanate of Oman
aburohaan2004@yahoo.com

Aijaz Ahmed Gujjar
Federal College of Education
H-9 Islamabad, Pakistan
seek_to_learn@yahoo.com

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