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The Impact of Using Computer in Developing Saudi University Students' Standard of English, A case study of Uglat Asugour College

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Abstract

This study aimed to show the impact of using computer in developing Saudi University students' standard of English. The researcher used an experimental and descriptive approach. The study sample consisted of 50 male students who were selected randomly from Applied Collage, Uglat Asugour branch during a second semester in the academic year 2023-2024. The results of the study showed the following: Students who study with computer assistance will achieve higher grades than students who study using the traditional methods. Students who study English using computer will have a more positive attitude towards English than those who study through traditional methods and There are positive correlations between attitude towards language learning and language tests performance. The study recommends the following: Students should be encouraged to study English with the help of computer, teachers of English should create activities through computer to reinforce students' attitudes toward language learning and Students should be encouraged to understand the positive relationship between computers and success in language tests.

Keywords: Impact, Using Computer, Students, English, Saudi University.

Introduction

Teaching and learning of English in this century has been greatly influenced by different types of digital technologies, including computers, which are universally believed to be key factors in language learning processes, effective teaching aids and useful tools for enhancing second or foreign language learning. This study throws lights on the impact of using computer in developing classroom education. Recently attention has been directed towards the importance of using teaching aids in classrooms for teaching English as a foreign language. Therefore, the importance of using computer has emerge to capture students' attention and motivate them. It has become essential to use computers in classrooms, and both teachers and students must recognize its importance in teaching. Due to the necessity of improving students' academic level in English, it is essential for teachers to attract students' attention using different aids to develop their knowledge of English language, including the use of technology, such as computers.

Hypotheses of the study:

1.Students who study using a computer will have a higher achievement in a language test than their peers who use the traditional methods for learning .

2.Students who use a computer will have more favorable attitudes toward English than their peers who use the traditional methods for learning.

3.Students who use a computer will have more favorable attitudes towards computer-assisted learning

There is a positive relationship between attitude towards learning English and achievement on a language test.

Purpose of the Study:

This study aims to enhance the role of computers in teaching English as a foreign language to Saudi university students. It tries to examine the different values of computers in English language learning.

Literature Review

A general definition of CALL is that" it is a specialized field in applied linguistics that refers to the use of the computer for teaching and learning languages in any context" (Gitsaki, 2013). Davies et al. (2000) defined it as "an approach to language teaching and learning in which the computer is used as an aid to presentation, reinforcement and assessment of materials to be learned, usually involving a substantial interactive element" (para. 1). For Beatty (2003), it as "any process in which a learner uses a computer and, as a result, improves his or her language". A very succinct, broad and catch-all definition of CALL offered by Levy (1997) is that it "the search for and study of applications of the computer in language teaching and learning."

AlKahtani, S. (2007) highlighted the importance of using computer to improve teaching and learning process, because it helps students build concepts and mental skills, attitudes and positive values, and works to expand the experiences they are going through, which increases their ability to understand educational materials quickly.

One of the educational fields that use computer as a means of improving the performance of the educational process, is the area of learning English, because of its importance in daily life, where educators and researchers agreed about as a means for thinking and logical analysis and a tool to solve problems. As well as the English language is of great importance in the modern means of communication and information such as the Internet, since about 68% of the content of topics in the online world is in the English language.

English has become the language of science and work in many areas of life academic and practical life, as well as many recent scientific discoveries is recorded using the English language on the Internet lines, and this gives learners a way to learn English automatically.

A foreign language Student may not be able to talk in English, although he masters the pronunciation of words and grammar of that language, that is because of the lack of vocabulary he maintains, where he stands bewildered when he wants to talk through it. A computer helps the student to get the meaning of the word through speaking and extracting different exercises to help him get on the meaning of the vocabulary and sorted in an interesting and attractive way which helps to provide a large amount of vocabulary within short possible time, in addition to that, computer helps the teacher in providing materials in a n easy way for students to learn at the

same time making it easier for the teacher to give substance materials in an attractive and interesting way . (Noman 2002).

Computers in Education and Language Learning:

It is generally believed that using computer and its various applications in the classroom has enormous benefits for teachers and learners alike (Fulcher, 2007 Hagen) When it comes to language learning, the story is no different. Applied linguists and language researchers have shown that the proper use of technology and computer-based applications facilitate language learning (Arishi, 2012|).

A number of taxonomies has been proposed to explain the use of computers in education, in general, as well as in language learning, in particular. These taxonomies include Tylor's (1980) Tutor, Tool, Tutee (TTT) Framework (which submits that the computer can be used in an educational context as a tutor, tool or tutee), Warschauer's (1996) Typology of CALL Programs (which says that the computer can be used in a language learning context as a tutor, stimulus or tool) and Beatty's (2003) CALL Applications (word processing, games, literature, corpus linguistics, computer-mediated communication and WWW resources) that are useful in language classes.

How to Use A computer in Language Classrooms:

Egbert (2005) provided five guidelines for using technology to support effective language learning. She recommended that language teachers designing CALL lessons consider these guidelines, but warned that how they play out will differ according to not only the course contents, but also to other contextual features, such as grade level, student proficiency level and curricular goals. The guidelines are: Use technology to support the pedagogical goals of the class and curriculum. This means that technology should be subordinated to the learning goals or the learning tasks rather than being the main focus. Make technology accessible to all learners. Activities in the CALL lab should be designed in a way that all learners will benefit from them irrespective of their preferred learning styles. This is to say, the needs of different learning styles (visual, aural, tactile etc.) should be taken into consideration when introducing or designing a classroom technology. Use computers as a tool. Computers, for example, should be used as tools that support learning in a wide variety of ways. Use technology effectively. Classroom technology should be treated not as an end in itself, but as means to achieving an end. Teachers should, therefore, adapt technology to help them achieve the learning goals and use computers efficiently. Technology should help teachers accomplish learning goals in less time and with less effort for themselves and for their students (Egbert, 2005).

The role of the teacher in computer-assisted learning

The use of computers in the educational process does not eliminate the role of the teacher, but requires him or her to do new roles. One of these roles is the role of the leader and instructional designer. This in turn requires the teacher to be highly qualified in many aspects and on certain levels of skills and competence in using

computer. Because the teacher is one of the keystones in the educational process, then he or she must be open-minded and have great flexibility in dealing with the achievements of the era in a way that enables him or her to be creative. To achieve greater returns and benefits of using the educational technology, it is believed that the teacher should consider the following matters: to work on changing the classroom from a place where the information flow steadily in one direction from the teacher to the student to an enjoyable environment characterized by being dynamic and student-centered, to develop practical understanding about the characteristics and needs of students going along with his theoretical background, to adopt teaching skills that take into account the needs and expectations of the recipients (the learners) that take into account their individual differences, to develop a practical understanding of the concept of educational technology while continuing to focus on the educational role of his personal and to work efficiently as a guide, monitor and facilitator of educational process.

Methodology of the Study:

Method and Procedure:

This part of the study deals with a description of the methodology, population, sample, the method that the researcher used and main the tools which are used to collect data. It also deals with the procedures of construction necessary to ensure its consistency. Practical procedures and statistical processing are also used to treat the study data.

Study Population:

This study aims to identify the main effects of the computer in improving the level of Saudi university students in English language. The population of the study consists of all university students of English in Saudi Arabia. 50 students were selected randomly as subjects from Applied Collage, Uglat Asugour branch, Qassim University. Half of them were taught by traditional strategy and the other half by using computers as shown in table one.

Table (1) shows the sample distribution according to groups and classes

Group type	Class number	Students number	Treatment nature
Experimental Group	2	25	Taught by using the computer as an educational device (tool)
Control Group	2	25	Taught by the conventional way
Total	4	50	

Study Techniques:

The experimental and the descriptive approaches have been followed in this study where the experiment was conducted on university students which were taught by using the computer as an educational tool. The controlled group was taught by traditional way.

Study Tools:

To achieve the study aims, the researcher uses achievement test suitable for university students according to the lessons that were taught to them. The main goal of the test is to identify the cognitive differences between the two groups in order to determine the benefit of computer-assisted teaching.

3.5 Test Validity: In order to achieve the study objectives, the researcher designed achievement test that includes the same material taught to students by the use of computer-assisted and traditional teaching methods.

3.6 Test Reliability:

To achieve the test stability, the researcher administered test to the same groups on two different occasions to compare between the results to see if they are consistent over time.

Analysis and Discussion

After obtaining results of the study which aimed to highlight the importance of using computers in teaching English language, the researcher comes to discuss the results due to the study hypotheses.

The following variables were closely examined throughout the study:

1.Students who study with computer assistance will achieve higher grades than students who study using the traditional method.

2.Students who study English using the computer will have a more positive attitude toward

English language than those who study through traditional methods.

3.Students who study English using computer will have a more positive attitude toward computer-assisted language learning than those who study through traditional methods.

4.There are positive correlations between attitudes toward language learning and test performance.

Table (2) Shows the differences between the two study groups experimental and control

Group	Source of Variance	Mean	SD	t	df	Sig. (2-tailed)
Experimental Group	Pre- Test Post- Test	21.05 23.03	2.741 2.007	- 5.833	37	.000
Control Group	Pre- _Test Post_- Test	20.15 18.03	2.659 4.531	3.116	32	.004

The above table clarifies the significant differences between the mean scores of the achievement of students who are learning English using educational methods and those who are learning English using computer as a modern educational means.

Table (3) students' Attitudes toward English

Group	Source of Variance	Mean	SD	t	df	Sig. (2-tailed)
Experimental Group	Pre-_Treat. Wr. At. Post-_Treat.Wr. At.	50.75 58.53	9.851 12.2467	-3.090	35	.004
Control Group	Pre-_Treat. Wr. At. Post-_Treat.Wr. At.	53.39 53.00	8.396 10.170	.168	32	.867

After conducting a test, the result showed that the experimental group had a statistically significantly higher mean score on the post-treatment attitudes towards learning English than the control group. Based on the above result, , it could be

argued that the intervention has had a positive effect on the attitudes of the participants towards learning English language.

Table (4) Students' Attitude towards Computer-Assisted Writing

Group	Source of Variance	Mean	SD	t	df	Sig. (2-tailed)
Experimental Group	Pre-Treat. CAW. Post-Treat. CAW.	70.16 82.36	18.768 13.523	-2.665	35	.012

The above result shows that the mean of the post-treatment attitudes toward computer-assisted learning was statistically significantly higher than that of the pre-treatment. Based on that, it was argued that there was good evidence to show that the treatment has improved the experimental group participants' attitudes towards computer-assisted learning.

Table (5) Correlation between Pre-Treatment Attitudes toward learning English and Pre-Test Scores on the W Performance Test.

		Pre-Treatment Attitudes Towards learning English	Pre-Test scores on Performance Test
Pre-Treatment Attitudes Towards learning English	Pearson Correlation	1	.933**
	Sig. (2-tailed)		.000
	N	74	74
Pre-Test scores on Performance Test	Pearson Correlation	.933**	1
	Sig. (2-tailed)	.000	
	N	74	74
**. Correlation is significant at the 0.01 level (2-tailed).			

The second Pearson product-moment correlation coefficient test was performed to examine the correlation between the post-treatment attitudes towards learning English and the post-test scores of the performance test. This suggested that the post-treatment attitude was positively correlated with the post-test achievement on the performance test and that learning language attitudes could predict writing achievement. The finding showed that as the post-treatment learning English attitudes became more favorable, scores on the post-test performance test also increased. The results of the tests revealed that there was a very strong positive correlation between both the pre- and post-test achievement in the performance test and the pre- and post-treatment learning attitudes.

Summary:

This study was designed to investigate the benefits of using computer in Saudi universities. The results of the study show the following: The students who learned through computer had higher achievement on the performance test than those who learned through traditional methods, the students who learned through computer had more favorable attitudes towards learning English than those who used traditional methods, the students who learned through computer had positive attitudes towards computer-assisted learning and there was a strong positive correlation between learning attitude and language tests.

Conclusions:

As it can be seen from the major findings, this study has expanded knowledge in the area of using the computer to improve students' standard in English by helping them achieve higher scores on English tests and enhance their attitudes toward English language by making it more favorable. From the findings stated above, the following conclusions have been made: there was evidence to show that the students who learned using computer, had higher achievement in language test than those who used traditional, there was evidence to show that students in both groups had favorable language attitudes. The computer-using group demonstrated more favorable attitudes than the traditional one and there was also a strong positive correlation between learning attitude and test achievement among all the study's participants. As their learning attitude became more favorable, their language test achievement correspondingly became higher.

Recommendations:

1.Students should be encouraged to study English with the help of computer.

2,Teachers of English should create activities through computer to reinforce students' attitudes toward language learning.

3.Students should be encouraged to learn through computer to achieve positive attitudes toward computer – assisted learning.

4.Students should be encouraged to understand the positive relationship between computers and success in language tests.

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