

YEMENI EFL STUDENTS' PERCEPTIONS AND IMPLEMENTATION OF COMPUTER-ASSISTED LANGUAGE LEARNING

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Abstract: This study investigated how Yemeni EFL students perceive computer-assisted language learning, the extent to which CALL is implemented in their learning of English in and outside their faculties and the difficulties they encounter when implementing CALL. Data were collected through a questionnaire that targeted 74 Yemeni EFL students and then analyzed by using SPSS 21st version. Results revealed that the students who participated in this study perceive CALL positively (overall mean = 4.1144 out of 5) and believe in its effectiveness in developing their language skills and making their EFL learning enjoyable and interesting. Moreover, Female students showed a higher overall positive attitude towards CALL as compared to their male counterparts and that was reflected in their implementation of CALL too. A significant correlation was also found between students' perceptions of CALL and their computer competence in the favor of those students with higher computer competence while no significant correlation was found in relation to age. The results have also revealed that CALL's implementation by many of the participants is still low. Unavailability of internet and lack of CALL tools at their faculty; in addition to students' lack of computer competence are viewed as the major barriers to CALL implementation by the Yemeni EFL students understudy. As per the results, the study recommends Yemeni Universities to provide CALL tools and internet for their EFL classrooms and libraries and to train students to use technology for English learning purposes. It also recommends Yemeni EFL students to invest technology at hand for their EFL learning.

Keywords: *Computer-assisted language learning (CALL); students' perceptions; EFL learning; Aden University; Yemeni EFL students*

INTRODUCTION

Nowadays, computer technology is used in many aspects of our life and one of these aspects is to assist language learning which is called CALL. It has an endless range of functionalities that are highly beneficial to language learners as it plays an effective role in developing language skills and enhancing students' motivation and learning (Eslit, 2014; Gruba & Hinkelman, 2012; IITer, 2009; Lee, 2004; Levy & Stockwell, 2006; Motteram, 2010). It is not only important for classroom learning and teaching process but it also helps learners to self-learning as technology and internet have provided learners with several online and offline resources for language learning (Ahmed, Qasem & Pawar, 2020; Saud, Basri,

Ramly, Abduh, & Patak. (2020).

CALL's successful implementation in foreign language teaching and learning usually depends on three main factors: teachers, students, and schools/university infrastructures. According to Teo (2006), students' attitudes towards computers have an influential role not only on the extent to which they accept to use the computer as a tool for their learning but also on their future behaviours towards computers such as using it for further study and vocational purposes. Students' attitudes towards computers are considered as "a critical criterion in the evaluation of computer courses and in the development of computer-based curricula" (Woodrow, 1991). Teachers' attitudes towards

computer technology are also very important as Lam (2000) argued that teachers' personal beliefs about technology affect their decision in using it. That seems to be true as we do things better when we are interested in it. Attitudes of both students and teachers towards technology are the criteria that tell us whether they are ready to implement technology in language learning or not.

The term 'CALL' stands for computer-assisted language learning that refers to the use of computer technology in language learning and teaching. Levy (1997, p.1) has defined 'CALL' as "the search for and study of applications of the computer in language teaching and learning". Egbert (2005) has also defined CALL as "using computers to support language teaching and learning in some way" (p. 4). These technological applications designed for language learning and teaching are numerous and ranged from traditional drills of the 1960s to recent web-based learning programs, mobile-assisted language learning applications, and online learning such as webinars. Such learning tools provide opportunity for learning English from its native speakers and help in linking FL classroom with native speakers. Anyway, CALL implementation and success in language learning and teaching depends on many factors such as learners' perceptions of CALL, their computer competence, teachers' computer competence, school infrastructures, etc. When all these factors are met, CALL implementation can lead to effective outcomes.

There is no doubt that students' attitudes towards technology as a teaching and learning tool play an important role in its successful implementation. Lasagabaster and Sierra (2003) have pointed out that learners are viewed as potential contributors to the development of language learning tools. Therefore, researchers and educators should take learners' perceptions in consideration when evaluating any learning tool as such perceptions are considered as an indicator of whether they are ready to use it in their learning or not. Liaw, Huang, and Chen (2007) have also argued that "as individuals' attitudes on e-learning and computer-based learning become more positive, they will have greater behavioral intention to use it". So, such evaluations of students' perceptions of CALL as learning tool will help language teachers to predict the effectiveness of using CALL tools and to cope with the problems and difficulties that they may encounter when implementing it in their classrooms.

As far as technology as a learning tool is concerned, there are several studies that have addressed this topic (Afshari, Ghavifekr, Siraj and Jing, 2013; AL-Naqeeb, 2006; Arishi, 2012; Behroozian & Sadeghoghli, 2017; Bueno-Alastuey and López Pérez, 2014; Burrus, 2009; Chamundeshwari and Evelyn, 2017; García-Peñalvo & Casillas-Martin, 2017; Holmes, 1998; Hsu, 2013; ILTER, 2015; Lodhi, Fatima, Ismail, Amin, Khalid, & Siddiqa, 2019; Navaz and Sameem, 2013; Pinto-Llorente, Sánchez-Gómez, Garci-Penalvo & Casillas Martin, 2017; Saeed and Al-Zayed, 2018; Wiebe & Kabata, 2010) and showed positive outcomes but there is still a gap in investigating CALL in the Yemeni context that should be filled. These above-mentioned studies have shown positive attitudes in the part of students towards technology use in their language classrooms and these positive attitudes were somehow reflected in their utilization of technology in their learning as well. However, in some of these studies, there was a gap between students' positive attitudes towards technology as a learning tool and their actual use of technology in their learning that was justified in some other factors such as students' lack of computer competence, unavailability of CALL tools at their hands and teachers' computer competence, and their attitudes towards technology in teaching.

When gender variable was taken into consideration, studies have shown contradictory results. Some studies have shown that female students tend to have more positive attitudes towards technology use in their learning than their male counterparts (Hashim & Mustapha, 2004; Sabti & Chachan, 2014) while other studies have shown that male students held higher positive attitudes (Kay, 2008; Lodhi, et. al., 2019; Shashaani, 1997). However, it seems that gender does not represent a major variable in measuring students' attitudes towards CALL as shown in the majority of the studies related to this area of research.

As far as students' computer competence variable is concerned, studies have shown that students with high computer competence held a higher positive attitude towards computer use in their learning than their low computer competence counterparts (Divine, Wilson & Daubek, 1997; Mitra, 1998; Saparniene, Merkys & Saparnis, 2005; Teo, 2006). Only one study, according to our record, that showed that students' experience with computer has no effect on their attitudes (Kitchakarn, 2015). It seems clear here that those students who have good

experience with computers usually feel more comfortable to use it while those who are new to computers may feel anxious to use it in learning.

CALL as a tool in language learning and teaching has proved a joyful use and effectiveness in developing students' English (Almekhlafi, 2006; Al-Shammari, 2007; Jabir & Omar, 2002; Steven, 1991) and was highly recommended for EFL classes as it facilitates language learning and enhances learners' motivation. However, there are still some scholars who found that despite of students' positive attitudes towards CALL in English classes, CALL should not be given priority over other skills (Abalhassan, 2002; AlKahtani, 2001; Alrumaih, 2004). Their main concern here was that students still need time to improve their computer skills and that will affect students' learning of English. This could be a real problem for teachers especially in those contexts where students have no access to technology before joining English programs and teachers have to complete their syllabi within a limited period of time as planned by the educational authorities. Therefore, this study hereby emphasizes the importance of setting a computer competence exam for students who want to join the tertiary EFL programs in Yemeni universities and to make computer competence one of the requirements of joining these programs. This will help teachers and students in coping with technology as a tool for their learning and save their times and efforts.

It is for this reason that with applying computer-based language learning in our schools and universities in Yemen, we need to know our students' attitudes towards computer-based learning and to correct any negative attitude they have. Based on this discussion, this study aimed at achieving the following objectives:

- To examine Yemeni EFL learners' perceptions of CALL.
- To investigate the extent to which CALL is implemented by Yemeni EFL students in their learning of English.
- To examine the effect of gender, age, and computer competence on students' perceptions of CALL.
- To investigate the difficulties Yemeni EFL students encounter in CALL implementation.

The study attempted to achieve these objectives with reference to the EFL students of one of the Yemeni facilities that utilizes to some extent ICTs tools in EFL teaching.

METHOD

This study is a descriptive survey that provides quantitative and qualitative results regarding Yemeni EFL students' perceptions and implementation of computer-assisted language learning with the reference to the Faculty of Languages, Aden.

Sample of the study

The EFL students of the faculty of languages - Aden were purposively selected as a sample for this study as it is one of the best faculties to implement ICTs in EFL learning. The researchers aimed at targeting all the EFL students of this faculty through a questionnaire that was distributed to more than 200 students in the form of hard copies in addition to sharing its Google Drive link with the students via their WhatsApp groups. However, 74 EFL students (n=74) responded to the questionnaire. 36 students were male and 38 students were female. Their ages ranged between 21–40 years.

Data collection instruments

The data of this study were collected through a questionnaire that was designed by the researchers. Some items of the questionnaire were modified from Vandewaetere and Desmet (2009) to meet the objectives of the study. The questionnaire consists of four sections. The first section dealt with general details about participants such as age, gender, computer competence, etc. (independent variables). The second section consisted of 15 items and dealt with students' perceptions of CALL and its effectiveness in developing students' language skills and proficiency while the third section comprised 7 items that dealt with students' implementation of CALL in and outside classroom and the types of technology programs and activities they utilize in their learning. The questionnaire ends with its fourth section containing open-ended questions that requested students to describe the extent to which CALL is implemented in their learning of English, technology programs they use in their language learning, and difficulties they encounter when using or trying to use CALL in their learning.

Validity of the questionnaire

To measure its validity, the questionnaire was sent to five qualified professors in the field of teaching English as a foreign language. They were requested to give their opinions on its validity to achieve the objectives of the study.

Their comments and recommendations were taken into account in our revision of the last draft of the questionnaire.

Reliability of the questionnaire

The questionnaire was piloted to 20 students of English departments at Aden University and found reliable for measuring students' perceptions of CALL and its effectiveness in English language learning. Cronbach's Alpha was used to measure the internal consistency and the questionnaire was found reliable (R.= 0.780).

males and 38 females and their ages range between 21 and 40. 58 participants have computers at home while 16 students have no computer at homes. 60 participants are B.A. students and 14 M.A. students and their experience with computers range between 2 years to 17 years. 6 participants rated their computer skills as excellent, 25 good, 24 average, 12 poor, and 7 very poor. Most of the poor and very poor students belong to the 16 students who said that they have no computers at home.

Statistical tools

SPSS 21st version was used to get the frequencies, means, Cronbach's Alpha, and ANOVA.

RESULTS AND DISCUSSION

Results, as shown in table 1, reveal that 74 EFL students participated in the questionnaire, 36

Table 1. *General details about participants*

Variables	Gender	Age	Program	Do you possess a computer at home?	How long is your experience with the computer?	How do you rate your competence in the computer?
Total no.	74		74	74	74	74
Missing	0		0	0	0	0
	M = 36 48.6%	21-25yrs =60 26 -30 = 0	B.A.=60	YES = 58	1 - 5 yrs = 34 6-10 yrs = 28	Very Poor= 7 Poor = 12
	F = 38 51.4%	31-35 = 12 36-40 = 2	M.A.=14	NO=16	10 – 15 yrs =10 16 - 20 yrs = 2	Satisfactory=24 Good= 25 Excellent = 6

Table 2. *Students' perceptions of CALL*

Items	N	Mean	Std. Deviation
1 Using computer technology in the language classroom makes language learning more enjoyable.	74	4.4595	.55367
2 Computer technology helps English language learners to develop their knowledge and skills.	74	4.5135	.60235
3 Computer-assisted language learning is more effective than traditional teaching in which teachers explain lessons orally with the help of chalks and boards.	74	3.5676	1.15961
4 Students who learn English by using the computer should be more proficient than those learning it through traditional teaching.	74	3.7297	1.11401
5 Computer technology helps English as foreign language learners to develop their listening skills.	74	4.3514	.74819
6 Computer technology helps English as foreign language learners to develop their speaking skills.	74	3.9595	.92809
7 Computer technology helps English as foreign language learners to develop their reading skills.	74	4.0135	1.12862
8 Computer technology helps English as foreign language learners to develop their writing skills.	74	3.9189	.78960
9 I am interested in learning English with the help of computer and ICT tools.	74	4.2568	.79486
10 With computer technology, a language learner can easily do and submit his/her assignments.	74	4.4865	.60235
11 Internet provides English as foreign language learners good and interesting opportunities for language learning.	74	4.3784	.67647
12 I think using computer technology in performing English language exams is better and more effective than using paper and pencil exams.	74	3.5135	1.27401
13 I feel motivated when English language learning is assisted by ICT.	74	3.8649	.94106
14 I feel comfortable to use computer in my learning of English inside and outside classroom.	74	4.1622	.72200
15 Computer and internet help me to develop my autonomy and self-competence as a learner of English.	74	4.5405	.60112
Valid N (listwise)	74	4.1144	

Table 2 shows that the participants held positive perceptions of computer-assisted language learning as the majority of them agreed and strongly agreed that CALL makes language classroom more enjoyable and helps them to develop their proficiency in all language skills and competencies. They agreed and strongly agreed that CALL is more interesting and motivating and makes them comfortable to learn in classroom and outside classroom; it helps them to develop their autonomy and self-learning. Such positive attitudes towards CALL are good predictors for students' willingness to implement CALL in their learning and its potential success in promoting their learning. These results are in line with previous researches on CALL such as

Ayres (2002), Al-Shammari (2007), Tunçok (2010), and Arishi (2012).

When students were asked whether CALL or traditional teaching is more effective in their EFL learning, the majority of the participants agreed that CALL is more effective than traditional teaching and that students learn through CALL should be more proficient than those learning through traditional methods. However, there are still few participants who disagreed or showed neutral and negative attitudes towards the value of CALL in comparison to traditional teaching. Such negative and neutral attitudes towards CALL's effectiveness in comparison to traditional teaching can be explained in terms of their low experience with computer, difficulties

they face in using it for learning purpose, in addition to their long-term experience with traditional learning that has become a part of their learning system and mentality. These attitudes should be corrected through providing training for them on how to use ICTs for English learning and building up their confidence in its implementation in their language learning.

Majority of the participants have also shown neutral attitudes towards using computers and technology in language exams to replace papers and pencils. These attitudes reflect students' fear of using the computer in exams as they used to conduct their exams via paper and pencil since they started learning. Only a few students who have high computer competence have expressed positive attitudes towards using technology in language exams while those poor computer competence students expressed explicitly their negative attitudes toward using computers in language exams. As the majority of students expressed neutral attitudes, not negative, it means that they believe that computer technology is helpful and effective in language exams but they need some technical support to accept adapting it in their context.

When comparing students' overall attitudes towards CALL to some variables such as students' gender, age, and computer competence

as shown in the table 3, results revealed that female students held a higher overall positive attitude towards CALL than male students (P-value = .007); and higher computer competence students showed higher positive attitude than their poor computer competence counterparts (P-value = .016). No significant difference found that can be attributed to students' age (P-value = .583). These results obtained confirm that gender and computer competence have a correlation to students' perceptions of CALL.

The study also investigated how CALL is implemented in the Yemeni context in and outside classroom and the difficulties students encounter. Students' responses, as shown in table 4, revealed that EFL teachers of the faculty understudy sometimes use ICT tools in their teaching of English in B.A. classes while CALL is often implemented to M.A. classes. It seems that there is still a need for encouraging the implementation of CALL in B.A. and M.A. classes. Students' responses to the open questions showed that lack of ICTs and language laboratories at the faculty can be one of the factors affecting CALL implementation in their faculty. They also showed that teachers' use of ICTs in their teaching is more limited to PowerPoint presentation and listening activities.

Table 3. Students' overall attitude towards CALL in relation to their gender, age and computer competence

Gender	Age	Computer competence
Male = 3.9815 out of 5	Less than 25 = 4.1933 out of 5	Poor and V. poor = 3.8982 out of 5 Average competence = 4.1833 out of 5
Female = 4.2404 out of 5	More than 30 = 4.1048 out of 5	Good and Excellent = 4.1935 out of 5
P-value (sig.) = .007	.583	.016

Table 4. How often do your teachers use ICT tools in your classroom?

	Program	N	Minimum	Maximum	Mean	Std. Deviation
How often do your teachers use ICT tools in your English classes?	B.A.	60	1.00	4.00	2.5333	.81233
	M.A.	14	3.00	5.00	3.4286	.64621

Table 5. *Have you ever subscribed on online English lessons?*

		Frequency	Percent	Valid Percent
Valid	No	44	59.5	59.5
	Yes	30	40.5	40.5
	Total	74	100.0	100.0

From the table 5, it seems that 44 students have never subscribed on any online lessons while 30 students showed that they subscribed on online lessons. These lessons as shown in their responses to the open questions are YouTube channels for teaching English. Responses also revealed that among the students who subscribe to online lessons 80% are female students.

Table 6. *How often do you use YouTube for English learning purpose?*

		Frequency	Percent	Valid Percent
Valid	Never	18	24.3	2.7
	Rarely	24	32.4	32.4
	Sometimes	22	29.7	29.7
	Often	8	10.8	24.3
	Very often	2	2.7	10.8
Total		74	100.0	100.0

Table 6 shows that 2 students very often use YouTube for learning purpose, 8 students often use it, and 22 sometimes use it while 24 students rarely use and 18 students never use. Responses revealed that those students who stated that they subscribed on online English lessons often, very often or sometimes use YouTube, emphasizes their responses to the previous statement about their subscription on online lessons. It seems that YouTube channels are employed by almost half of the participants in their learning of English when they are at home. On the other hand, there is still a high number of students (majority) who rarely use YouTube on their learning. This, as shown in students' responses to open questions, can be explained in terms of the unavailability of internet or its weakness.

Table 7. *How often do you use social media accounts such as (Facebook, what's up, email, twitter) for communicating with your classmates/ friends in English?*

		Frequency	Percent	Valid Percent
Valid	Never	28	37.8	37.8
	Rarely	8	10.8	10.8
	Sometimes	19	25.7	25.7
	Often	10	13.5	13.5
	Very often	8	10.8	10.8
Total		74	100.0	100.0

Table 7 shows that 37.8% of the participants often and very often use social media in communicating with their classmates and friends in English while the majority (48.6%) never or rarely use social media for communicating in English. 25.7% of the participants sometimes use social media in their communication in English.

Table 8. *Do you participate in any WhatsApp group or Google classroom where you, your classmates and teachers share knowledge and have discussions?*

		Frequency	Percent	Valid Percent
Valid	No	28	37.8	37.8
	Yes	46	62.2	62.2
Total		74	100.0	100.0

Table 8 shows that 62.2% of the participants participate in WhatsApp groups and Google classroom where they and their teachers share knowledge and discussions in English and Arabic while 37.8% of the students do not participate in such groups. Some students showed that such groups are Arabic-medium and their use of English is very rare.

Table 9. *How often do you submit your assignment online?*

		Frequency	Percent	Valid Percent
Valid	Never	16	21.6	21.6
	Rarely	32	43.2	43.2
	Sometimes	10	13.5	13.5
	Often	14	18.9	18.9
	Very often	2	2.7	2.7
Total		74	100.0	100.0

Table 9 shows that 21.5% of the participants often and very often submit their assignments to their teachers online, 21.6% never use online service to submit their assignments, and 43.2% rarely use it. 13.5% of the participants showed that they sometimes submit their assignment online. Most of those students who submit their

assignment online are M.A. students.

Table 10. *What is the approximate time do you spend on computer and internet for English language learning purpose?*

	Frequency	Percent	Valid Percent
Never	2	2.7	2.7
Less than 2 hours per week	42	56.8	56.8
3 - 5 hours per week	26	35.1	35.1
6 - 10hrs per week	2	2.7	2.7
More than 10hrs per week	2	2.7	2.7
Total	74	100.0	100.0

The average time for using computer and internet to learn English seems to be low, as shown in the table 10, 2.7% of the participants never use computer and technology at all, 56.8% (the majority) use it for less than 2 hours per week, 35.1% use it for 3 to 5 hours per week, 2.7% use it for 6 – 10 hours, and only 2.7% who spend more than 10 hrs per week learning from computers and internet. It seems that for most students, computer and internet are not primary sources for learning as they spend only less than two hours per week on computer and internet and this has been supported by their responses to the open questions where they mentioned that due to low speed internet they depend on the hard notes and hard books given to them by their teachers. Most of those students who spend more hours on internet and computer are M.A. students as they have assignments for which computer and internet are needed for searching and preparedness.

Participants were also requested to respond to three open questions regarding what ICTs they and their teachers use in the classroom, what programs they use for learning English outside classrooms, and the difficulties they face in using ICTs in and outside classrooms. Their responses to the first question showed that M.A. teachers use PowerPoint and data show for presenting their lectures while others use board and pens. B.A. students showed that most of their teachers do not use computer in their classroom and only a few teachers who use technology such as computers in presenting their lectures and CDs and recorders in teaching listening skill activities. Participants also mentioned that there is no

complete language laboratory in their faculty as it was collapsed during the war and only few ICT tools are available for teaching English right now.

As far as CALL at home is concerned, students' responses showed that students' uses of computer and internet for learning English is still at its minimum level as only some students who use computers for learning while the majority only use dictionaries and translating programs. The most used CALL programs for learning English by the participants are Smartphone online and offline dictionaries, translators like Google translator, CAT, and MemoQ, and Microsoft office word for preparing assignments by M.A. students, Google chrome, PDF books, and YouTube. M.A. students mentioned that Google chrome helps them a lot in getting information about any topic they want to understand while B.A. students rarely get access to Google chrome for learning purpose as they usually depend on the notes provided by their teachers. YouTube channels for learning English were also used by few students.

Students have also highlighted some barriers that interrupt their implementation of CALL in their classes such as unavailability of the internet, lack of ICT tools, and lack of computer competence for some students. Though most students have computers at home, computers and internet are not used too much in their learning of English due to low internet speed and high internet cost.

This study, therefore, suggests the following for implementing CALL better in the faculty of languages –Aden: a. Faculty of language should provide ICTs and internet to its classrooms and library; b. Language laboratories should also be equipped with English learning software and hardware materials; c. Training and workshops should be conducted in the faculty of language to train students on computer skills and on how to use ICTs for English language learning purposes. It also recommends EFL students of the faculty of language to exploit ICTs they have at their faculty and homes for their English language learning as that will make their learning more interesting and motivate them to develop their proficiency in English. These recommendations can be applied to all Yemeni Universities for implementing CALL in their EFL programs.

DISCUSSION

This study has shown that students of the faculty of language held an overall high positive attitude towards CALL in their EFL learning. This positive attitude towards CALL goes in line with several studies conducted in other places where English is learned as a foreign or second language (Afshari, Ghavifekr, Siraj & Jing, 2013; AL-Naqeeb, 2006; Arishi, 2012; Behroozian & Sadeghghli, 2017; Bueno-Alastuey and López Pérez, 2014; Burrus, 2009; Chamundeshwari and Evelyn, 2017; Holmes, 1998; Hsu, 2013; Lodhi et al., 2019; Ilter, 2015; Navaz and Sameem, 2013; Nugroho & Atmojo, 2020; Pinto-Llorente, Sánchez-Gómez, García-Peñalvo, & Casillas-Martin, 2017; Saeed and Al-Zayed, 2018; Wiebe & Kabata, 2010). These positive attitudes towards CALL can be considered as a good sign for CALL implementation in their learning as CALL implementation usually depends to a high extent on students' attitudes towards CALL. However, having such a high positive attitude does not guarantee successful implementation of CALL as there are some other factors that might contribute to the matter.

The study revealed a contrast between students' attitudes towards CALL and their actual uses of CALL in their learning which can be attributed to some other factors. It has been revealed that a number of students lacks computer competence and this makes CALL implementation in language learning more difficult as there are some students who cannot deal with technology. Another important factor is the lack of internet and technology in their learning environment. This makes CALL implementation very low and more limited to teachers' personal interest in using their own technology available at hand in their learning. Such variables affecting CALL implementation in EFL classes of the faculty of language were also highlighted in other studies where CALL was used in EFL learning (Al-Khaldi & Al-Jabri, 1998; AL-Naqeeb, 2006; Arishi, 2012).

Though this study showed that both male and female students held high positive attitudes towards CALL, its results can be used as a support for those studies such as Sabti & Chachan (2014) whose results showed that female students have a higher positive attitude than their male counterparts. It somehow contrasts with those studies that found out that male students held a higher positive attitude and use computer technology in their language learning rather than their female counterparts

(Lodhi, et. al., 2019; Shashaani, 1993).

The study also revealed that the students with higher computer competence tend to have higher positive attitudes than their lower computer competence counterparts. This indicates that those who have good computer competence feel comfortable to learn through CALL while low computer competence students may feel uncomfortable to learn through CALL as they may face some difficulties. Though many students with low computer competence expressed their high positive attitudes towards CALL, this study exhibited some correlations between students' computer competence and the level of their attitudes towards CALL. This correlation between students' perceptions of computer technology as a learning tool and their computer competence was also reflected in previous research (Divine, Wilson & Daubek, 1997; Mitra, 1998; Saparniene, Merkys & Saparnis, 2005; Teo, 2006).

The results of this study indicated that CALL implementation can be effective in the Yemen tertiary context as students recognize the significance of technology in their learning. What is left will be the responsibility of the education authorities to provide technology tools and internet to their classrooms and to train students on computer use.

CONCLUSION

This study surveyed EFL students' perceptions of CALL, their CALL implementation and barriers. It concluded that the Yemeni EFL learners studying in this Faculty of Languages - Aden held positive attitudes towards CALL and believe in its significance in developing their language skills and making language learning more motivating and enjoyable. However, it showed that CALL implementation by those concerned students is still at its minimum level due to many factors such as unavailability of the internet at the faculty, lack of ICT tools, lack of training, and the poor internet connection at homes. This study recommends the Yemeni Universities to provide internet and technology tools to their classrooms, hold training to improve students' computer competence, and make computer competence one of the requirements for joining English programs of Yemeni universities. It seems that students are ready and enthusiastic employ CALL if such factors are met.

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