

COMPUTER-ASSISTED LANGUAGE INSTRUCTION IN SOUTH YEMENI CONTEXT: A STUDY OF TEACHERS' ATTITUDES, ICT USES AND CHALLENGES

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Abstract

This study aimed at exploring South Yemeni EFL tertiary teachers' attitudes towards implementing ICTs in their English language teaching, their current uses of such ICTs in their teaching and difficulties they encounter when implementing ICTs in their teaching for the purpose of getting an overall picture of ICTs-assisted language instruction in South Yemeni context and what is required for implementing a better ICTs-assisted language instruction at the concerned universities. Data were collected through a questionnaire webbed to 81 EFL teachers (n=81) and then analyzed by SPSS. The questionnaire consists of five-Likert items and open questions. Findings revealed that EFL teachers of the concerned universities held positive attitudes towards using ICTs in their teaching of English and there were no significant differences in teachers' attitudes that can be attributed to gender, academic level or computer competence. They perceived ICTs as an effective tool in facilitating language teaching and learning, motivating students to learn and developing all language skills. However, their actual uses of such technologies in their classroom teaching were not up to the level required. A significant difference in teachers' actual uses of technology can be attributed to their computer competence as those teachers with a high computer competence were found using ICTs more than their low computer competence counterparts. The study concluded that South Yemeni teachers' lack of implementing ICTs in their EFL classes can be attributed to many factors such as lack of ICT tools in their departments, unavailability of internet and lack of computer competence and training. The study concluded with some recommendations that may help in implementing ICTs better in EFL education at the concerned universities particularly and at Yemeni universities generally.

Keywords: Information and communication technology (ICT); EFL teaching; South Yemeni EFL teachers; attitudes

INTRODUCTION

Technology has permeated every part of our lives and provided advancements in the field of education generally (Ali & Bin-Hadi, 2019) and in the field of language education particularly. In the field of language education, studies have shown that technology has a great

role in developing students' language proficiency, autonomy and motivation (Warschauer, 1996; Albirini, 2006; Alsied, & Pathan, 2013; Golonka, et al. 2014; Kılıçkaya, 2015; Grzeszczyk, 2016; Lai, Yeung & Hu, 2016). It is not only helpful in classroom teaching and learning but it also provides

foreign language learners with opportunities for self-learning outside classroom (Ahmed, 2019). There is an abundance of programs, websites, CDs, videos, lectures and books that have been designed for learning English as a foreign language in our modern age. Web technology has also provided EFL learners and teachers a free access to many of these knowledgeable programs that help them a lot in developing their language and enabling more effective language learning and teaching.

Teachers' attitudes towards implementing ICTs in language teaching is one of the main variables influencing the implementation of technology in classroom teaching (Daud, 2006) and "a major predictor of the use of new technologies in the educational settings" (Albirini, 2006) as such attitudes tell whether the teachers accept utilizing ICTs in their teaching or not. It is for this reason that this very study aimed at exploring South Yemeni EFL teachers' attitudes towards using technology in their teaching of English. In Yemeni context, there is a need for such a study as implementing technology in teaching is still at its cradle at Yemeni universities and more limited to teachers' personal interest and experience. Many studies in the field of teaching English as a foreign language in Yemen have recommended applying computer technologies and ICTs in Yemeni schools and universities for developing students' proficiency in English and promoting language learning (Alotumi, 2015; Mohammed, 2008; Ahmed & Pawar, 2018; Ahmed, 2018; Ahmed, Qasem & Pawar 2019) but no detailed study has approached South Yemeni teachers' attitudes towards using ICTs in teaching English, the level to which ICTs are currently used in teaching English and the difficulties encountering the implementation of technology in language teaching at the concerned universities. From this point, the need for this study has come out.

Objectives of the Study

This study aims at raising teachers' attitudes towards the significance of using ICTs in EFL teaching in South Yemeni Universities. It attempts to achieve the following objectives:

- To investigate South Yemeni EFL tertiary teachers' attitudes towards integrating ICTs in EFL teaching.
- To investigate to what extent South Yemeni EFL tertiary teachers implement ICT tools in their teaching of English.
- To check whether gender and computer competence variables play any role in teachers' attitudes towards ICTs or in their uses of ICTs in their teaching.
- To determine challenges of using ICTs in EFL classes of the concerned universities.
- To suggest some recommendations for implementing ICTs in EFL classes of the concerned universities.

Hypotheses

- South Yemeni tertiary EFL teachers have positives attitudes towards using ICTs in EFL teaching.
- There is a gap between teachers' attitudes towards using ICT in EFL teaching and their real implementation of ICT in their classes that can be explained in terms of different factors.
- There are no significant differences between teachers' gender and their attitudes towards/ uses of ICTs in their EFL teaching.
- There is a correlation between teachers' computer competence and their uses of computer technology in their teaching.

Scope and Limitations of the Study

This study investigates South Yemeni EFL tertiary teachers' attitudes towards using ICTs in their teaching of English as a foreign language and their actual uses of ICTs in their EFL classes. The study is limited to EFL teachers of four public universities located in

South Yemen; viz, University of Aden, University of Hadhramout, University of Abyan and University of Seiyun. The study reflects the opinions of 81 EFL teachers working at the concerned universities.

LITERATURE REVIEW

Teachers' Attitudes towards Using ICTs in Language Teaching

Information and communication technology (ICT) in language teaching is an approach to language teaching and learning that employs technology in teaching language. There are many technology devices such as computers, smart phones, data show projectors, CDs ...etc that support software applications for language teaching and learning. Those technological applications designed for language learning and teaching are numerous and ranged from traditional drills of the 1960s to recent internet web-based learning programs which reshaped the uses of computers in language learning and considered as a new revolution in language learning (Eastment, 1996).

So far as how teachers perceive ICTs in language teaching and learning is concerned, there are many studies that have emphasized the role of teachers' attitudes in implementing technology for educational purposes (Gilakjani & Leong, 2012; Kim, 2002; Qasem & Viswanathappa, 2016) and in English language education in particular (Daud, 2006; Albirini, 2006) as such attitudes reflect whether they are ready to accept such technology in their teaching or not. Harrison and Rainer (1992) compiled data from a survey of 776 knowledge and information workers from a large university in the southern United States and found a relationship between teachers' attitudes towards computers and their acceptance to use technology in teaching. Those who have negative attitudes towards computer were found less likely to adopt computer technology in their teaching. It is from this point that we can say that attitudes

towards ICTs play a huge role in its implementation in teaching and it should be investigated within the context of this study in order to know how to help implementing a better ICTs-assisted instruction.

However, having positive attitudes towards using technology in language teaching is not enough for the success of its implementation as there are some other factors contributing to the situation such as computer competence and others. Warschauer and Healey (1998) have emphasized that teachers' training plays a key role in the success of language classroom and that training teachers to use multimedia and other technological resources effectively will help them to apply CALL in their teaching. It is also from this fact that this study aimed at investigating South Yemeni EFL teachers' attitudes towards using technology in their teaching, their competence in computer and their uses of computer technology in teaching in order to get a clear picture of ICTs-assisted education in South Yemeni tertiary context and to give some suggestions for what is required to be done in order to implement a better use of ICTs in EFL classes of the Yemeni universities targeted.

Previous Research

This section surveys some previous work conducted on ICTs in language teaching to show the advantages of using ICTs in language teaching, how teachers in various contexts perceive ICTs in their EFL teaching, correlation between teachers' attitudes and ICTs uses in their teaching and the challenges that teachers encounter when implementing ICTs in their EFL classes.

Warschauer and Healey (1998) have reviewed computer and language learning and emphasized that language learning softwares provide learners with models native speakers' realistic language and helps in the process of practicing and assessing language skills. They added that adding computers in language instruction provides the following merits:

- Multimodal practice with feedback (in various aspects of language);
- Individualisation in a large class;
- Pair and small group work on projects, either collaboratively or competitively;
- The fun factor;
- Variety in the resources available and learning styles used;
- Exploratory learning with large amounts of language data; and
- Real-life skill-building in computer use.

Çakir (2006) has emphasized the importance of using technology in language teaching with reference to the great effect that audio-visual materials have on language teaching. He referred to the significant role of videos and visual materials on developing communicative skills as such techniques help students to contextualize what they have learned. He listed many activities for video implications in language classrooms. He emphasized that such video techniques develop students' skills, provides more opportunities for practices through repetition and replay. He added that with video students feel more interested and enjoyable.

Hu and McGrath (2011) have examined Chinese teachers' attitudes towards integrating ICTs in their teaching of English in higher education. Their data were collected through a teacher questionnaire survey, classroom observation, individual semi-structured interviews with teachers, management and administrative staff and focus group discussions with teachers and students. Findings revealed that majority of the teachers held positive and enthusiastic attitudes towards integrating ICTs in English language teaching. However, the study has shown many difficulties and barriers that interrupt the integration of ICTs in English language teaching such as inadequate support in terms of insufficient ICT facilities and CPD opportunities, the domination of traditional ELT, limited ICT knowledge and skills.

Saglam and Sert (2012) have examined perceptions of nine ELT instructors with M.A TEFL degrees towards using computer technology in language teaching. Their data were collected through semi-structured interviews, open-ended questionnaires and field notes. Findings have shown that teachers held positive views about the role of educational technology for enriching language instruction. They also believe that their students held positive attitudes towards using technology in learning. However, they also acknowledged the challenges faced and emphasized the need for ICT training for both teachers and students. The study concluded that participants make use of technology to teach academic and linguistic skills in an integrated skills approach, encourage students to construct knowledge, expose students to life-long learning skills and strategies, cater for different students who have different learning styles, find and create teaching materials, develop skills through exposure to existing on-line sources and create a motivating environment that is conducive for learning.

Golonka, Bowles, Frank, Richardson & Freynik (2014) have reviewed more than 350 studies to check the effectiveness of technology implementation in foreign language learning, focusing on the type of technology used and its effectiveness. Their review revealed that using technology has various levels of effectiveness in language learning. Review also revealed that some studies had shown a strong support to the claims of the effectiveness of automatic speech recognition in improving pronunciation, and chat in increasing language inputs in terms of the amount of language produced by the learners and its complexity. So far as improving speaking proficiency, reading skills and vocabulary is concerned, studies reviewed have shown a moderate support to the claims that computer technology develops such skills. There has been a moderate support the claims that computer technology helps in developing

learners' interactions, their motivation to learn and their metalinguistic knowledge. For the other aspects of the language learning through various technologies, weak support was found. The study concluded that using a good pedagogy and not technological means that makes language teaching effective and that good teaching can take place with or without technology. Technology can be effective when it fits the pedagogical goals.

Thapaliya (2014) has studied English teachers' perceptions of using ICTs and their actual practices of using technology in their teaching of English in Nepal public schools. The study aimed at investigating teachers' perceptions of ICTs in their teaching, ICT tools used by teachers in their teaching and the difficulties they encounter. Data were collected from 47 secondary school teachers through a questionnaire and findings revealed that teachers have positive attitudes towards using ICTs in teaching English as they showed that technology makes learning more practical and enjoyable, arouse students' motivation towards the text, provide the models of authentic target language and ease the teaching and learning. Findings revealed that the most widely used ICT tools in the concerned schools were audio tape, mobile phone, computer, television, radio, video tape and email. The findings have also shown that insufficient class time and inadequate training opportunities were the major obstacles in the process of ICTs' integration in English teaching.

Kinik (2014) has conducted a study to investigate Turkish EFL teachers' perceptions towards technology use and integration in English language teaching in the Turkish context and the factors influencing their practices of using ICTs in their classes. Data were collected from 20 in-service Turkish EFL teachers. Results showed that Turkish EFL teachers have positive perceptions towards technology use and integration in English language teaching. Results have also shown two types of teachers: those who have positive

perceptions and try to find ways to use technology in their teaching and those who have positive perceptions but don't try to find different and practical way to integrate technology in their teaching. The results have also shown some barriers that affecting using technology in teaching such as unavailability of resources, lack of teachers' computer competence.

Sadeghi, Rahmany and Doosti (2014) have explored Iranian EFL teachers' perceptions about utilizing computer-mediated communication tools in their teaching of English. Data were collected through a survey questionnaire applied to 100 male and female EFL teachers. Findings revealed that the majority of teachers have positive attitudes towards computer-mediated teaching. They asserted that CMC tools save time, energy and money; reduces cultural barriers by facilitating exposure to the authentic materials; enables teachers to encourage students beyond the limit of time and space; enables learners to learn at their own pace and interesting for the students. The findings of the correlational analysis shows that the better teachers were at working with computers the more they showed positive attitudes towards applying technology in their teaching practice.

Alotumi (2015) has conducted a study to investigate the use of CALL in the teaching and learning of English in 4th level EFL programs of five Yemeni public universities and teachers' and students' attitudes towards CALL. His findings revealed that using CALL in 4th level EFL classes is low. Results have also revealed that both teachers and learners had positive attitudes towards using computer in language teaching.

Pravin and Salam (2015) conducted a study to examine the effectiveness of using technology in English language teaching in Bangladeshi government primary schools. The results of the study revealed a strong potential for using audio-visual content in enhancing interactive language classes. They concluded

that program success depends to a large extent on how technology is designed and implemented in classrooms and teachers' training in using technology.

Saeed (2015) has investigated the effect of using computer technology on teaching performances of Sudanese English language teachers at Khartoum state, Sudan. He collected the data through a questionnaire and analyzed it by using SPSS. His results revealed that most of EFL teachers of Khartoum state have positive attitudes towards using of computer technology in their EFL classrooms. It also showed that majority of EFL teachers are not well trained to use computer technology and most schools don't have computers. He has therefore recommended encouraging Sudanese EFL teachers to acquire computer skills required for using computer technology in English language teaching.

Khawaji (2016) has examined Saudi teachers' attitudes towards technology implementation in English language teaching at Saudi universities, current practices and the personal and professional characteristics. Data were collected through a survey questionnaire given to English teachers of Jazan University. Findings have shown that teachers regardless of their gender and teaching experience believe that integration of technology is vital for quality of education, proficiency level of technology use has increased since 2000 and integration of computer technology in universities has reached to a more sophisticated stage. Majority of teachers have also emphasized that technology is a powerful tool which tends to enhance their productivity, efficiency and effectiveness.

Nami, Marandi, & Sotoudehnama (2016) have investigated five EFL teachers' perceptions of the impact of CALL lesson study on their professional growth. Results of the study showed that teachers, participated in the study, appreciated the teaching practices and peer observation for promoting their knowledge

of technology, technological pedagogical knowledge, knowledge of technological glitches and their confidence in teaching with technology. Such benefits provide insights for the significance of using computers in language teaching.

Guan, Song & Li (2018) have reviewed the advantages of computer multimedia in English language teaching, they showed that using multimedia in English classroom makes classroom more interesting and full of fun. They added that multimedia-assisted English teaching can motivate students to learn English, optimize their English class environment, improve their proficiency of listening and speaking skills, develop their ideas in English, and enhances their enthusiasm for communication.

Gonen (2019) has conducted a study that aimed at guiding pre-service teachers in integrating technology in language teaching practices. The study investigated the perceptions of both pre-service teachers and their students about technology-enhanced lessons. Results revealed that the concerned teachers and their students had positive attitudes towards integrating technology in foreign language classes. It has also been shown that technology-enhanced classes enhance learners' English language skills, create motivating learning atmosphere, foster active participation, and help teachers in tailoring their lessons to fit their students' needs and interests.

METHOD

This is a descriptive survey study that aims at investigating South Yemeni EFL tertiary teachers' attitudes towards using ICTs in their teaching and the challenges that interrupt their implementation of computer technology in their EFL classes.

Sample of the Study

The participants of this study are 81 EFL teachers ($n=81$) belong to four Yemeni

Universities situated in South Yemen. 81 EFL teachers have been randomly selected to participate in this study based on their availability and willingness to participate in an online survey questionnaire. The four universities are University of Aden, University of Hadhramout, University of Abyan and University of Seiyun.

Data Collection Tools

To collect data for this study, a five item Likert questionnaire was designed by the researchers. Some items of the questionnaire were adapted from Vandewaetere and Desmet (2009) and from Papanastasiou and Angeli (2008) as cited in Aydin (2013) to meet the objectives of the study. The first section of the questionnaire requested the participants to give their general information such as age, gender, university, specialization, academic level and self report of their computer competence. The second section consists of 14 items (five item Likert scale where *strongly agree* = 5 and means a highly positive attitude and *strongly disagree* = 1 and means extremely negative attitude) and deals with teachers’ attitudes and perceptions towards using ICTs in EFL

teaching. The third section consists of 9 items that deal with the extent to which teachers of the concerned universities implement ICTs in their teaching. The questionnaire ends with two open questions that request the participants to identify the difficulties they encounter when implementing ICTs in their teaching and to give some suggestions for implementing ICTs in their universities.

Validity of the Questionnaire

The questionnaire had been sent to three EFL professors in Yemen. They were requested to give their opinions about whether the questionnaire is valid and can achieve the objectives of the study. Based on their comments and recommendations, the questionnaire was modified and some items were deleted and others were added.

Reliability of the Questionnaire

After validating the questionnaire by three EFL experts, it was piloted to 14 EFL teachers of Aden University to respond to it. The questionnaire showed a high reliability according to Cronbach’s Alpha reliability statistics as shown in tables no. 1 and. 2.

Table 1. Cronbach’s Reliability Statistics of Teachers’ Attitudes Towards Using Computer Technology in English Language Teaching

Cronbach's Alpha	N of Items
.725	14

Table 2. Cronbach’s Reliability Statistics of Teachers implementation of ICT tools in their teaching

Cronbach's Alpha	N of Items
.725	9

Administration of the Questionnaire

The questionnaire was webbed online through Google Drive to the EFL teachers of the concerned universities. It was shared with so many teachers as possible through what’s groups of the universities, personal WhatsApp and email contacts. 81 teachers who managed to respond to it.

FINDINGS

After processing the data by SPSS, findings showed that responses of 81 teachers were valid, 68 male and 13 female teachers, and they belong to four universities; vis, Aden, Hadhramout, Abyan and Seiyun. They also hold different academic degrees; vis, B.A. , M.A. and Ph.D. in English literature, linguistics, general English, ELE and

translation. Most of them have somehow good computer knowledge and their experience with computer ranged from 2 to 22 years. 2 female

teachers and 4 male teachers have no computers at home while all others have their own computers at home.

Table 3. Shows General Details about Participants

Variables	Gender	University	Academic Level	Do you possess a computer?	How long is your experience with computer?	How do you rate your competence in computer?	
Total no.	81	81	81	81	81	81	
Missing	0	0	0	0	0	0	
	M = 68	Aden = 38	B.A. =16	YES	75	1-5 yrs= 30	Poor 4
	F = 13	Hadhramout= 28	M.A.= 45	NO	6	6-10 yrs= 27	Satisfactory 12
		Abyan = 9	Ph.D.= 20			11-15 yrs= 12	Good 23
		Seiyun= 6				16-20 yrs= 10	V. good 26
						Above 20= 2	Excellent 16

So far as teachers’ attitudes towards using ICTs in the EFL teaching are concerned, findings revealed that teachers have highly positive attitudes (see table no.4) as most items scored more than 4 points and the cumulative mean for all items equals (4.1119). It has also been shown that there is a slight statistical difference between male teachers’ attitudes and female teachers’ attitudes as shown in table (5) in which female teachers’ overall attitude

showed a higher positive score than male teachers’. Responses showed that teachers believe that ICT is very important in language teaching and learning. They believe that using ICTs in EFL teaching facilitates EFL learning and teaching, motivates students to learn, saves time and efforts, helps in bringing authentic English into classroom, enhances students’ autonomy and self-learning and develops students’ language skills.

Table 4. Teachers’ Attitudes towards Using ICTs in EFL Teaching

No.	Item	Mean	Std. Deviation
1	ICTs facilitate EFL learning and teaching.	4.3333	.75829
2	ICTs motivate students’ to learn English.	4.3827	.66272
3	ICTs save teachers’ time and energy in language teaching.	4.3333	.90830
4	ICTs help EFL teachers to bring authentic English and authentic English culture into classroom.	4.1728	.80297
5	ICTs are important and should be available in EFL classroom.	4.2099	.90438
6	I am totally against those who say that using computer technology in language classroom is a waste of time.	4.1605	.58002
7	Using computer technology in EFL classes enhances students’ autonomy and self-confidence	3.8025	.74866
8	Teachers should use technology in their teaching of English.	4.2593	.73786
9	I don’t feel scared to use ICTs in my EFL teaching.	3.7901	1.05731
10	I like using ICTs in my EFL teaching.	4.2469	.76699

11	Using ICTs in EFL teaching and learning enhances EFL students' speaking skill	3.9877	.82906
12	Using ICTs in EFL teaching and learning enhances EFL students' listening skill.	4.3086	.75236
13	Using ICTs in EFL teaching and learning enhances EFL students' reading skill.	3.9136	.63635
14	Using ICTs in EFL teaching and learning enhances EFL students' writing skill.	3.6667	.89443

Table 5. Male and Female Teachers' Overall Attitude Means

Gender	Mean
Male	4.0924 out of 5
Female	4.2143 out of 5

Regarding teachers' uses of ICTs in their EFL teaching, teachers' responses showed that ICTs are not used by the teachers up to the required level (overall mean = 2.3964 out of 5). There is a large gap between teachers' attitudes towards using ICTs in language teaching and teachers' real implementation of ICTs in their teaching as reflected in teachers' responses to the 9 items of the questionnaire shown in the

table no. (6). There is also a slight statistical difference between male and female teachers' uses of technology in their teaching as shown in the table no. (7) but it doesn't indicate any significant relation between gender and computer technology uses in EFL teaching. There is a significant correlation between teachers' competence in computer and their uses of such technology in classroom teaching as shown in the table no. (8).

Table 6. Teachers' uses of ICTs in their EFL teaching

No	Item	Mean	Std. Deviation
15	How often do you use ICTs in your language teaching?	2.7654	.91203
16	How often do you use ICTs when teaching spoken English courses?	2.5556	1.65076
17	How often do you use ICT when teaching written English courses?	1.6173	1.35617
18	How often do you use ICT when teaching Literature courses?	1.2469	1.35583
19	I use power-point in my EFL classes.	3.0864	1.43351
20	I use internet in preparing my lessons to achieve certain objectives.	3.0494	1.32194
21	I design technology-enhanced language learning activities for my students.	2.3333	1.14018
22	I use email and social media such as whats up and Face book groups for communicating and interacting with my students and developing their English.	2.3827	1.18920
23	I display native English movies/ dialogues/ lessons for my students to develop their English and culture.	2.5309	1.40612

Table 7. Male and female Teachers' uses of Computer Technology in Their Teaching

Gender	Mean of ICTs' uses in their teaching
Male	2.4248

Female	2.2479
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Table 8. Correlation between Teachers’ Competence in Computer and Their uses of Computers in Classroom

Participants’ Competence in Computer	Mean of ICTs’ uses in Their Teaching
Poor and satisfactory (1 and 2)	1.7704
Good, V. good and Excellent (3,4,5)	2.5387

Participants were also requested to respond to two open questions concerning ICT tools they use in their teaching of English and the difficulties they face in implementing computer technology and ICTs in their EFL teaching. In regards to what technologies they use in their teaching, their responses were not different from those given in the questionnaire. They only sometimes use internet for preparing their lectures and PowerPoint for presenting their lectures while most of the other tools are rarely or not used at all. Some teachers of listening skills sometimes use CDs or tape recorders and a few of literature teachers rarely display movies while others don’t use technology at all in classroom. So far as challenges teachers encounter when implementing technology in teaching are concerned, responses to open questions revealed the following challenges:

- Departments of English and their libraries are not connected to internet.
- Lack of ICT tools in their departments
- Internet is generally poor at home, and for this reason, teachers as well as their students can’t have a good access to online libraries and English language learning programs
- Teachers’ lack of computer competence. This can also be seen in teachers’ responses to their competence level in computer where 16 teachers rated their competence as low (1 or 2 out of 5). The findings have also shown a correlation between teachers’ computer competence and their uses of computer in classroom as shown in table no. 8. However, we also have to take in mind that the questionnaire was webbed to

teachers and those who participated in responding to its items might be the ones who are the best to deal with technology and have an access to internet.

- Students’ lack of computer skills.

DISCUSSION

As per the findings of this study, it seems that South Yemeni EFL tertiary teachers held highly positive attitudes towards using ICTs in language teaching as they believe that using ICTs in English language teaching is beneficial and effective, facilitates EFL learning and teaching, motivates students to learn, saves time and efforts, helps in bringing authentic English into classroom, enhances students’ autonomy and self-learning and develops students’ language skills. So far as languages skills are concerned, responses showed that using ICTs enhances language skills generally and it enhances listening, reading and speaking skills rather than writing skill which gained 3.6 more than medium. The reason behind may consists in teachers’ beliefs that oral language can be taught better with technology as it helps in bringing authentic materials, real records and English conversations while in writing lessons, with the help of written books teachers can achieve their objectives. Such a high overall positive attitude of South Yemeni EFL teachers towards using technology in their EFL teaching goes in line with many other studies on teachers’ attitudes towards using technology in their language teaching (Albirini, 2006; Alshumaimeri, 2008; Hu and McGrath, 2011; Şahin-Kizil, 2011; Saglam and Sert, 2012; Mollaei, & Riasati, 2013; Kinik, 2014; Thapaliya, 2014; He, Puakpong & Lian

2015; Saeed, 2015; Zhelezovskaia, 2016; Artan, 2016; Thamarana, 2017; Aydin, 2018). These positive attitudes can be considered as a good predictor for the possibility of implementing computer technology in English language teaching at the concerned universities if other influential factors are met.

However, merely having positive attitudes is not enough to get ICTs implemented in classroom teaching as there are some other factors that contribute to ICTs implementation in EFL teaching. Among these factors are those mentioned by the participants in their responses to the open questions of the questionnaire in which participants were requested to identify the main challenges that interrupt their implementation of ICTs in EFL teaching and to suggest some solutions for overcoming these challenges. Among these factors is teachers' poor competence in computer that has been proved by the findings of the questionnaire that there is a significant correlation between teachers' computer competence and their uses of computer technology in classroom. Such a correlation between teachers' competence in computer skills and their uses of computer technology in their teaching has also been noticed in Compeau and Higgins' (1995) study.

When looking at teachers' uses of computer technology in their teaching, it seems to be at the minimum level. The two top uses were the use of internet for preparing lessons and the use of Powerpoint presentations in some classes. However, such two uses were placed in the category of 'sometimes' which means neither high nor low use. While other uses of technology in classroom are rarely or never take place. Some teachers of listening skill have added in their responses to questionnaire's open questions that they sometimes use tape recorders or CDs records for teaching some listening activities. This gap between using technology in classroom teaching and teachers' positive attitudes towards using technology in EFL teaching has

been expected due to some other factors. It has also been found in some other studies such as Celik (2013) Aydin (2013) in other contexts. Therefore, lack of technology use in English teaching at the concerned Yemeni Universities can be primarily explained in terms of lack of ICT tools and internet in their departments as participants considered lack of ICT tools and internet in their departments and libraries as the most influential factor that challenges them. Some other factors were found such as teachers' computer competence, students' computer competence and large classes.

The study has tried to find out if there is any correlation between teachers' gender and their attitudes towards using ICTs in EFL classrooms and results showed that there is no relationship between teachers' attitudes towards technology in teaching English and their gender. This outcome goes in line with Zozer (2018) whose study found that teachers' attitudes were positive and no difference that can be attributed to gender. So far as teachers' uses of technology in teaching are concerned, the effect of two variables were checked; viz, computer competence and gender. A significant correlation has been found between teachers' competence in computer and their uses of such technology in their teaching but there is no a significant gender correlation.

Therefore, to implement ICTs in the departments of English of the concerned universities, there is a huge need to seriously deal with the challenges that tertiary EFL teachers encounter. Providing internet connection to English departments and libraries, providing language labs and ICT tools, training EFL teachers and students on computer skills and on how to use computer technology for language teaching and learning purposes can be key factors towards implementing ICTs in English language teaching to enhance English language learning and develop students' communication competence in English.

CONCLUSION AND RECOMMENDATIONS

This study has investigated South Yemeni EFL tertiary teachers' attitudes towards using ICT tools in their teaching of English, their actual uses of such technology in teaching and the factors that affect their implementation of ICTs in their teaching for the purpose of suggesting some solutions that may contribute to their implementation of ICTs in English classes. Findings revealed that tertiary EFL teachers of the concerned Yemeni universities held positive attitudes towards using computer technology in their teaching of English. It has found no significant differences in teachers' attitudes towards ICTs in EFL teaching that can be attributed to teachers' gender, academic level, computer competence or university. However, their actual uses of such technology in teaching is not up to the required level and more limited to using internet in preparing lessons, using PowerPoint in presenting lectures in addition to using CDs recordings or tape recorders in teaching some listening activities. Significant differences have also been found in teachers' uses of ICTs in their actual teaching that can be attributed to teachers' competence in computer. Those who have poor computer competence were found using ICTs less in their classes. Gender and academic level have shown no significant differences in teachers' uses of ICTs in their teaching.

Anyway, the use of ICTs in the concerned universities seems to be pretty low due to many factors such as the unavailability of internet in English departments and college libraries, lack of ICT tools in their departments and lack of computer competence in the part both teachers and their students. Therefore, this study, for the purpose of implementing ICTs better, recommends the authorities of the concerned Yemeni universities to: a. provide internet connection for their English departments and

libraries, b. provide language labs and ICT tools as required for English language learning and teaching and c. train EFL teachers and students on computer skills and how to use ICTs for language teaching and learning purposes. It also recommends teachers and learners of English at the concerned universities to do their best in investing computer technology, at hand, for their language learning and teaching. It recommends future researchers to investigate Yemeni tertiary students' perceptions of computer-assisted language learning and to conduct empirical studies to assess the effectiveness of CALL and MALL applications in developing language skills of the concerned universities' EFL students.

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