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ESL LEARNERS AND TEACHERS PREFERENCES TOWARDS COMPUTER TECHNOLOGY IN ESL CLASS ROOMS AT POSTGRADUATE LEVEL

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*ABSTRACT-*The use of computers in classrooms is becoming more popular nowadays, especially when the world witnesses an enormous revolution in the field of technology. This paper has examined how learners and teachers, of the postgraduate level, perceive the use of computer technology in second language learning and teaching. The study investigated the preferences of learners and teachers towards using computer technology in ESL classrooms. This work also investigated the learners' use of the computer for learning and non-learning purposes and impacts of computer technology on learners. The data was gathered through questionnaires from four universities of district Multan. Our results show that both learners and teachers have positive attitudes towards using computer technology in learning second language (English). Therefore, it is suggested that an effective curriculum and training of learners and teachers and provision of computers are necessary for the use computer technology in ESL classrooms.

Key words: ESL, Learners, Teachers, Classroom, Computer, Technology**.**

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1. INTRODUCTION

It is generally well known that information technology has highly affected the human life and it plays very crucial role in the development of today`s human society. Now the world entered in the digital age and the use of computer-based technology is inevitable in every field including pedagogy. Its use can also be seen in the education system. It is also absolutely necessary to take advantages of technological media particularly in the area of language instruction and learning. The use of computer technology can be seen in schools, colleges, universities, offices and homes. Warschauer (1996) asserts that the use of computers have become so widespread `dramatically` in educational institutions and everyday life `that majority of language teachers must now begin to think about the implications of computers for language teaching (p.1). In classrooms, communicative, audio-visual and cognitive approaches can be applied with the help of computer-assisted language learning. These approaches are very helpful in the learning of new skills than traditional methods of teaching. Teachers can get benefit from computer-assisted language learning by improving their teaching strategies, rather than continuing to rely on classical methods in classes. Those learners who are trying to learn English as a second language need additional language support. They have to practice in hearing the language, reading the language, speaking the language, and writing the language in order to build up their experiences and skills (Ybarra & Green, 2003).

1.1. Historical Background

There is a relation in technology and English language learning (Singhal, 1997). During the sixties and seventies of the last century many educational institutions start utilizing language laboratories for English language learning. These were traditional language learning laboratories and there every learner had small cabinets, cassette deck, a headphone and a microphone. A central control panel was

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used by the teacher to observe learners' interactions. The most important benefit of that type of technology was that verbal behavior of learners would help them to quickly learn the second language. Despite the fact that the language laboratory was a positive step to link language education and technology, this approach became sincerely monotonous and boring for learners (Singhal, 1997). Also, there were minimal interactions between the teacher and his learner. In English language classroom, the use of computer technology is very beneficial for both learners and teachers. Nowadays many software application programs are available such as reading and writing programs, electronic workbooks, vocabulary programs, grammar programs and spelling check utility programs. For the help of the teacher in creating tutorial exercises, different learning packages are also available.

1.2. Situation in Pakistan

In Pakistan English is taught as a compulsory subject from early education. It is a medium to go for higher education. It is a foreign language in Pakistan. It is enjoying the status of a prestigious second language because of two very essential components. Firstly, English is a superior second language in workplaces. In the institutions of higher education and non-public schools, its dominance is prominent. Moreover, proficiency in English is necessary for livelihood. Secondly, there is no doubt that English is a global language. In all over the world it is the language of science and technology. The quick development of English as an instrument of digital communication around the globe has developed English as an International Language (EIL). Moreover, we can say that the computerized media has brought English into an ordinary communication. This status of English and its connection with technology infers that there is a need to investigate advantages of computer technology and language learning applications. In Pakistani ESL context speaking skill is one of the most important skills. It is extremely difficult for learners to converse with others in

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English. The majority of the learners of Pakistan are facing this problem. They can take their exams with the help of rote learning, they can become good test takers but they lack communication skills because they do not know how to utilize that language in real life situations. In order to take part in international seminars or present research papers at international conferences, students can deliver their presentation with the help of rote learning but they fail to converse in question answer session. The process of learning and teaching English in Pakistan needs continuous attention. The computers play a vital role in the learning process, especially in learning language. Computer Assisted Language Learning is one of the most important teachings learning methodology to develop English language learning and teaching in Pakistan. In deed, in spite of the fact that implementing computer technology in second language learning is still a questionable matter, the majority of modern learners and teachers believe that computer-based education will improve English language learning. At the same time, some experienced teachers may be scared of using computer assisted language learning in the classroom because they are unfamiliar with technology. But fortunately, with the help of some new vigorous and energetic teachers, the plan of using computer technology in ESL classroom became successful because of their past experiences with the computer. The government of Pakistan is also taking steps in using the computer technology in the education sector. In this respect, computer laboratories have been made in schools, colleges, and universities of Pakistan. The facility of the internet is also provided in educational institutions. Learners can access to computer laboratory and internet in their institutions. Laptops are also provided by the Pakistani government to the learners to raise awareness about the use of computer technology for learning purposes. The universities of district Multan, Pakistan also have separate computer laboratories in English departments to

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provide full facilities to their learners.

1.3 Statement of the Problem

A lot of research has been carried out to discover how both learners and teachers feel about computer technology used in classrooms. Now it is possible for learners to learn the second language easily in a stress-free environment because of unprecedented opportunities. Learners have the opportunity of using DVDs, CD-ROM and even web-based resources to make ESL classroom more energetic, dynamic and innovative. The use of computer technology makes the class more interesting. The purpose of the present study is to explore the preferences of both the learners (postgraduate learners) and the teachers towards using computer technology in second language learning. This study will also examine the effectiveness of the use of computer mediated technology during ESL learning and teaching. This work will also discover general attitudes of learners and teachers towards computer technology.

1.4. Objectives of the Study

1. To assess the attitudes of ESL teachers towards using computer and computer related technologies.

2. To identify the teaching techniques of ESL teachers used at post graduate level.

3. To observe ESL learners' attitudes towards using computer and computer related ESL strategies.

4. To evaluate the impact of computer technology in second language learning at post graduate level.

5. To identify the difficulties faced by ESL teachers and learners during using computer assisted language learning.

1.5 Significance of the Study

The use of computer technology in English language learning and teaching offers many opportunities both for learners and teachers. The reason to

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conduct this research work is to know the effectiveness of computer technology in second language learning. This study is very important because of the specific focus on advanced learners and because of the contributing insights into advance learner's perceptions on computer mediated technology because these perceptions are important in effective learning. Conducting this study is a means for the researcher to personally understand how advanced learners and teachers feel about fusing the computer technology into English language learning and teaching. This study is the way to evaluate the effectiveness of computer technology in English language learning. It will also indicate the frequency of using computer means to what extent learners and teachers use computer. The present study will also raise awareness among people the importance of using computer in English language learning. This study will also find out the difficulties faced by ESL teachers and learners while teaching/learning the second language. The most important significance of the present study is that it will raise the effective use of those laptops provided by the Government of Pakistan to the learners of Pakistan.

2. RESEARCH METHODOLOGY

This paper has examined the preferences of learners and teachers towards the use of the computer technology in second language learning at postgraduate level at the four universities in Multan, Pakistan. The study specifically explored how learners and teachers perceive the use of computer technology program in second language learning and instruction and their possible classroom implementations. It also examined the purposes of using the computer. Moreover, the study aimed to provide information about the impacts of using computer technology in ESL classroom at postgraduate level.

2.1. Research Design

For this purpose, mixed method approach has been employed in the present

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study for collection and analysis of data. Mixed method is a general type of research in which qualitative and quantitative methods are mixed in one overall study. It is a method in which the researcher uses the qualitative research paradigm for one phase of the research study and the quantitative research paradigm for another phase of the research study. It is stated that while using the mixed method approach, the researcher combines or amalgamates the qualitative and quantitative research techniques, methods and approaches into a single study. In current research work, a field study of advanced ESL learners was conducted. The study was descriptive in nature and it aimed at providing the description of the problem under investigation by giving concrete factual information about the characteristics of any phenomenon and the situation under which it took place.

2.2 Population of the Study

The authenticity, validity and the generalization ability of any research work mainly depend on the selection of its population and way of sampling. The target population of the present study is comprised on postgraduate learners studying at the universities of district Multan, Pakistan and also teachers of ESL classes of postgraduate level. There are many universities in district Multan as Bahauddin Zakariya University, University of Education, Air University, Women University, National University of Modern Languages, National College of Business Administration & Economics and Institute of Southern Punjab. Out of them, the researcher selected four universities where computer technology is being used in ESL classrooms at postgraduate level. The universities included in the current study, are as under:

- Bahauddin Zakariya University (BZU) Multan

- University of Education (UE) Multan

- National University of Modern Languages (NUML) Multan.

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- Institute of Southern Punjab (ISP) Multan

2.3 Sample of the Study

In the current study, purposive sampling is used to select the sample for this study. The population of the present study was the learners and teachers of four universities of district Multan. 400 ESL learners of postgraduate classes were chosen as a sample, 100 from each university. It can be said that the sample of the current study represents the whole population of the present study. Though the results of this research cannot be applicable to the whole country, they can be applied to the whole district where this research is conducted.

2.4 Data Collection

Data collection is a process by which the researcher collects the information needed to solve the research problem. The validity and generalization ability of the research outcomes mainly depend on the sources of data collection.

2.5. Research Instruments

The use of questionnaires is an easy and practical mean of collecting data from a large population as compared to other data collection tools. Two types of questionnaires were designed to collect data for present research work, one for learners and the other for teachers. These were designed in simple and easy language to avoid ambiguity and misunderstanding for participants. These questionnaires were the first phase of collecting data. The statements of all the sections were in close-ended format. The second type of questionnaire was designed for teachers, who were teaching English as a second language at postgraduate level, to examine their preferences towards using computer technology in the classroom.

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2.6. Research Questions

This study had five major research questions it aimed at to address. All these questions focused on obtaining information about the learners and teachers personal opinions and actual real-life usage of CALL teaching and learning language.

• What are the attitudes of ESL teachers towards using computer and computer related technologies?

• What are the teaching techniques of ESL teachers at Postgraduate level?

• What are the attitudes of ESL learners towards using computer and computer related ESL strategies?

• What are the impacts of computer technology in second language learning at Postgraduate level?

• What are the difficulties faced by ESL teachers and learners during using computer assisted language learning?

3. DATA ANALYSIS

The Questionnaire of learners was circulated among 400 learners and 320 learners completely filled the questionnaires. The return was 80 percent. The questionnaire of teachers was distributed among 20 teachers and the researcher got back the entire questionnaires totally filled by teachers. The Learners' and the teachers' reactions were gathered and calculated using SPSS Statistics 17.0 and presented in the form of tables.

3.1 Interpretation of Learners' Questionnaire

The reactions of the learners were presented in different sections with the help of frequency analysis (percentage). First section of the questionnaire was designed to obtain the demographic information of the participants, i.e. gender, age, background etc... Results show that 30% of the respondents are male and 70% (n=224) of the respondents are female. It is clear from the table that majority of the

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respondents are female. Majority of the respondents 60% (n=192) belong to 20-22 years of age group, and 25.3% (n=81) of the respondents aged between23-25 years of age group while 9.4% (n=30) of the respondents aged 26-28. Only 5.3% (n=17) of the respondents belong to 29 and above years of age group. Most of the respondents, 65.3% (n=209) belonged to the urban background while the minority of the respondents 34.7% (n=111) belonged to the rural background.

3.2 Respondents' General Attitudes about CMT

Table 1 shows that most of the learners 52.5% (n=168) are in the view that they have been using the computer from 4-6 years and 33.7% (n=108) learners are using the computer from 1-3 years. 9.1% (n=29) said that they are using the computer from 7=9 years. The least number of learners 4.7% (n=15) are using the computer from 10+ years. Table1 also shows that majority of the learners 40.6% (n=130) are using the internet from 4-6 years. 35.6% (n=114) learners said that they are using the internet from 1-3 years and 19.7% (n=63) are using it for 7-9 years while the minority of the learners 4.1% (n=13) are using the internet from 10+ years.

Table 1 Attitude about CMT

Attitude about CMT	Years of Using Computer		Years of Using Internet	
Years	Frequency	Percentage	Frequency	Percentage
1-3	108	33.7	114	35.6
4-6	168	52.5	130	40.6
7-9	29	9.1	63	19.7
10+	15	4.7	13	4.1

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3.3 Use of Computer for Non-Learning Purposes

In this section, the participants gave their views about the use of the computer for non-learning purposes. They told for which non-learning purposes they use the computer. It is indicated in table 2 that 32.5% participants always read newspaper on the internet. Majority of the learners 44.4% do not play online computer games. 93.7% respondents said that they never use the computer for designing websites. 56.5% of the respondents do not like to shop online. 41.9% learners often use the computer for chatting with friends. 70.3% learners always check and compose emails. 28.8% learners responded that they rarely use the computer for watching online dramas.

Table 2 Use of Computer for Non-Learning Purposes

Categories	Always	Often	Rarely	Never
Playing Online Games	17.8	18.1	19.7	44.4
Reading Newspaper	32.5	29.7	21.9	15.9
Designing Websites	1.0	1.6	3.7	93.7
Shop Online	4.4	9.1	30	56.5
Chatting with Friends	24.7	41.9	20.9	12.5
Receiving/Sending Email	70.3	20	5.6	4.1
Watching Online Dramas	20.6	25.3	28.8	25.3

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3.4 Use of Computer for Learning Purposes

In this section, the participants gave their views about the use of the computer for learning purposes. They told for which learning purposes they use the computer. Table 3 indicates the usage of computer for the learning purpose and it is categorized in four different categories that includes always, often, rarely and never. The majority of the learners 42.8% said that they often use computer for learning the English language. 48.4% respondents told that often using the computer for searching online English material is very helpful. 53.8% participant responded that they often use the computer for improving vocabulary. 33.2% respondents often use computer technology to practice their skills as listening, speaking, reading and writing. 44.7% learners always use online dictionaries. 36.6% respondents answered that they often use the computer for Google translation. 39.1% learners were in favor of often using the computer for composing purposes while only 2.5% learners never compose assignments.

Table 3 Use of Computer for Learning Purposes

Categories	Always	Often	Rarely	Never
Learning English Language	31.9	42.8	20.6	4.7
Online English Material	30.6	48.4	19.1	1.9
Vocabulary	25.3	53.8	10.3	10.6
Language Skills	30.3	33.2	22.5	14.0
Online Dictionaries	44.7	35	14.4	5.9
Google Translation	36.2	36.6	15.6	11.6

mposing Assignments	38.1	39.7	19.7	2.5

3.5 Impacts of Computer Technology in Second Language Learning

SA (Strongly Agreed), A (Agreed), N (Neutral), D (Disagreed), SD (Strongly Disagreed).

Table 4 Impacts of Computer Technology in Second Language Learning.

Category	SA	A	N	D	SD
Learning becomes Interesting	30.9	48.7	9.7	9.1	1.6
Beneficial in Vocabulary	25.6	62.8	4.1	5.6	1.9
Beneficial in Grammar	25.9	62.5	4.1	5.6	1.9
Improving Language Skills	28.1	60.3	4.7	5.3	1.6
Better Language Tests	29.7	51.2	9.4	7.5	2.2
Opportunities to Practice	46.9	51.2	1.6	0.3	0
More Activity and Creativity	34.4	45	11.2	7.2	2.2
Understanding Difficult Concepts	33.7	44.4	10.3	7.5	4.4
Effective Feedback	31.9	45.3	10.3	8.1	4.4

When it was asked about the impacts of computer technology in ESL learning, table 4 clearly indicates that 48.7% respondents agreed with the statement that the use of computer technology makes ESL learning more enjoyable, easy and interesting.

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62.8% learners agreed that improving vocabulary knowledge the use of the computer is very helpful. 62.5% participants agreed with the statement that computer is very useful in improving grammar skill. 60.3% participants ticked the option 'agree' in response to this statement that computer is effective Improving Language Skills. In response to the statement of computer based language tests are clear and good as compared to paper and pencil tests 51.2% learners agreed. 51.2% respondents agreed with the statement that the internet provides many opportunities to language learners for practicing English language. 45% participants respond in the category of agreed. 34.4% strongly agree that the use of computer technology in language learning makes learners move active and creative. The computer technology is very useful in understanding difficult and ambiguous concepts of English language learning. 44.4% respondents came with answers of agree.

3.6 Difficulties related to CMT

The purpose of this section was to find out the difficulties which learners face while using the computer in English language learning. 5-point liker scale is used to measure the responses of the target population. 43.8% learners agreed that they feel difficulty to read lengthy text on the screen, the majority of the learners 42.8% strongly agreed that Teachers are not competent. 38.7% participants strongly agreed with the statement that access to the computer is not easy for them at post graduate level. 35.3% participants selected the option 'disagree' that Institution gives provision to use computer. 38.4% respondents strongly agreed that access to internet is not easy. It is very difficult for all learners to buy the computer and get the internet facility at home due to financial barriers and 50% participants say that they strongly agreed with the above statement and 44.1% agree. There is another difficulty that learners have to face while using the computer for English language learning purposes is difficulty in understanding activities. The analysis of data shows that 41.9% learners came with

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answers of 'agree' option and 34.7% respondents came with the option of 'strongly agree'. 35.3% respondents agreed that the continuous use of the computer can cause physical fatigue for the learners and 33.4% participants were in favor of 'strongly agree' option.

SA (Strongly Agreed), A (Agreed), N (Neutral), D (Disagreed), SD (Strongly Disagreed).

Table 5 Difficulties related to CMT

Category	SA	A	N	D	SD
Reading from a screen is tiring	40.9	43.8	5.3	6.9	3.1
Teachers are not competent	42.8	38.8	4.4	8.1	5.9
Access to computer is not easy	38.7	25	1.6	20.6	14.1
Provision to use computer	17.5	17.5	1.3	35.3	28.4
Access to internet is not easy	38.4	35.6	1.6	13.1	11.3
Financial Barriers	50	44.1	1.2	2.5	1.2
Difficulty in Activities	34.7	41.9	2.8	11.2	9.4
Physical Fatigue	33.4	35.3	2.2	16.6	12.5

3.7 Interpretation of Teachers' Questionnaire

First section of teachers' questionnaire was designed to obtain the demographic information of the participants, i.e. gender, age, background etc... 40% of the respondents are male teachers and 60% of the respondents are female teachers.

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Majority of the respondents 45% belong to 36-40 years of age group. 35% teachers have 11-15 years of teaching experience while 30% have 16+ years teaching experience. 65% are teaching at post graduate level and 35% are teaching at both levels i.e. graduate and postgraduate.

3.7.1 General Attitudes

The purpose of this section is to know the general attitudes of ESL teachers towards the use of computer in language instruction. To investigate the views of teachers 5-Point Liker Scale is used. 45% teachers responded in favor of strongly agree. According to them, use of the computer in language teaching is really effective. 40% learners strongly agreed while 30% learners agreed with the statement that computer knowledge is important to an English language teacher. 40% chose the option 'agree' that they download latest teaching material. 45% respondents responded in the category of 'strongly agree' that computer is important teaching tool in ESL classroom. 25% respondents ticked the option of 'strongly agree' and 30% ticked 'agree' that teachers become more creative and efficient. When there came the question of competency in using computer, 25% respondents said that they are agreed and 20% told that they are strongly agree that 35% respondents told that they are strongly agreed and 35% said that they are agreed that computer is effective in teaching grammar. 50% respondents selected the option 'strongly agree' and 30% said that they are agreed that computer is effective in teaching language skills.

SA (Strongly Agreed), A (Agreed), N (Neutral), D (Disagreed), SD (Strongly Disagreed).

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Table 6 General Attitudes of Teachers

Category	SA	A	N	D	SD
Effective in Instruction	45	30	10	10	5
Computer is Important	40	30	15	10	5
Download Teaching Material	25	40	10	15	10
Important in ESL Classroom	45	30	10	10	5
More Creative and Efficient	35	30	10	20	15
Trained in Using Computer	20	25	5	30	20
Effective in Grammar	35	35	5	15	10
Effective in Language Skills	50	30	5	10	5

3.8 Teaching Techniques/Strategies at Postgraduate Level

This section of the questionnaire was designed to know the teaching techniques/strategies of teachers at postgraduate level in the classroom. It shows that 30% (n=6) teachers like giving students presentations and projects.25% (n=5) teachers go for group discussion. They like to teach learners with the discussion. Some teachers as 15% (n=3) like to use AV aids to motivate learners. Those teachers who teach using computer technology were also 15% (n=3). There is another teaching technique, question-answer technique, which is used by 10% (n=2) teachers. The least used teaching method by teachers is lecturing where it is clear that only 5% (n=1) use this method.

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Table 7 Teaching Techniques/Strategies at Postgraduate Level

Prefer Teaching Strategies	Frequency	Percentage
Lecturing	1	5
Question-Answer Technique	2	10
Group Discussions	5	25
Teaching through AV Aids	3	15
Presentations & Projects	6	30
Teaching through Computer	3	15
Total	20	100

3.9. Difficulties Related to CMT

This section of the questionnaire was designed with the purpose to investigate the difficulties faced by teachers while using computer technology in language instruction.

SA (Strongly Agreed), A (Agreed), N (Neutral), D (Disagreed), SD (Strongly Disagreed).

Table 8 Difficulties Related to CMT

Category	SA	A	N	D	SD
Unavailability of Computers	45	30	10	10	5
Unsatisfactory Curriculum	40	25	10	15	10
Computer Expert/Technician	40	30	10	150	5
Time Taking	50	30	10	5	5

Access to the Internet	45	25	10	10	10
Hardware and Software	45	20	15	15	5
No Training Programs	65	25	5	5	0
Difficulty to Manage Learners	45	20	10	15	10

The majority of the participants, 45% ticked the option 'strongly agree' to unavailability of computers at institution. When participants were asked about the curriculum of English language instruction, the majority of the participants 40% ticked the option 'strongly agree'. 40% respondents selected 'strongly agree' option for computer expert/technician is not available. 50% respondents strongly agree to teaching with computer is time taking. About the question of access to the internet for teachers, it is clear that 45% participants ticked the option 'strongly agree'. 45% respondents ticked the option 'strongly agree' that access to new hardware and software programs is difficult. In response to the statement `universities do not provide training to teachers about using computer technology in language instruction', the majority of the participants 65%came up with the option of 'strongly agree'. 45% respondents selected the option 'strongly agree' about the difficulty to manage learners.

4. FINDINGS

4.1 Findings obtained from Learners' Questionnaire

Section two of the learners' questionnaire was designed to investigate general attitudes of learners towards the use of computer. The results of this section indicated that learners have general awareness about computers. The third section investigated computer use for non-learning and learning purposes. The majority of the learners reported that they use computer for chatting with friends, watching dramas,

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composing email and reading newspapers. However, most of the learners also said that they never did online shopping. The researcher thinks the reason may be their lack of trust for online shopping. The finding also indicated that most of the learners do not use computer for playing online games. It may be their lack of interest towards playing games.

Furthermore, it is clear from the results of the findings that the use of computer for learning purposes is also very frequent among learners. Those learners who do not use computer in language learning are fewer in numbers. In addition, the forth section discovered the impacts of computer technology in second language learning. It is clear from the results of the findings that great majority of the learners are agreed and strongly agreed that the use of the computer is very effective in making learning more interesting, in improving grammar, in improving vocabulary, in developing language skills such as listening, speaking, reading and writing. Learners become more creative and active due to the use of the computer in language learning. The results of the findings also indicated the difficulties faced by learners while using computer technology in ESL classroom. The great majority of the learners said that reading lengthy text from a screen is very tiring. The other difficulty that learners face is incompetent teachers. It is because of the lack of training sessions for teachers. Finally, more than half of the learners reported that access to computer and internet is not easy. There are also some other difficulties that learners have to face.

4.2 Findings obtained from Teachers' Questionnaire

The purpose of the second section of teachers' questionnaire was to investigate general attitudes of teachers towards the use of computer in language instruction. It is clear from the results of the findings that most of the teachers have positive attitudes towards using computer technology in language instruction. They want to use computer in ESL classroom. They also need training to use computer in

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language instruction. The results of the findings of section three indicated that most of the teachers like to use presentations/projects and group discussion methods for teaching. The least used teaching strategy is lecturing. The fourth and the last section of teachers' questionnaire investigated the difficulties of teachers while using computer technology in language instruction. More than half of the teachers said that computers are not available at their institution. Many teachers reported that curriculum is not satisfactory. It is the responsibility of institutions to design suitable curriculum according to the needs of the learners. Summarily, all these findings may imply that learners and teachers generally have positive attitudes towards computer technology use both in their daily lives and in language instruction.

4.3 Interpretation of Research Questions

The results of the second section of learners' questionnaire showed that most of the learners have general awareness about computers. The outcomes of third section also demonstrated that learners frequently use the computer for non-learning purposes. Furthermore, learners also use the computer for learning purposes. It is clear from data analysis that great majority of the participants often or always use computer for learning the English language, for searching online English materials, to improve vocabulary knowledge, to practice skills (as listening, speaking, reading and writing), for checking online dictionaries, for Google translation and for composing assignments. Those contributors who rarely or never use computer for learning purposes are fewer in numbers. The results of the findings gathered from the teachers' responses suggested that majority of the teachers have positive attitudes towards using the computer in language instruction and like using computers for teaching purposes. It is clear from the results of the findings that majority of the teachers like to use presentation and project method at post graduate level. The data gathered through questionnaire also indicated that some teachers use AV aids to

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facilitate the learning. It is clear from the results of the findings that great majority of the respondents are agreed and strongly agree that the use of the computer is very beneficial in making learning more interesting, in improving vocabulary, in improving grammar, in developing language skills (as listening, speaking, reading and writing). Findings also show that most of the learners believe that the internet provides many opportunities for them to practice and using the English language. Majority of the learners feel difficulty while reading lengthy text on a screen. Learners also said that their teachers do not have command on the computer. The results also indicated that half of the learners believe that they do not have access to the computer and the internet at the institution. The great majority of the learners believe that learners cannot afford computer and internet facilities at home due to financial barriers.

5. CONCLUSIONS

In light of the findings of the current study, it is indicated that learners and teachers revealed positive attitudes towards the use of computers in language learning and teaching. It is suggested that when learners have encouraging attitudes they will be more motivated and will be able to perform better and will achieve higher levels of acquisition. It is also indicated from findings that there is a great need for training for both learners and teachers to learn and teach with computers. It is the duty of universities to arrange training classes for both learners and teachers in order to use technology more effectively. Universities should also create the suitable curriculum for learners to gain more effective outcomes. The most important thing that is needed is the availability of computers and internet in every classroom for every individual learner.

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