

ESL Lecturers' Voices on *Tell Me More*

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Abstract: In the past, the cost of computers and courseware greatly restricted the use of computers in education. However, computers and courseware are now becoming important tools for learning in the institutions. In order to maximize the utilization of the courseware, it is important to get to know how the teachers perceive the use of the courseware in their classroom. Therefore, this paper aims to investigate how ESL lecturers in a polytechnic in Malaysia perceive the ease of use, usefulness and suitability of a courseware named TELL ME MORE. Data was collected via semi-structured interviews with four ESL lecturers at the polytechnic. Findings show that ESL lecturers indicated positive perceptions on the ease of use, usefulness and suitability of the courseware. However, it was found that the courseware is not quite suitable for the teaching and learning of writing.

Key words: Innovative teaching; CALL; ESL; courseware; language learning

INTRODUCTION

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With the integration of ICT in the teaching of the subject, it is important to ensure that the courseware really supports the students' learning as a learning tool; and whether the use of courseware is benefit for a long term investment (Chua 2009). ESL teachers cannot simply assume that the techniques, approaches and strategies that worked well in the traditional learning environment of the classroom can simply be successfully used in the environment of the ICT (Melor et. al 2009). Indeed, teachers' perceptions were found to influence the success of integration, specifically the amount of technology use, the ways in which the technology was used, and teachers' expectations about teaching. In addition to factors such as computer access, time constraints, individual computer skills and hardware issues (Melor 2007b).

In language teaching, the use of computers has started since thirty years ago. Computer Assisted Language Learning or known as CALL was introduced since 1960s. When integrated appropriately, CALL technologies can support experiential learning and practice in a variety of modes, provide effective feedback to learners, enable pair and group work, promote exploratory and global learning, enhance student achievement, provide access to authentic materials, facilitate greater interaction, individualize instruction, allow independence from a single source of information, and motivate learners (Lee 2000). According to Ashinida et al. (2004), a comparative study in Malaysia between CALL and traditional teaching method conducted shows that CALL helps in improving students' linguistic skills. They mentioned in their study that CALL is helpful in increasing students' motivation and less time consuming in learning certain concepts.

Understanding why people accept or reject new information or communication technology has been one of the most challenging issues in the study of new technologies (Park et al. 2007). Among the various efforts to understand the process of user acceptance of information systems, the Technology Acceptance Model (TAM) introduced by Davis (1989) is one of the most cited theoretical frameworks. According to him, the model is an attempt to derive the determinants of computer acceptance that is general, capable of explaining user's behaviour across a broad range of end-user computing technologies and user populations, while at the same time trying to be parsimonious and theoretically justified.

Many researchers have carried out studies to evaluate the benefits of using ICT in education. BECTA (2005) summarized that ICT promotes greater collaboration among students and encourages communication and the sharing of knowledge. ICT gives rapid and accurate feedbacks to students and this contributes towards positive motivation (Siew & Leila 2010). ICT tools have now removed the time and space limitation found in traditional teaching. Classroom dialogue can now extend beyond the time and space constraints of class time (Samuel & Zaitun 2006). Chua (2009) mentioned that integrating ICT tools in teaching can lead to increase students' learning competencies and increase opportunities for communication.

Driven by competitiveness, students' performance enhancement and education service improvement, institutions have invested heavily in information technology, specifically computers and courseware with the likelihood that this investment will promise a foreseeable future. Understanding the factors that influence students' technology acceptance and perception in different contexts is vital in integrating ICT in classroom and making it a successful programme. Many teachers and educators feel that the use of technology changes the dynamics of their classrooms. Numerous studies have been done to determine whether or not this is actually true. In Melor's study (2007b), it was reported that the use of computers encouraged the students to cooperate with one another. This learner-centered approach also allowed students to follow their own interests and progress at their own pace resulting in a higher motivation.

In this study, the focus is on the use of courseware as a tool to support English language learning. The benefits of using courseware largely come from the fact that it usually provides a more engaging learning experience, with text, audio, video, and animations all used to convey information (Kruse 2004). Typically, a graphic will be displayed along with bulleted text as an audio narration provides the primary content.

Over time, teaching methodologies, educational programmes and materials go through changes due to innovative educational theories and improvements in technology. Web-based learning, the use of

CD-ROMs and interactive computer programmes are considered as the new forms of education of the future (Inozu & Ilin 2007). Integrating courseware into English language learning is an advantage as students will be able to explore and learn successfully. Computers have become an influence that not only shapes our daily life but also shapes our curricula in formal educational settings. Computer-assisted learning can help us deliver a deep and solid education to a specific subject (Avouris et. al 2001). Conventional teaching methods are very familiar to all the students and most of them are comfortable with the methods. The move to an interactive multimedia courseware has the potential to change this comfort level. Therefore, it is important that the courseware must be appealing to the students.

Realizing the potentials of computer technology, many educators have become more interested in its use as a tool in language teaching. There are a lot of evaluative software articles to discuss whether or not software was beneficial enough for school use. Reading and writing were the most frequently addressed skill areas. Numerous software programs were created in foreign languages such as English, French, Spanish, Italian, German, Japanese, and Russian. However, English as a second language is the most commonly discussed target language. One of the famous tools used is Speech recognition (SR) software which requires a user to produce meaningful linguistic units that are then translated by a speech recognition programme. The implication for second language classrooms is that a student's oral abilities can be grammatically analyzed in order to assess oral proficiency levels and to provide students with feedback. Derwing et al. (2000) stated that the usefulness of speech recognition software for language students hinges on its ability to (1) recognize nonnative utterances and (2) identify problem areas of student production in order to provide corrective feedback. Thus far, research suggests that SR technology is not sufficiently reliable to justify its implementation into the second/foreign language classroom (Derwing et. al. 2000). Furthermore, Derwing and his colleagues reported that while the SR software they evaluated was able to recognize 90% of the words uttered by native speakers, it was only able to understand between 24% and 26% of the non native speakers' utterances. Therefore, SR software, in its current form, would provide unreliable feedback to foreign language students.

It is obviously seen that computer technology will have significant implications for the teaching profession. At the very least, technological advances will bring operational changes at the chalk face (Kenning 2007). Based on Kenning (2007), guiding is the process of directing another person along a path. It involves attending to the external context and supporting learning by providing maps for people to follow when faced by a changed or new environment. Coaching and training are concerned with the improvement of behaviour based on some analysis on current performance. Teaching, on the other hand, focuses on the acquisition of general cognitive abilities on learning and understanding. Lastly, mentoring involves drawing out and validating a person's unconscious competences. As far as language teaching is concerned, the role of the teachers will depend on the purposes of the relative importance of the individual aspects. For example, giving a high priority to an area like pronunciation, which requires intensive practice and precise feedback, will automatically heighten the role of the teacher as coach, although with the ability of audio technologies, the role can be delegated to ICT (Kenning 2007). Therefore, it is hard to say that equipments are capable of taking over some of the teachers' function. The introduction of technology in classroom needs to be carefully considered as it may fundamentally affect the way learners learn and the way in which the teachers teach (Melor 2007a). Both the degree and quality of the teaching presence vary considerably across CALL software, and, as with a live teacher, the teaching presence can come in different forms (2007b).

Mohamed Amin et al. (2001) conducted a study to examine teacher trainees' opinion regarding an on line learning-to-learn model known as SMART Net in terms of its 1) suitability and 2) usefulness as an Internet-based teaching and learning tool. The results show that as a whole, the respondents indicated positive reaction toward the usability and suitability of SMART Net as an Internet-based tool for teaching and learning and found that SMART Net is a potentially useful and suitable Internet-based tool for teaching and learning. Chong et al. (2005) conducted a study on the use of ICT in Mathematics teaching found that teachers are not fully utilizing these facilities in their teaching. A survey was conducted to study the barriers preventing the integration and adoption of information and communication technology (ICT) in teaching Mathematics. Six major barriers were identified: lack of

time in the school schedule for projects involving ICT, insufficient teacher training opportunities for ICT projects, inadequate technical support for these projects, lack of knowledge about ways to integrate ICT to enhance the curriculum, difficulty in integrating and using different ICT tools in a single lesson and unavailability of resources at home for the students to access the necessary educational materials.

Melor (2007b) conducted a study on English teachers in technical schools in Peninsular Malaysia to explore in detail ESL teachers' use of ICT, attitude to ICT and competence in the use of ICT. The study aims to investigate the motivation and challenges faced by ESL teachers in their effort to use ICT. The analysis shows that the teachers' attitude to use ICT in teaching is positive. The analysis also provides evidence that the teachers perceived that using ICT has many benefits to language teaching and learning. However, it was also found that the real usage of ICT is low due to teachers' low ICT competence especially in some specific areas of ICT and also some other related factors such as lack of access, unavailability of the computers and lack of time.

Baharuddin et al. (2006) conducted a study in a research project related to the learning of "Goal Programming" of form six students using an interactive multimedia (IMM) courseware. The purpose was to determine the suitability of the design in the multimedia courseware for the learning and students' preferences toward the use of the courseware compared to traditional methods of learning the topic. The treatment instrument that is the IMM courseware was developed by a team of experts at the Department of Educational Multimedia, Faculty of Education (multimedia courseware design and development) and the Department of Mathematics Faculty of Science (content expert) at Universiti Teknologi Malaysia (UTM). The results from the analysis showed that many students agreed that the (IMM) courseware is user-friendly and able to support the learning of "Goal Programming". Many students also prefer learning it using an (IMM) courseware compared to traditional methods of learning while teachers play the role of a facilitator. It was also evident that many students prefer to learn mathematics with an interactive multimedia courseware that provides challenging quizzes and activities than using textbooks. Due to these s, we feel that it is essential to investigate the implementation of a courseware named *TELL ME MORE* in a polytechnic in Melaka by getting the ESL lecturers' perception on the use of the courseware in English language classroom. Therefore, this paper aims to investigate the ESL lecturers' perception on the use of the courseware in terms of perceive ease of use, usefulness and suitability.

METHODOLOGY

This study employed a qualitative design using semi-structured investigate how the ESL lecturers perceive the ease of use, usefulness and suitability on the use of *TELL ME MORE* courseware for the learning of English language. Four female ESL lecturers with minimum of one year experience to a maximum of six years experience of teaching in a polytechnic in Melaka had participated in the semi-structured interview. All of them possess a degree in teaching English as second language (TESL) from various local universities.

FINDINGS

Perceived Ease of Use

English language lecturers were interviewed to attain their perception on the ease of use of the courseware. The findings of this section are discussed based on several sub-headings which are easiness, interactivity and attractiveness.

Easiness

The lecturers were asked on the easiness of the courseware. Basically, the English language lecturers' responses can be divided into two categories which are user-friendly and clear instruction.

a. User-friendly

The findings revealed that the English language lecturers agreed that the courseware is easy to use because it is a simple courseware and very user-friendly. In Cik Suri's (pseudonym) words:

“TELL ME MORE courseware is quite easy to use because the courseware is very user-friendly and the students are able to understand the instruction.”

Apart from that, Cik Arissa mentioned that the courseware also come with a manual in which students should be able to refer if they are having difficulties or problems. Furthermore, the students could also refer to their instructor or lecturer. She said,

“... it is easy to use because it is provided with the manual. If the students are facing any problem or difficulties using the courseware, they could refer to the manual or they could refer to their instructor or lecturer.”

One of the English language lecturers also supported her answer by saying that, “...because it has many interactive buttons and functions.” (Pn. Hana).

b. Clear instruction

Another reason that was brought up by one of the lecturers on the easiness of the courseware is its clear instruction. She stated, “...I think that the courseware is easy to use because it is a simple courseware and the instructions are clear.” (Cik Dania). This was probably due to the language used in the courseware which is brief and clear (refer figure 2).

Figure 2 shows a screen shot of the example of activity in *TELL ME MORE* courseware. It can be seen that the instructions are mainly simple and clear. Students, even with the low level of proficiency, should be able to read and follow the instruction easily.

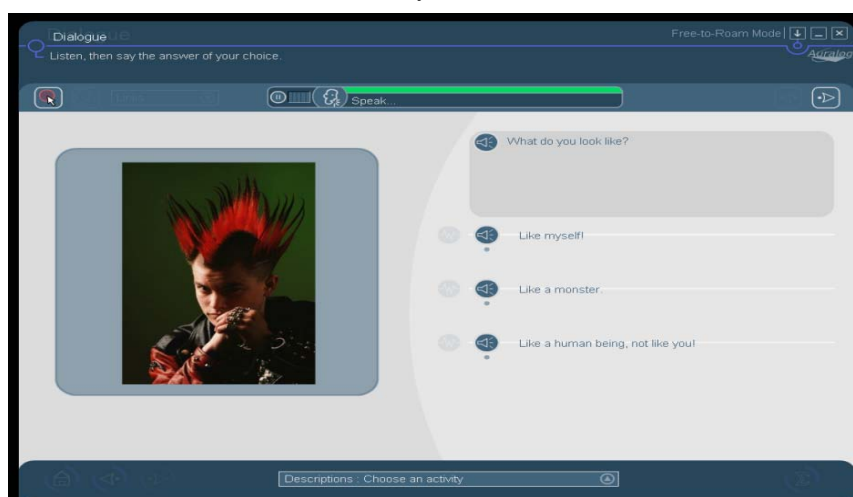


Figure 2 Screen shot of the example of activity

Interactivity

The lecturers then were asked in terms of the interactivity of the courseware. It was evident that the courseware is interactive as there are two-way communications between students and computers. One of the English language lecturers responded, "... *there are two ways communication between the learner and the computer.*" (Cik Arissa). Another English language lecturer commented "*Basically I think the learning activities are interactive in which students are able to interact with the computer.*" (Cik Suri). Pn. Hana also agreed and she added, "...*because it has many interactive buttons and functions.*".

Another lecturer mentioned that the interaction happens when the computer responds to the students answers in each activity (refer Figure 3). She noted, "...*every time they answer a question, the computer will give response whether their answer is correct or not.*" (Cik Dania).

Figure 3 displays a screen shot of the example of response given by the computer. It is shown that the computer will respond to students' answers. As seen in figure 3, the computer will ask student a question, for example "Are you fair-haired?" and student will have to respond to this by saying any of the options given. After the student has responded, the computer will reply to the student' answer and proceed with the next question. Conversely, if the student did not respond, the computer will respond by saying "I didn't understand you!" This is probably why the English language lecturers believed that the courseware is interactive.



Figure 3: Screen shot of the example of response given by the computer

Interesting

The researcher also investigated on the English language lecturers' opinion about the courseware. Based on their responses, it could be said that the courseware is interesting because it has varieties of activities which could cater all students from different level of proficiency as one of the lecturer said,

"...it is suitable for students especially the low proficiency level because there are various degrees of difficulties from beginners, intermediate and advance." (Cik Arissa)

This was supported by the researcher's examination of the courseware. Figure 4 shows a screen shot of the "Lesson Family" where there are many options of the level of proficiency which can be chosen by the students. The levels include "Beginner", "Intermediate" and "Advanced".

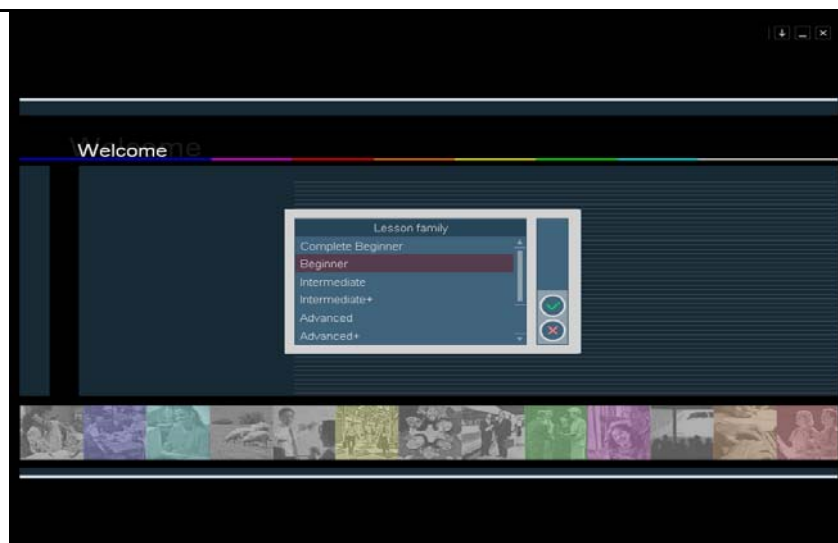


Figure 4 Screen shot of the 'Lesson Family'

Another lecturer pointed that the courseware is interesting because it is a new way of learning the language. The students probably found it interesting because at their age, they were more exposed to the technology in their daily life and they often use computer for general purposes. Cik Suri noted,

“...nowadays students are more towards technology and with the usage of computer in language learning, they are more motivated to use to learn the language.” (Cik Suri)

Besides that, a lecturer also pointed that it is interesting because there are a lot of activities provided in the courseware (refer Figure 5). She stated, “... *it has many interesting activities.*” (Pn. Hana).

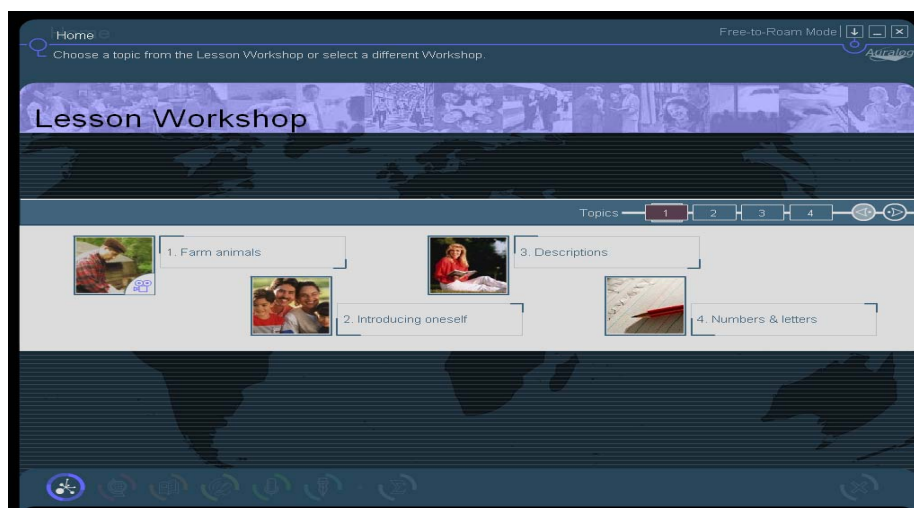


Figure 5: Screen shot of a “Lesson Workshop”

Figure 5 displays a screen shot of the “Lesson Workshop”. It shows the examples of the activities provided in the courseware taken from the “beginner” level. As seen in figure 5, there are a few options

of topics that can be chosen by students, for examples, “Farm animals”, “Introducing oneself”, “Descriptions” and “Numbers and letters”. Overall, there are fifteen different topics offered in this level. However, one of the lecturers believed that the courseware is interesting only if the lecturers know how to use it. She clarified,

“It is interesting if the lecturer knows how to use it because certain lecturers are not computer savvy so they do not know how to use the courseware so for them it is not interesting. But for those who know how to use the courseware, it is undeniably interesting.” (Cik Dania)

Based on Cik Dania’s responses, it was found that some of the English language lecturers are not computer illiterate. This could hamper the implementation of the courseware. Thao (2003) believed that teachers and students are responsible for the success or failure of multimedia tools in supporting language learning.

The findings from the interview with the English language lecturers on the ease of use of *TELL ME MORE* courseware revealed that it is a courseware that is easy to use, interactive and interesting. Most of the English language lecturers have positive perceptions on the ease of use of the courseware.

Perceived Usefulness

This section aims to find out the English language lecturers’ perception on the usefulness of the courseware. The English language lecturers were interviewed to obtain their perception on the usefulness of the courseware. The findings of this section are discussed based on several sub-headings which are language proficiency improvement, language learning and activities.

Language Proficiency Improvement

In terms of language learning proficiency, the English language lecturers were asked on the potential of *TELL ME MORE* courseware in helping their students to improve their language proficiency. Responses showed that all of them think that the courseware helps their students in improving their proficiency especially in pronunciation and reading. They stated,

“I do find TELL ME MORE helps students in order to improve their language proficiency because I think there are parts in the courseware that help the students on how to pronounce the words which is the learning of pronunciation.” (Cik Arissa)

“... through the activities provided in the TELL ME MORE courseware, they are able to focus on the language skills especially in reading skills whereby they have to answer all questions.” (Cik Suri)

“... it focuses on listening and speaking especially on the pronunciation because there are lots of activities on pronunciation and it is quite good as the students can practice pronounce certain words many times until they get it right.” (Pn. Hana)

On the other hand, one lecturer believed that even though the courseware helps the students to improve their proficiency, it is only in the speaking skills but not other skills. She said, *“Yes, it does, but not in all skills. I found that it helps in speaking skills but not other skills.”* (Cik Dania).

Language Learning

Apart from that, the English language lecturers were also asked in terms of language learning using *TELL ME MORE* courseware. One of them mentioned that the courseware is somehow useful in the learning of the language. She said, "...very useful for the learners because of the activities are varied." (Cik Arissa). Another English language lecturer believed that the courseware could encourage students to learn more as she said, "...the *TELL ME MORE* courseware encourages the students to develop their language skills and help them in their learning." (Cik Suri). However, there was one English language lecturer who claimed that the courseware could be useful because she believes every language learning courseware has its own target in language learning. However, one of them pointed out that, even though the courseware is useful, the activities are more towards the learning of listening and speaking skills. Pn. Hana stated, "...basically it is more on listening and speaking only. It is not suitable for writing skills.". Another English language lecturer believed that the courseware is not suitable for writing skills. She noted,

"I am sure this courseware has its own target in language learning so I think the courseware can be useful in language learning." (Cik Dania)

Activities

Besides that, the lecturers were also asked on the activities provided in the courseware and which skill has the most useful activities. Based on their responses, it could be said that the courseware does provides their students with useful activities. Two of the lecturers agreed that the courseware provides their students with useful activities for speaking skills particularly in pronunciation (refer Figure 6). One of them said, "... especially in communication which is the speaking skills."

Figure 6 is a screen shot of a pronunciation activity. In this screen shot, the example of word given is "playground". Basically, the computer will pronounce the word once and then followed by student. The student's answer will be analysed and score will be given. The score will be displayed in the score box. Student can keep repeating pronouncing the words for several times.



Figure 6: Screen shot of a pronunciation activity

Apart from pronunciation, the other two lecturers believed that besides speaking, there are also useful activities for reading. One of the lecturers responded,

“... I think especially in reading skills and some part of speaking skills where they are able to pronounce words and also listening skills..” (Cik Suri)

Another lecturer added,

“...for reading skills the courseware are provided with text where learners can read the text and answer the questions based on the text given and then answer the question,...also communication skills as well and pronunciation and other skills.” (Cik Arissa).

The findings from the interview with the English language lecturers on the usefulness of *TELL ME MORE* courseware revealed that it is a useful courseware and it helps their students in improving their English language proficiency especially in speaking skills. However, it was found that majority of the English language lecturers believed that the courseware could not help the students much in improving their writing skills. The most important finding is, the English language lecturers are aware of the usefulness of the courseware as a tool in teaching and learning.

Perceived Suitability

With regards to suitability, the English language lecturers were asked with four questions under this category. The first question asked was the suitability of the courseware as a tool for teaching English language, followed by graphic used, videos used and the use of native speakers.

Suitability of the courseware as a tool for teaching English language

Cik Arissa and Cik Suri agreed that the courseware is a suitable tool for the teaching of English language. Both of them said that listening, speaking and reading are the most suitable skills to be taught using the courseware. One of them said, “...*especially in listening, speaking and reading skills.*” (Cik Arissa).

Pn. Hana mentioned that she agreed that the courseware is a suitable tool for learning pronunciation as there are many activities where students can learn how a word is pronounced and students can always practice until they pronounce the word correctly (refer Figure 7). She said,

“... it is very suitable especially for pronunciation but not for other skills because basically most of the activities are on the pronunciation and there are many activities where students can learn how a word is pronounced and the computer will respond by telling the student whether their pronunciation is correct or not. So students can practice for as many times as they want.” (Pn. Hana)

Figure 7 displays a screen shot of a pronunciation activity. It is shown in the figure that students are given chances to try out to practice pronouncing a word for several times. Students will have to listen to the pronunciation guide then only they follow the pronunciation.

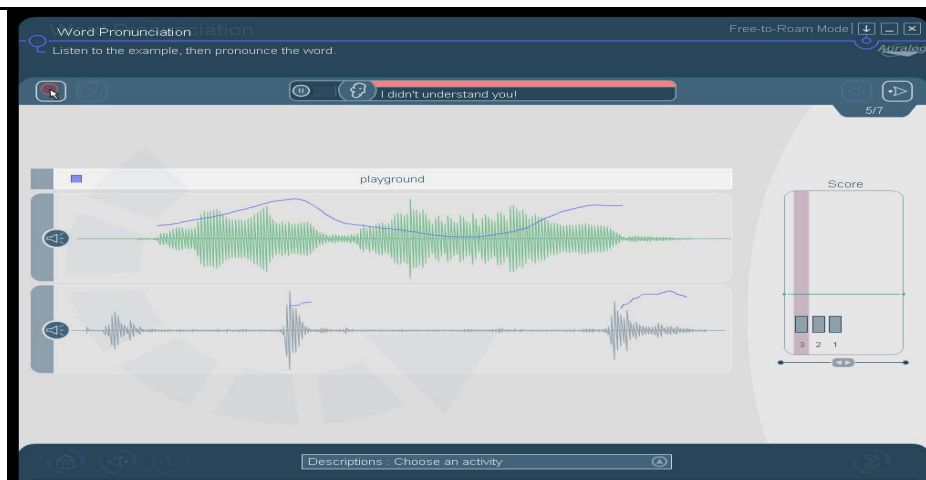


Figure 7: Screen shot of a pronunciation activity

On the other hand, Cik Dania said that she would prefer other methods in teaching the language rather than using the courseware. She pointed,

“...for me activities that involve group activities such as discussion and presentation are better than sitting in front of the computer...” (Cik Dania)

This was probably because in traditional teaching method, English language lecturers could ensure that learning takes place and students are being actively participated.

Graphics Used

The English language lecturers were also asked on the graphics used in the courseware. In terms of graphics, all four lecturers stated that the graphics are suitable because they are colourful and attractive. Pn. Hana said, *“... it is very colourful and suitable for adult learners.”* while Cik Dania stated, *“... it is because it is colourful and it attracts students’ attention.”*

Videos Used

Another question asked under this category was what is the English language lecturers’ perceptions on the suitability of the videos used in the courseware. All of the English language lecturers said that the videos are suitable as it attracts the students’ attention in doing the activities. One of them responded, *“...it attracts the students to use the courseware and do the activities.”* (Cik Suri). Apart from that, Pn. Hana believed that the videos could make students become more excited in learning as she said, *“... I can say that the videos are attractive as the students get very excited to be aided by videos every time they do the activities. At least they don’t get bored easily.”* Cik Dania added that the videos are appropriate according to the contents. She stated, *“I think it is suitable because it suits the content”*.

The Use of Native Speakers

When asked about the use of native speakers in the courseware, two of the lecturers said that it is suitable

whereas another two stated that it is not suitable. Cik Arissa mentioned that the use of native speakers who are using British accent in the courseware is suitable because it could be an exposure for the students to make themselves familiar with the accent. She said,

“...the students are familiar with British English and there shouldn't be any problem for them to understand. So, it is also a practice for them..they can be exposed by the use of British accent.” (Cik Arissa)

Pn. Hana had the same opinion with Cik Arissa up to certain extent. She commented that the use of native speakers is suitable as it helps students to improve their pronunciation. Nevertheless it could also bring problems especially for the low proficiency students. She clarified

“...it helps students to improve their pronunciation to pronounce the word better. However, they actually do have some problems especially for the low proficiency students because it is quite difficult for them to understand. There are students who get fed up especially when they practice to pronounce certain words but the computer could not recognize because of the accent and they keep asking 'what is wrong with my pronunciation?'...” (Pn. Hana)

The other two English language lecturers had a different view on the use of native speakers in the courseware. For them, it is not suitable as students are not familiar and exposed to the British accent. Cik Suri stated,

“Basically I think that it is not quite suitable because the courseware is using British pronunciation and some of the pronunciations are different from Malaysian English.” (Cik Suri)

Cik Dania added,

“...students are having problems understanding the accent. Sometimes they tend to give up especially when it comes to pronunciation activities where the computer keeps rejecting their pronunciation as only British pronunciation will be accepted. Furthermore, most of the students have low proficiency so it couldn't be better than at least understand what they are learning.”.

The findings from the interview with the English language lecturers on the suitability of *TELL ME MORE* courseware showed that the courseware is a suitable tool for teaching English language. It was also found that the graphic and videos used in the courseware are suitable for their students. In terms of the use of native speakers, despite of the argument on the appropriateness, the English language lecturers believed that it is a good exposure for students in the learning of English language.

DISCUSSION

Perceived Ease of Use

In terms of ease of use of the courseware in learning English language, the semi-structured interview revealed positive perceptions of the English language lecturers. They pointed out that the courseware is easy to use because it is a simple courseware and very user-friendly. Furthermore, it comes with a manual in which students should be able to refer if they are having difficulties or problems. The students could also refer to their instructor or lecturer if they need help. It was evident that the courseware is

interactive as there were two-way communication between students and computers. Apart from that, the courseware is available for different levels of proficiency from “Beginner”, “Intermediate” and “Advanced”. The students probably found it interesting because at their age, they are more exposed to the technology in their daily life and they often use computer for general purposes. This statement is supported by Bradley and Douglas (2002) who found that students used computer mainly for accessing information on the Internet, communication, word processing and playing games. Therefore, students were more motivated on learning the language, as mentioned by Warschauer (1996) that it is one of the biggest advantages in CALL applications.

It showed that the English language lecturers perceived the ease of use of the courseware. They found that the courseware is easy to use, interactive and interesting. This is probably because there are a lot of graphics and videos used in the courseware which make it interesting and fun. The researcher found that the presentation and arrangement of the graphics in the courseware are well organized and simple. Each activity has its own title and accompanied by pictures. This probably has made the students become interested in getting to know what they will learn and see in each of the activity. Apart from that, it is probably easy for the students to choose which activity they like. In this study, it could be seen that the students perceived the ease of use of the courseware because the use of the courseware is free effort. This is in line with Davis (1989) who refer perceived ease of use to "the degree to which the prospective user expects the target system to be free of effort". Most of the English language lecturers have positive perceptions on the ease of use of the courseware. The findings of this study also consistent with previous study conducted by Lasagabaster and Sierrain (2003) which show that *TELL ME MORE* proved to be the simplest programme when it came to ease of use.

Perceived Usefulness

In terms of usefulness of the courseware in learning English language, the findings from the semi-structured interview on the usefulness of *TELL ME MORE* courseware revealed that the courseware is useful in helping their students to improve their language proficiency especially in pronunciation and reading, even though some of them disagreed. Based on their responses, it could be seen that the courseware was useful for the students' proficiency improvement, language learning and activities for learning the language. This was probably because the students had many activities on pronunciation and they were given with opportunity to try out to pronounce certain words many times until they got it correctly. The findings complement Smith's idea (2006) where software should involve repetitive language drills and practices that provide immediate feedback and allow students to proceed at their own pace.

Perceived Suitability

In terms of suitability of the courseware, the results of the interview with the English language lecturers demonstrated that the English language lecturers found that listening, speaking and reading were the most suitable skills to be taught using the courseware. The courseware is a suitable tool for learning pronunciation as there are many activities where students could learn how a word is pronounced and students could always practice until they could pronounce the word correctly. Nevertheless, there was still one of them who said that she would prefer other methods in teaching the language rather than using the courseware as to ensure that learning takes place and students were being actively participated. In terms of graphics, all four English language lecturers stated that the graphics are suitable because they are colourful and attractive. All of the English language lecturers said that the videos were suitable as it attracts the students' attention in doing the activities. This finding complements the findings by Azwin (2006) where students were admired with the colours, icons, audio and graphics presented in the courseware which attract the students to utilize the courseware. The benefits of using courseware largely come from the fact that it usually provides an engaging learning experience, with the audio, video and

animations all used to convey information (Kruse 2004). It was also found that the English language lecturers' responses are corresponded with the students' responses in the questionnaire.

Regarding the use of native speakers in the courseware, some of the English language lecturers believed that it is suitable whereas others stated that it is not suitable due to some reasons. The use of native speakers in the courseware is suitable because it could be an exposure for the students and it helped students to improve their pronunciation. Nevertheless it could also bring problems especially for the low proficiency students. Low proficiency students might have problems in understanding the accents as well as pronouncing certain words correctly as demanded in the courseware activities which eventually would cause students to be less motivated. Some of the English language lecturers had different view on the use of native speakers in the courseware as they said it is not suitable as students are not familiar and exposed to the British accent. The computer was also found to be unable to recognize their pronunciation which then students ended up with frustration. This findings support findings by Derwing et al. (2000) who reported that while the Speech Recognition software they evaluated was able to recognize 90% of the words uttered by native speakers, it was only able to understand between 24% and 26% of the non native speakers' utterances. That was, Speech Recognition software, in its current form, would provide unreliable feedback to foreign language students.

Overall, the findings from semi-structured interview with the English language lecturers on the suitability of *TELL ME MORE* courseware showed that the courseware is a suitable tool for teaching English language. The findings also showed that among all skills, it was found that the learning of grammar using the courseware has the lowest percentage of suitability.

CONCLUSION

In terms of implementation of the courseware, English language lecturers have positive perception on the ease of use, usefulness and suitability of the courseware. The English language lecturers should familiarize themselves first with what the courseware has to offer. There are many benefits which can be gained from utilizing the courseware in language teaching and learning. The courseware which is equipped with multimedia features provides opportunities for students to play and participate actively in the language learning process where this makes learning via the courseware fun, enjoyable and informative to students and English language lecturers alike. Probably, with the use of the courseware, it could overcome the current problem faced by the country which is the deterioration of the level of English language proficiency among Malaysian students. It could also be a possible suggestion in helping the students to improve their English language level of proficiency and to empower the teaching and learning of English language since the teaching of Mathematics and Science (ETeMS) will revert to *Bahasa Malaysia* in 2012.

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