Measuring E-Learning Readiness among EFL Teachers in Intermediate Public Schools in Saudi Arabia

Ahmed Ajab Al-Furaydi[1]

[1] School of School of Language Studies and Linguistics, University Kebangsaan Malaysia

Correspondence: Ahmed Ajab Al-Furaydi, PO box 43000, UKM Bangi, Selangor Kajang, Malaysia. Tel: 01-7880-6923. E-mail: ahmedx19@hotmail.com

Abstract

This studywill determine their readiness level for the e-learning in several aspects such as attitude toward e-learning, and computer literacy also this study attempt to investigate the main the barriers that EFL teachers have to overcome while incorporating e-learning into their teaching. The theory upon which the study was technology acceptance model (TAM) was selected to measure the attitude toward e-learning among EFL teachers and computer literacy. The sample of the study is 71 EFL teachers from the public school. Who were randomly selected to take part in the questionnaire. The findings revealed that the level of computer literacy has a positive influenced on the attitude toward e-learning among EFL teachers in the public school. The EFL teachers showed that the administration did not quite support the e-learning in their schools. The poor support of school administration in e-learning indicates that there is an administrative gap between the Minister of Education and schools' administration. This issue arises due to unclear e-learning policy in the education in Saudi Arabia. This issue also had an impact on the school administration in support e-learning. It is claimed that EFL teachers had two important issues when they adopt e-learning in their teaching: lack of reliability of the software and lack of time.

1. Introduction

The latest techniques in education have been developed in many areas, where they took a basic dimension in business implementation. The educational field has its share in these changes which aims at developing the educational process and enhancing its methodologies and the teaching methods by shifting gradually from the traditional educational system to modern educational system, supported by technology. It had been noticed in 2005, that about 32.2 million students received at least one e-learning course (Lin, Lin, & Laffey, 2008). Overall, e-learning is the future of learning that focuses on both the individual requirements of learners and the content delivered (Colvin & Mayer, 2008).

The schools in Madina seek to progress with the development of the educational process by providing a range of technical devices. This turns into schools competing with one another in introducing these technologies in their schools. Despite the advantage of securing these devices when they are utilized, however, the process of effective use of these technologies has become a difficult task for the school as it requires concerted efforts between all parties related to the educational process, in order to overcome obstacles which are faced by the school and in particular, assisting the teachers in utilizing these technologies for the benefit of the educational process.

To accomplish this study, a research question has been addressee, the first research question is what is the state of Saudi EFL teachers' involvement in ICT usage at the Intermediate public schools in Al-Madinah city in terms of attitude toward e-learning and computer literacy?, and the second research question, what are the obstacles that EFL teachers may anticipate or face if they are running an e-learning program in their teaching?. The purpose of this study to find out the current state of EFL teachers' involvement in ICT usage in terms of attitude toward e-learning and computer literacy, and identify the obstacles that EFL teachers anticipate or face if they are running the e-learning program in their teaching.

2. Problem Statement

with the financial support from the government for e-learning and the lack of studies on e-learning which are

then again only confined to universities, there must be a study to examine the readiness of the teachers of English Language in using website links, in detecting their weaknesses and strengths before e-learning is adopted, or before the actual teaching is to be carried out. We need to identify the many weaknesses of EFL teachers which will contribute in making informed decisions about the adoption, implementation, and integration of e-learning that meet the requirements of EFL teachers. We also need to contribute to the limited body of knowledge on IT education, where this type of education is still at its infancy stage in the public and private schools in Saudi Arabia. Any additional knowledge or study on the implementation of e-learning in Saudi Arabia, let alone in Madina would be helpful as we need to know if the implementation should proceed or otherwise, or if it is to proceed, should it be improved in any way to make these education players more ready to implement since they, especially the teachers serve as the primary agents of change and improvement in this education domain.

3. Literary Review

Little enhancements in using computers in their teaching to more fundamental changes that are actually tangible to the students and also the administrators. Those teachers who do not seem to be happy with this kind of change are thought to be undermining the potential of using ICT in education. This resistance is very much related to the other variables, which is teachers' characteristics and the supports that come from all relevant angles, for instance the government and the school itself. The ambiguity and lack of clarity of governmental ICT policies, are two of the many well-established instances of the conditions that may further dampen the idea of integrating ICT in Foreign Language Learning, apart from some teachers' unacceptance. Despite the full comprehension of using e-learning in the classroom and its various advantages and appeal, many teachers avoid adopting the e-learning in their teaching, as several studies indicate that the teachers had claimed that they did not have enough time (Kim 2002; Li & Walsh 2010; Shin and Son 2007; Lam 2000; Smerdon et al. 2000; Vrasidas 2010) automatically making it the most typical reason to avoid e-learning in their teaching. Other reasons involve the insufficiency of relevant software package (Li & Walsh 2010; Shin & Son 2007) lack of CALL training (Vrasidas 2010; Shin & Son 2007: Oh & French 2007) and the lack of computer skills among students (Li and Walsh 2010). Teachers' background knowledge on using the computer has a positive ccorrelation with the acceptance of e-learning in the classroom. Egbert et al. (2002) report that teachers who have experienced using the computer are more likely to accept e-learning in the classroom. Similarly, Park & Son (2009) mention in their findings that teachers' experiences in CALL can make the class more interesting to students and increase their level of motivation and further generate positive outcome out of their teaching.To integrate technology into the classroom successfully; teachers are required to improve their working knowledge and skills in online backgrounds (Rilling et al. 2005). Also Porter and Donthu (2006) have mentioned that older and young adults realize the same barriers toward adopting a new technology, mainly due to the fact that their experiences are still not that much. They also believe that with a step-by-step process to train both older and younger adults into using a new technology, it will reduce some barriers they may face, and make them more enthusiastic and positive about exploring this technology.

In the Arab world, many studies emphasize that the lack of software to teach English language should be counter-reacted with the positive relationship between the usage and the provision of their faculties with the support required to integrate the technology into their teaching methods also the relationship between the usage and teaching experiences (Al-Kahtani 2001). According to Al-Shumaim and Al-Hassan (2010) they have pointed out that the Saudi teachers (EFL teachers) face lack of social, political support and funding when they try to adopt e-learning in their teaching. The EFL teachers who have had a computer literacy training are more eager about using the computer more than those who did not attend any training program (Al-Shumaim and Al-Hassan 2010: Aldbasi 2005/2006). Similarly, the factor that affects successful ICT integration in language education is the training (Albirini 2006: Almozaini 1998). In terms of attitude towards e-learning, according to Albirini (2006) in his investigation of the attitude of EFL teachers from high school towards ICT and the factors that influence their acceptance of e-learning, his findings is that the EFL teachers feel undecided about the usefulness of ICT in teaching.

As mentioned in the section of acceptance of e-learning, the teachers will tend to have more faith in themselves when they have enough skills to deal with computers. Computer anxiety and further, lack of confidence can be the barriers that hamper people from gaining basic computer literacy and skills (Baloglu & Cevik, 2009). Computer literacy among EFL teachers can be the most perceptiblevariable in predicting patterns of adopting computer device during class discussion (Hew & Brush, 2007; Inan & Lowther, 2010). Age and teaching experiences have a lot to do with the lack of computer knowledge and skills, especially when it comes to receiving computer-based instructions (Davis, 1993). The older teachers who have less computer usage and

training in their education such as high school and college are more comfortable about displaying their computer anxiety than the younger teachers, and this can affect the use of ICT in the classroom rather negatively (Pamuk and Peker, 2009)

4. Methodology

The survey instrument was developed to gain as much information as possible on the EFL teachers attitude toward e-learning in Al-Madinah by using the theory of technology acceptance, and the STOPE framework for e-readiness assessments regarding the factors that affect EFL teachers' intentions to adopt e-learning and the readiness of using e-learning inthe school.

4.1 Research Design

This study employs a quantitative approach as the purpose of the research is to determine their readiness level for the e-learning in several aspects such as attitude toward e-learning, and computer literacy, and it does not require an in-depth understanding of the trends. In this study, some research questions have been posed, interpreted as "a formal, objective, systematic process in which numerical data areutilized to obtain information about the world" (Cormack 1991, p. 140).

The survey questionnaire includes description of the respondents'. The second part covers the first research question whereby the respondents are required to answer the questions about their attitude towards e-learning and their level of computer literacy. The third part will be dealing with a second research question that will highlight the difficulties and obstacles that the EFL teachers face if they adopt e-learning in their teaching.

4.2 Sample of the Population

The total number of public schools in Al-Madinah is 78 and the number of selected schools is 24. The study's population includes all EFL teachers in the intermediate schools from public (N=234).And the random sample of the study is 71.The selected participants according to the stratified random sampling from public schools in the Al-Madinah city, in Saudi Arabia.

4.3 Instrument

A survey questionnaire was developed to collect responses from the EFL teaches in Saudi. The instrument was prepared both in English and Arabic language to ensure that Saudi EFL teachers would be able to comprehend the questions. A bilingual expert with a Master's Degree in both Arabic and English had verified the Arabic version of the question. Then another lecturer who obtained a Master's degree in the United States of America and is currently lecturing at the Taibahu University, verified the Arabic version again. He has had long experiences in terms of translating English to Arabic texts. A test of reliability was carried out on the instrument, and the Cronbachalfa value was 0.85.

4.4 Data Analysis

This study is quantitative study, the data analysis stage is a very important stage of the research since it changes the raw data obtained from the data collection tools into meaningful information, under the condition that the procedures and statistical tests used are suitable for answering the research questions. The data were analyzed using descriptive statistics. Descriptive statistics were used to describe and summarize the properties of the data collected (Gay & Airasian, 2000). The Statistical Package for the Social Sciences (SPSS) version 13 was used in analyzing the data in order to determine if the EFL teachers ready for e-learning. Table 1 provides an outline of the research questions and the statistical methods that were used to answer them.

Table 1. Statistical Analysis Procedures Used to Answer Research Questions

Research Question		Statistical Method
1. what is the state of Saudi EFL teachers' involvement in ICT usage at the Intermediate public schools in Al-Madinah city in terms of attitude toward e-learning and computer literacy?	AttitudeTowardE-learning	Means, Standard deviations
2. What are the obstacles that EFL teachers may anticipate or face if they are running an e-learning program in their teaching ?	Computer Literacy	Number of respondents

5. Analysis and Discussion

The data have been analyzed be SPSS Package version 13 and interpretation of data is given below.

5.1 Description of the Respondents' Demographics in the Intermediate Public School EFL Teachers' Demographics

Of the 71 EFL teachers' surveys, in terms of age, 31% (n=22) of the subjects was within the 30-35 age range, 25.4% (n=18) of them was within the 35-40 age range, and 22.5% (n=16) of them was within the 20-25 age range, 7% (n=5) of them was within the 40-45 age range, 5.6% (n=8) was within the 25-30 and 45-50 age range, and only two were between 50-55 years old. Academic specialization included 73.2% (n=52) science, 26.8% (n=19) arts. Participants' responding on their teaching experience showed that 59.2% (n=42) of them had more than 10 years of experience, 38% (n=27) had 5 to 10 years, and only two of the participants had an experience of teaching less than 5 years. In terms of the International Computer Driving License, the results show that 74.6% (n=53) don't have it and 25.4% (n=18) have the license (Table 2).

Table 2. Summary of the EFL Teachers' Characteristics in The Intermediate Public School

Profile		Freq / %
	20 – 25	16(22.5%)
	25- 30	4(5.6%)
	30 – 35	22(31%)
Age	35 – 40	18(25.4%)
	40 – 45	5(7%)
	45- 50	4(5.6%)
	50 – 55	2(2.8%0
Academic Specialization	Arts	19(26.8%)
	Science	52(73.2%)
Work Experiences	Less than 5 years	2(2.8%)
	5 – 10 years	27(38%)
	More than 10 years	42(59.2%)
ICDL (International Computer Driving License)	Yes	18 (25.4%)
	No	53(74.6%)

5.2 Attitude toward E-Learning

EFL teachers were asked to respond to 17 questions that measure their attitude towards e-learning on a 5–point Likert Scale ranging from 'completely disagree (1)' to 'completely agree (5)'. Mean and standard deviation were computed to determine the trends in the responses and compared to the generic scale below:

Table 3. The Scale and Indication of Means

Means	Scale
0-2.5	Low
2.6-3.5	Moderate
3.6 – 4.0	High

Higher mean scores indicate positive attitudes and lower scores indicate negative attitudes as shown in table 4.3. Most of the EFL teachers responded positively (mean >3) to attitude toward e-learning (e-learning domain), i.e. items a2 to a13 in Table 4.

Table 4. Means and Standard Deviations in The E-learning Scale (N= 71)

No.	Statements	Mean	SD
a1	I think using e-learning in my school will give my student more motivation to study than the traditional way of teaching.	3.53	0.6
a2	I will upgrade my computer if e-learning is going to be implemented in my course	3.47	0.75
a3	E-learning will save my learning time.	3.46	0.8
a4	I am looking forward to engage in e-learning.	3.46	0.65
a5	E-learning is an alternative to web based learning.	3.36	0.72
a6	I need to learn how to use my computer for e-learning.	3.35	0.56
a7	I would like my class to integrate e-learning in my class in addition to face-to-face meetings in the class.	3.25	0.71
a8	I can communicate with my students and send my lessons via the school website.	3.15	0.92
a9	E-learning is an alternative to conventional learning.	3.12	0.88
a10	I know what e-Learning is all about.	3.07	0.78
a11	I want to know more about E-learning.	3.02	0.75
a12	I prefer conventional learning than e-learning.	3.01	0.91
a13	I don't mind paying extra money for e-learning.	3.00	1.00
a14	I will spend more money because of e- learning.	2.12	1.00
a15	I don't think I want to be involved in e learning.	2.04	0.97
a16	I am ready for e-Learning if the school implements it now.	1.95	0.99
a17	E-learning will make my life easy.	1.94	0.93

Generally the level of agreement regarding attitude toward e-learning (see figure 1). EFL teachers think using e-learning in my school will give my student more motivation to study than the traditional way of teaching was at the moderate level (3.53±0.6). On the other hand, respondents moderately agreed (3.47±0.75) that they will upgrade their computer knowledge if e-learning is going to be implemented in their course. Generally, they moderately agreed that e-learning will save their learning time (3.46±0.8). Furthermore generally respondents moderately said that their looking forward to engage in e-learning (3.46±0.65). Noticeably, we found that respondents moderately agreed that e-learning is an alternative to web based learning (3.36±0.72). Furthermore, it is reported that respondents moderately agreed that they need to learn how to use a computer for e-learning (3.35±0.56). It is recorded that respondents moderately agreed that they would like their class to integrate e-learning in their class in addition to face-face meetings in the class (3.25±0.71). On the other hand, they moderately agreed that they can communicate with their students and send their lessons via the school websites (3.15±0.92). Respondents moderately agreed that learning is an alternative to the conventions; learning (3.12±0.88). It is recorded that respondents moderately agree that they want to know more about e-learning (3.02±0.75). The findings reveal that respondents moderately agreed that they know what is e-learning is all about (3.02±0.75). It is reported that respondents moderately agreed that they preferred conventional learning than e-learning (3.01±0.91). The results of the study show that respondents moderately agreed that they don't mind paying extra money for e-learning (3.00±1.00). The level of agreement was found to be low regarding they will spend more money because of e learning (2.12±1.00). Similarly, the level of agreement was found to be low regarding this statement "I don't think I want to be involved in e learning." (2.04±0.97). They seem are not ready for e-learning since if the school implement it now since the level of agreement was low (1.95±0.99). They did think that e-learning will make their life is easy (1.94±0.93)
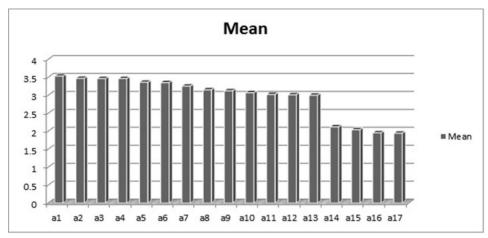
Mean

Figure 1. The Level of Attitude Toward E-learning Among EFL Teachers in The Public School

These items are namely "perceived ease of use", "perceived usefulness", "attitude towards using", and "intention to use" (as shown in table 4.5). The scale was divided into four subscales: (a) the perceived ease of use (items a11, a8, a17); (b) perceived usefulness (items a1, a3, a5, a9); (c) attitude towards using (items a15, a12, a7, a14) and (d) intention to use (items a11, a13, a16, a6, a4, a2). (see Table 5)

Table 5. Summary of Means and Standard Deviations Scores E-learning

Construct	Measurement instrument	Mean	SD
Perceived ease of use (PEU)	a11. I know what e-Learning is all about. a8. I can communicate with my students and send my lessons via the school website. a17. E-learning will make my life easy.	2.72	.28
Perceived usefulness (PU)	a1. I think using e-learning in my school will give my student more motivation to study than the traditional way of teaching. a3. E-learning will save my learning time. a5. E-learning is an alternative to web based learning. a9. E-learning is an alternative to conventional learning.	3.40	.30
Attitude toward using (ATTITUDE)	a15. I don't think I want to be involved in e learning. a12. I prefer conventional learning than e-learning. a7. I would like my class to integrate e-learning in my class in addition to face-to-face meetings in the class. a14. I will spend more money because of e- learning.	2.60	.31
Intention to use (ITU)	a11. I want to know more about E-learning. a13. I don't mind paying extra money for e-learning. a16. I am ready for e-Learning if the school implements it now. a6. I need to learn how to use my computer for e-learning. a4. I am looking forward to engage in e-learning. a2. I will upgrade my computer if e-learning is going to be implemented in my course.	3.04	.29

SD: Standard Deviation

We are interested to measure level of respondents' knowledge based on dimension (Figure 2.). Noticeably, perceived ease of use was at the moderate level (2.72±0.28). Furthermore, it is reported that perceived usefulness was at the moderate level as well (3.40±0.3) . Attitude towards using also was at the moderate level (2.6±0.31). Finally, it is found that intention to use was at the moderate level (3.04±0.29).
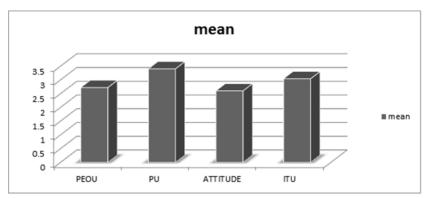
Figure 2. Summary of The Level of Attitude Toward E-learning Among EFL Teachers

5.3 Computer Literacy

Participants were asked to respond to 19 statements to indicate their level of computer literacy. The 4-point scale of responses ranged from one (Nil) to four (Good). Table 4.7 shows the means of the EFL teachers' responses on the computer literacy scale. There are 4 items designed to measure EFL teachers' computer literacy. Two items i.e., c_1 and c_2 indicate a higher mean of computer literacy as the respondents has been browsing the intetrnet and creating their own website/blog. Most of items i.e. c_3 to c_{15} indicate moderately high mean scores on the activities they engage in. This reflects their moderate computer literacy level according to the generic (see Table 6)

Table 6. The Scale and Indication of Means

Level	Specification
1 – 1.99	Nil
2-2.67	Poor
2.68-3.35	Average
3.36-4.00	Good

Table 7. Means and Standard Deviations in The Computer Literacy Scale

No.	Statements	Mean	SD
c1	Browsing the Internet	3.66	0.53
c2	Creating website/blog	3.64	0.56
c3	Downloading Sound Files	3.47	0.71
c4	Image Files (Save Picture As)	3.42	0.78
c5	Familiarity with use of Audio and Video on the Internet	3.38	0.78
c6	Forum	3.38	0.94
c7	E-mail	3.33	0.98
c8	Other Files (Text Files, Executable Files)	3.33	0.86
c9	Facebook	3.32	0.9
c10	Learning resource centers (such as CD and E-book)	3.29	0.94
c11	Real Audio, Windows	3.28	0.91
c12	Chat	3.25	0.98
c13	Online Research	3.25	1.01
c14	Word Processing	3.21	0.77
c15	PowerPoint Processing	3.12	1.1
c16	Media Acrobat Reader (pdf files)	2.97	1.14
c17	Excel Processing	2.14	1.3
c18	Create a database (Access)	2.09	1.33
c19	Deals with E-Resources such as CD or information taken from the internet	1.73	0.98

Generally, respondents were in the good level in term of browsing internet (3.66±0.53). Similarly, with creating blog, they were in the moderate level of expertise (3.64±0.56). In term of downloading sound files (3.47±0.71) and images files (3.42±0.78) (save pictures as), they claimed themselves under moderate level of expertise. The level of knowledge in term of familiarity with use of Audio and Video on the internet (3.38±0.78). In terms of forum (3.38±0.94) and email (3.33±0.98), their level of literacy among respondents were at the average level. Similarly with other files (Text files, executable files) (3.33±0.86), the level of literacy was at the average level. The level of literacy related with Facebook (3.32±0.90), learning resource centers (such as CD and E-book) (3.29±0.94), real audio (3.28±0.91), windows were at the average level. In terms of chat (3.25±0.98), the level of literacy was found to be at the average level. The overall level of computer literacy is good (see Figure 3).
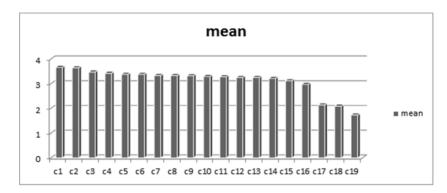

Figure 3. The Level of Computer Literacy Among EFL Teachers in The Public sSchool

The items are microsoft office, computer-mediated communication, Internet Experiences and computer experiences. The scale was divided into four subscales: (a) Microsoft office (items c1, c4, c5); (b) Computer-mediated communication (items c7– c8– c9– c10); (c) Internet Experiences (items c2– c3– c11– c12– c14– c15– c16) and (d) Computer Experiences (items c6–c13–c18–c19).

Table 8. Summary of Means and Standard Deviation in Scores Computer Literacy

Construct	Measurement instrument	Mean	STD
Microsoft Office	c14. Word Processing c15. PowerPoint Processing c17. Excel Processing	2.82	.35
Computer mediated communication (CMC)	c9. Facebook c12. Chat c6. Forum c7. E-mail	3.32	.93
Internet Experiences	c1. Browsing the Internet. c5.Familiarity with use of Audio and Video on the Internet. c2. Creating website/blog. c19. Deals with E-Resources such as CD or information taken from the internet. c13. Online Research. c3. Downloading Sound Files. c4. Image Files (Save Picture As).	3.22	.45
Computer Experiences	c18. Createa database (Access) c10. Learning resource centers (such as CD and E-book) c11. Real Audio, Windows c16. Media Acrobat Reader (pdf files)	2.25	.58

To conclude the findings derived from the computer literacy domain, by analyzing the four domains of the questionnaire that represent the computer literacy, Table 4.8 illustrates that all of the participants had responded positively (50.4%). In terms of the Microsoft office (40.4%) had their ability in using it. In terms of the computer-mediated communication, (58.5%) also mentioned their capability in using it, and we are presented with those who claimed to be able to use the Internet Experiences (53.1%) and Computer Experiences (45.1%) (Figure 4).
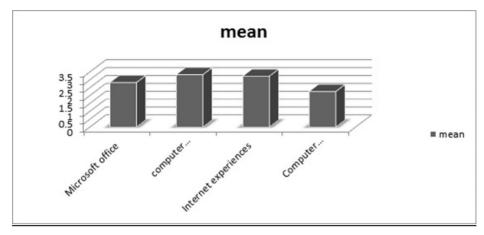

Figure 4. Summary of The Level of The Computer Literacy Among EFL Teachers in The Public School

5.4 The Influence of Adopting E-Learning among EFL Teachers

This question is an open question which requires EFL teachers in the public schools to answer based on their knowledge. The question thus, focuses only on the EFL teachers to determine the influence of adopting e-learning in their teaching. Based on the data, the EFL teachers addressed a few elements to complete the e-learning in the English language subject:The majority of EFL teachers have claimed that, e-learning minimizes to the face to face interaction between teachers and students. They have s strong feeling that, most of the time students will be in front of computers unsupervised, which might hinder their performance, hence they feel this as an significant aspect that hinder them from adopting e-learning.   Lack of time and program are the other two factors that have been mentioned by the EFL teachers, which negatively influence them from adopting e-learning.

Moreover, the teachers have a strong feeling that, the cost of implementing e-learning is very high; therefore the adoption of e-learning becomes very limited. Furthermore, it is crucial to train students and teachers for using e-learning, which also obstructs its adoption. Nevertheless, 21 respondents have answered that, it is very difficult to teach students with computers, as against conventional method. Few of the EFL teachers have (10) claimed that, e-learning lacks reliability, and six others have stated that, e-learning paves way for cheating among students, especially when doing their course works, such as assignments. Ultimately, 13 teachers have claimed that, cultural knowledge also plays a significant role in the adoption of e-learning.

6. Findings

In general, there is not much difference in the responses given by the teachers also among the public and private schools, regarding e-learning preparedness and provisions, alongside their own attitude and feelings about getting more involved in e-learning. To look at the teachers' readiness to adopt e-learning in terms of their attitude towards e-learning, it is perhaps not so overbearing to say that attitude as a factor, plays a great role in determining if the teachers are ready (or not) to accept e-learning. For a start, not everyone surveyed knew what e-learning was all about. As much as they do know the existence of the Internet and other basic aspects of the technology, some teachers do not know the full extent of the Internet in promoting learning, the various functions it can fulfill and how they can exploit the new technology in teaching and learning of the subjects that they teach at school. Having basic background knowledge about e-learning is perhaps an indicator of their readiness for adoption of the skill, as one may not be ready for something if he or she does not know anything much, or at all, about it.

However, they managed to show some positive attitude towards adopting e-learning. The theory used in this section was Technology Acceptance Model (TAM) which is recognized for its ability to predict "user acceptance" and "adoption of new technologies", in the sense that they are enthusiastic about the new approach,

that they are willing to go the extra mile to learn about it (like coming up with their own expenses), they are willing to accept changes (from conventional learning and feeling that e-learning will make their lives more convenient), also feeling the need to learn how to use their computers and upgrade the computers for e-learning. Although not reaching half of the total percentage of respondents, some have been very frank- that they are indeed ready for e-learning and that they are looking forward to engaging themselves in it. These are very encouraging responses, which mark the fact that the teachers are welcoming the e-learning approach.

The teachers' point of view with regards to advantage of employing e-learning in their teaching can influence teachers' decisions regarding technology use (Lam 2000). The qualitative findings confirm that EFL teachers acknowledge the importance of e-learning in their teaching and this lead to accepting e-learning in their teaching.

As to how ready teachers are in terms of their computer literacy, it is conclusive that although most of them have been exposed to Internet-browsing and have involved themselves in the social networks like Facebook, forums, chat rooms and e-mails, and have even created a website or have come up with their own blogs, when it comes to e-learning and applying it to their classrooms, they may not be ready as their rate of literacy is still poor or even non-existent when it comes to dealing with E-resources such as the CD or information sourced from the Internet. In other words, their exposure to the digital technology only surrounds their own personal endeavours (for instance, chatting with their friends through e-mails) and it is not expanded to their professions (for instance, answering their students' e-mails about the lessons that they learn during in the week). Some do not even know how to process data using Excel and create a database- these are important tools to facilitate their teaching and data-keeping, for instance to keep tabs of their students' scores, to make teaching records, students' lists and so on. This indicates that the teachers are at a disadvantage due to lack of exposure to the technological tools.

Overall, the results derived support most literature reviews such as Egbert et al. (2002), and Park and Son (2009) which claimed that EFL teachers who had experiences in using the computer are more likely to integrate e-learning in their teaching. In this study, the EFL teachers are ready to adopt e-learning with high level of computer literacy. According to Rilling et al. (2005), to integrate technology into the classroom successfully, teachers require improving their working knowledge and skills in online environments. Therefore, in this study, since the level of computer literacy is very high, the EFL teachers are ready to integrate e-learning.

The teachers' point of view with regards to advantage of employing e-learning in their teaching can influence teachers' decisions regarding technology use (Lam 2000). The qualitative findings confirm that EFL teachers acknowledge the importance of e-learning in their teaching and this lead to accepting e-learning in their teaching.

Overall, the results derived support most literature reviews such as Egbert et al. (2002),Alghazo (2006) and Park and Son (2009) which claimed that EFL teachers who had experiences in using the computer are more likely to integrate e-learning in their teaching. In this study, the EFL teachers are with high level of computer literacy. According to Rilling et al. (2005), to integrate technology into the classroom successfully, teachers require improving their working knowledge and skills in online environments. Therefore, in this study, since the level of computer literacy is very high, the EFL teachers are ready to integrate e-learning.

In terms of factors contributing e-learning in public school that contribute towards EFL teachers' involvement in the e-learning environment 41 respondents cited 'Teacher-Student training for e-learning', altogether indicating that teachers' readiness to implement e-learning at school has a lot to do with the support that they receive from the administrators or relevant authorities. Gaining support would mean gaining the approval or blessings about certain implementations and this is particularly helpful for teachers who are newcomers in e-learning. This study support studies done by (Vrasidas 2010; Shin & Son 2007: Oh & French 2007), they indicated that lack of CALL training as a result of avoid using e-learning even with a full comprehension using elearning in the classroom. Teachers also tend to be more ready to accept e-learning upon seeing the impact of conventional teaching to their students which subsequently affect their teaching- they claimed that students tend to spend more on computer and lack achievement in important areas like the language skills, and this forces the teachers to resort to e-learning as a novel approach of teaching and learning, and at the same time serving as a way for the teachers to address the issue of their student distraction. It has been proven in various studies that while computer use tends to be dedicated to various sorts of entertainment and social networking, it can also be manipulated towards active learning and extracting a wealth of information for the purpose of teaching and learning. Other factors that may effect on EFL teachers adopting e-learning are "lack of financial support by the school admission" and "lack of time". Other teachers preferred to overcome the problems of not having enough e-learning programmers, not having the time to be properly and extensively introduced to e-learning, and the expensive implementation of it, by wanting to learn about the technology, while some others cited that they are ready to learn in order to gain more culture-based knowledge. Constraints as such (time and financial resources) can be especial de-motivating.

It is also a fact that skill-learning can consume quite some time, other than requiring a considerable amount of patience, energy and of course, enthusiasm and passion. Porter and Naveen (2006) mention that people would stay away from learning something new because of the perceived difficulty and risk associated with performing it, and this may be able to explain why a lot of teachers shy away from e-learning although e-learning grows to be a novel, or a more exciting mode of learning among their students.

7. Conclusion

In conclusion, the study examined EFL teachers' readiness for e-learning at the public and private intermediate school in Madinah. The study showed that EFL teachers are innovators and early adopters of e-learning instead of laggards which was completely opposite of what other study mentioned about the adopting e-learning. The study also measured EFL teachers attitudes and skills toward teaching with e-learning with respect to experiences in using the computer. It is clear that computer literacy has an influence over EFL teachers attitudes toward teaching with e-learning. The level of computer literacy among the EFL teachers is very high which clearly indicate their positive attitude toward e-learning.

The EFL teachers feel a lot of stress when they requested to adopt e-learning in their teaching due to main issues such as a lack of reliability and time. The study showed that the Teacher-Administrators' characteristics not supporting the EFL teachers to adopt e-learning and with this negative point view does not influence the EFL teachers to adopt e-learning. There is a gap between the school admission and the Minister of Education; the result shows that e-learning policy is the school in not clear. All in all, the purpose of the study is to measure EFL teachers readiness toward e-learning and that was achieved. EFL teachers at intermediate private and public school are fully ready for e-learning implementation with some issues such as lack of support by the Minister of Education, reliability of software, and lack of online access in public school. It is recommended that a study employ a qualitative approach as well in order to shed more light on this issue on EFL teachers' attitude toward e-learning.

References

Abas, ZW Kaur, & K Harun, H. (2004). E-learning readiness in Malaysia 2004. *National report. Ministry of Energy, Water and Communication, Malaysia*. Kuala Lumpur Open University Malaysia.

Albirini, A. (2006). Teachers' attitudes toward information and communication technologies: The case of Syrian EFL teachers. *Computers and Education*, *47*, 373-398.

Al-Kahtani, S. (2001). Computer assisted language learning in EFL instruction at selected Saudi Arabian universities: Profiles of faculty. Doctoral dissertation, Indiana University of Pennsylvania. ProQuest Digital Dissertations.

Almozaini, Y. H. (1998). A descriptive case study of ESL teachers' beliefs about and pedagogy in computer-assisted writing instruction. Doctoral dissertation, Indiana University of Pennsylvania. ProQuest Digital Dissertations.

Alshumaim, Y., & Alhassan, R. (2010). Current Availability and Use of ICT Among Secondary EFL Teachers in Saudi Arabia: Possibilities and Reality. In Z. Abas et al. (Eds.), *Proceedings of Global Learn Asia Pacific 2010* (pp. 523-532). Association for the Advancement of Computing in Education (AACE).

Baloglu, M., & Cevik, V. (2009). A multivariate comparison of computer anxiety levels between candidate and tenured school principals. *Computers in Human Behavior, 25*(5), 1102-1107. http://dx.doi.org/10.1016/j.chb.2009.05.007

Colvin, R., & Mayer, R. (2008). *E-learning and the science of instruction.* California: John Wiley.

Cormack, D. S. (1991). *The research process*. Black Scientific: Oxford.

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 13*(3), 318-340.

Egbert, J. L., Paulus, T. M., & Nakamichi, Y. (2002). The impact of CALL instruction on classroom computer use: A foundation for rethinking technology in teacher education. *Language Learning & Technology*, *6,* 108-126.

Gay, L. R., & Airasian, P. (2000). *Educational research: competences for analysis and application* (6th ed.). New Jersey: Prentice Hall, Inc.

Hew, K. F., & Brush, T. (2007). Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research. *Educational Technology Research and Development*, *55*,

223-252.

Inan, F. A., & Lowther, D. L. (2010). Factors affecting technology integration in K-12 classrooms: A path model. *Educational Technology Research and Development*, *58*(2), 137-154.

Kim, H. (2002). Teachers as a barrier to technology-integrated language teaching. *English Teaching, 57*(2), 35-64.

Lam, Y. (2000). Technophilia vs. technophobia: A preliminary look at why second-language teachers do or do not use technology in their classrooms. *Canadian Modern Language Review*, *56*(3), 389-420.

Li, L., & Walsh, S. (2010). Technology uptake in Chinese EFL classes. *SAGE journals online*, *Language Teaching Research,* January, *15*(1), 99-125.

Lin, Y. M., Lin, G. Y., & Laffey, J. M. (2008). Building a social and motivational framework for understanding satisfaction in online learning. *Journal of Educational Computing Research*, *38*(1), 1-27.

Oh, E., & French, R. (2007). Preservice teachers' perceptions of an introductory instructional technology course. *CALICO Journal, 24*(2), 253-267.

Pamuk, S., & Peker, D. (2009). Turkish pre-service science and mathematics teachers' computer related self-efficacies, attitudes, and the relationship between these variables. *Computers & Education, 53*, 454-461.

Park, C. N., & Son, J.-B. (2009). Implementing computer-assisted language learning in the EFL classroom: Teachers' perceptions and perspectives. *International Journal of Pedagogies and Learning*, *5*(2), 80-101.

Porter, C., & Naveen, D. (2006). Using the Technology Acceptance Model to Explain How Attitudes Determine Internet Usage: The Role of Perceived Access Barriers and Demographics. *Journal of Business Research*, *9*, 999-1007.

Rilling, S., Dahlman, A., Dodson, S., Boyles, C., & Pazvant, O. (2005).Connecting CALL theory and practice in pre-service teacher education and beyond: Processes and Products.*CALICO Journal*, *22*(2), 213-235.

Shin, H.-J., & Son, J.-B. (2007). EFL teachers' perceptions and perspectives on Internet assisted language teaching. *CALL-EJ Online*, *8*(2).

Smerdon B., Cronen, S., Lanahan, L., Anderson, J., Iannotti, N., & Angeles, J. (2000). *Teachers' tool for the 21stcentury: A report on teachers' use of technology*. Washington, DC: National Center for Education Statistics.

Vrasidas, C. (2010). Why Don't Teachers Adopt Technology? A Survey of Teachers' Use of ICT in the Republic of Cyprus. Worldwide educational assessment. *Computers & Education*, *37*(2), 163-178.