

Students' Perceived Use of MyELT in English Language Learning: Attitude, Perceived Knowledge, and Perceived Benefit

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ABSTRACT

The use of technology is paramount in learning. Its uses enable language learners to learn the language as a second or foreign language. The current study investigates the use of MyELT, a web-based learning management system, to assist students in learning English. Specifically, it examines the relationship between students' perceived benefits and perceived knowledge of using MyELT with their attitudes. Also, it gauges the significant differences between male and female students in their attitude, perceived benefits, and perceived knowledge. The study found positive correlations between students' perceived benefits and perceived knowledge with their attitudes of using MyELT. Regarding gender differences in using MyELT, there was not enough evidence to show that there were statistical differences using the resource in their attitudes, perceived benefits, and perceived knowledge. The study implied that using MyELT can promote a positive attitude, perceived knowledge, and perceived benefits of learning English. Yet, evidence was still not sufficient to prove a significant difference in gender in the tested variables.

Keywords

MyELT, Web-based learning management system, English language learning

Introduction

Digital resources have become a part of any course offered for learners learning English as a Foreign Language (EFL) and English Language Teaching (ELT). These online and digitized materials help both the educators and the learners to achieve learning outcomes. According to Purwaningrum and Yusuf, (2019), although it was challenging to find and organize, digitized authentic materials helped teachers teach English among EFL learners of various levels and backgrounds. Its use could help teachers motivate and promote their students' interest in learning. However, if not selected and administered carefully and wisely according to the need and adapting to their capacity, any digitized material can be a burden for the learners, and the envisaged result would not be yielded. In this direction, MyELT and learners' attitudes in using the digital resource are worth investigating. As Jeong (2017) asserts, tailor-made digitized materials provide the learners with an authentic interaction and encourage motivation and autonomy in a self-motivated learning environment. Rahamat (2019) opines that if the material can be accessed by the technology devices owned by the students, it is believed that it can increase their learning motivation and interests even more. In the current study, the purpose of this investigation is to explore the relationship between the digital resource, namely MyELT as study material, and the learners' perceived usefulness and their attitudes they demonstrate using the resource. These are examined through students' perceived knowledge, perceived benefits, and attitudes of using it. Also, most importantly, the study investigates students' attitudes and gender differences towards MyELT in language learning.

Turning now to the discussion of the variables that are involved in the current study. First is the perceived benefits that can be defined as beliefs pertaining to positive outcomes due to ones behaviour as they respond to a real threat (Chandon et al., 2000). However, relating the definition to the learning context, the study defines the terms as students' account of the learning when they receive and acquire knowledge. Turning now to defining perceived usefulness, it is defined as a state where users reflect on a particular system that they to improve their work or task productivity (Ambalov, 2021). A comprehensive study about the perceived usefulness of KALAM as a Learning Management

System (LMS) in UMP for language learning found that KALAM facilitates students in their course of learning (Ali et al., 2019). The second variable that is examined in the study is perceived benefit. A study conducted by Mtebe and Raisamo (2014) examined the uses of LMS in Higher Education Institutions in Sub-Saharan countries. Their study found that learners perceived the uses of LMS to benefit them because it makes their learning activities easier, accomplishes their learning activities quickly, enhances their learning performances, and is useful for their studies. In another study, Massive Open Online Courses (MOOC) as LMS has proven to benefit the English teachers using the system (He, 2021). It helped them in their teaching, especially when the Internet was used in the class. It was also found to benefit the students learning via distance instructions.

Finally, defining attitude is challenging as it depends on individuals' psychological and sociological interpretations. Chaiklin (2011) defines the former as one attempts to reduce prejudice and discrimination while attitude according to the latter's interpretation concerns with verbal expression as a result of ones' particular act. In this study, the latter definition is used to illustrate students' expressions of using MyELT as they respond to the items in the survey. Research has been conducted to identify students attitude using technology. One such study was conducted by Kuen's (2014). His study showed that most subjects in his research had positive attitudes using technology as it was more interesting than working with paper. They claimed that learning with technology was enjoyable in the quest to acquire a newly discovered vocabulary. The learners' learning attitudes also relate to their perspectives about acquiring a language (Ellis & Ellis, 1994). In learning a language, they can find the thin line between excessive and irrational use from and the neglective and dismissive attitude. Having to elaborate the variables that are employed in the study to scaffold the current research, the study, therefore, attempts to answer the following research questions:

1. Is there a relationship between students' perceived benefit with their attitudes using MyELT?
2. Is there a relationship between students' perceived knowledge with their attitudes using MyELT?
3. Is there a significant difference in male and female students' attitudes using MyELT?
4. Is there a significant difference in the mean perceived knowledge scores for male and female students using MyELT?
5. Is there a significant difference in the mean perceived benefit scores for male and female students using MyELT?

Literature Review

MyELT as a Reinforcement Tool

MyELT is an excellent digital resource platform of web-based learning management systems formulated and provided by National Geographic Learning. The design is to support learners using the publisher's textbooks, which is the Pathways series. The activities assigned for the learners to do at their own pace are specially designed to consolidate and reinforce classroom learning or self-study. The teacher can monitor students' comprehension and progress periodically after each assignment by checking the grade book. For cumulative assessment purposes, teachers can avail individual and classroom grade reports. Though it offers learners and educators more flexibility as teachers can assign activities, a transparent investigation of how effectively these self-study options are utilized should be investigated. Bekleyen and Çelik, (2019) assert that technology-based learning activities often seem interesting to learners at different levels.

Azmi (2017) believes the integration of information and technology in the EFL/ESL context improves the motivational level of the learners and makes them more autonomous. Thus, any digital platform is vital to make learning smoother. It further boosts critical thinking skills that foster the learner's innovative and creative nature, improves self-dependence, and promotes cooperative learning. This challenge is more intensive in modern times as educators have to be updated with the latest educational technology to facilitate more exciting lessons and attract learners into the mainstream of studies. Habbash (2020) asserts that learning English in non-speaking tasks takes place mainly in contextual environments creating a challenging but accessible context with the advancements of technology. Moreover, many technological applications nowadays are handy for creating virtually creative environments that lead to augmented reality interfaces (Schlomann et al., 2019). MyELT's design is capable of these needs well. It also involves the students in planning for their learning and enhancing learners' autonomy. However, the content on the MyELT activities may not be suitable for the learners in the Arab world, and that has to be checked if this demotivates the learner to embrace the platform. Moreover, Zou et al. (2018) argue that collaborative learning, game-based learning, and mobile learning strategies in Technology Enhanced Language Learning (TELL) environment provide the

technological interface between teachers and their students for various teaching and learning styles. Moreover, they could design the future TELL based on Bloom's taxonomy of learning through four stages: simple acquisition of language knowledge, integrated acquisition of language knowledge, integrated use of language knowledge, and language knowledge in socio-cultural contexts.

English language learning in the Arab World

Practical knowledge about the EFL/ESL/English Language Teaching (ELT) arena in the Arab world, focusing on gulf countries, is the essence of this study. According to Iqbal et al. (2020), teachers and specialists in English language teaching face many problems while teaching English to Arab students. They believe that there are many reasons for this. The first and the most important reason is that the Arab students do not even know basic English although they are taught English in schools. Another study conducted by Alhassan (2017) found that English language acquisition in the region was improved with the help of instructional technologies as means of communication. The researcher added that teachers and practitioners should raise learners' awareness of the existence and realities of international and global English. They need to go for all the possible ways to enhance the teaching-learning experience in EFL classrooms in the region. This challenge is more intensive in modern times as educators have to be updated with the latest educational technology to facilitate more exciting lessons and attract learners into the mainstream of studies.

Van Rinsveld et al. (2016) point out that learners studying a foreign language are more likely to face academic and linguistic difficulties. The statement is evident in the case of learners in the Arab world in that it is challenging for them to meet the required level of achievement due to their low level of English mastery. Arab countries have recently been heavily involved in various initiatives and efforts to improve the English language and its learning outcomes, including introducing new English language curricula following international standards (Mustafawi & Shaaban, 2019). Moreover, the recent trends in the Arab world in education are in response to the demands of the globalized job market (Suarta et al., 2017). It demands students to be equipped with the 21st-century learning skills that require the students to:

- a) have critical thinking and problem solving,
- b) demonstrate intra- and inter-cultural communication,
- c) promote creativity and innovation,
- d) equip with digital knowledge,
- e) establish effective oral and written communication,
- f) able to collaborate and team up with other

Therefore, proficiency in English has been seen as a vital element in the skill-set necessary for successful participation in 21st-century society. Mustafawi and Shaaban (2019) again point out that English as a Medium of Instruction (EMI) needs to get momentum. They observed that many questions had been raised about the degree of success and effectiveness of the programs in teaching English and subject matter through EMI in third-world countries in general and the Arab world in particular.

Arab students' Attitude on the Use of Technology in Learning Language

A growing body of research has been conducted on students' attitudes in language learning with the current development of technology. The implementation of technology, i.e., LMS, online learning tools used in blended learning, and social media such as Instagram or Facebook are used widely in the education system to support teaching and learning processes. A study conducted among 83 students in Al-Tamayoz Elementary-prep School, United Arab Emirates found that there was a significant difference between Computer Assisted Language Learning (CALL) users and non-users in favour of the experimental group (Almekhlafi, 2006). Students in the group were found to demonstrate positive attitude using CALL as they perceived that it can help them learning EFL.

Also, in using LMS, for instance, it was found that learners' perceptions and attitudes towards the use of digital sources play a significant role in determining the success of a particular LMS (Van Raaij & Schepers, 2008). Likewise, Fageeh and Mekheimer (2013) found that using the Blackboard app in learning activities improved students' attitudes towards academic writing. However, technical problems related to internet connection and the app itself negatively influenced students' attitudes toward the LMS. Briefly, students' attitudes towards using a certain system could affect the LMS effectiveness in learning the language. A significant

The use of technologies in transferring and sharing information has spread across almost all sectors including education. Thus, contemporary education must go hand in hand with technology development in various areas of

language learning activity. Students who generally have positive attitudes and significant levels of motivation toward learning also have more positive attitudes toward online learning in blended courses (Zhu et al., 2020). Interestingly, Acar's study (2013) supported An et al.'s (2021) findings in which they found that attitudes toward blended learning are similar to the usage of social media for academic purposes. In general, applying technology into classroom activities has a significantly positive impact on students' attitudes to this learning system (Lin et al., 2016). Furthermore, Akbarov et al. (2018) reported that students had a moderately positive attitude toward infographics and paperless classrooms within the EFL environment. Their English proficiency levels were positively correlated with their preferences toward blended learning for EFL purposes.

Essentially, the integration of social media technology is not to replace traditional methods but simply to enhance the process of teaching and learning. Akhbar et al. (2017) demonstrated that students with positive perceptions and views in using Instagram but moderate attitudes could improve their writing skills. In this sense, applying particular technology in English language activities might be one of the options for teachers and students depending on the purpose and expected outcome for each learning session. Ikhwan and Widodo (2019) stated that student attitude is the major affective factor to language instruction and becomes a predictor of successful language learners. Therefore, the positivity of students' attitudes in a particular setting and context could influence the effectiveness of technology in learning a language.

On a different note, Agnoletto and Queiroz (2020) rightly observed digitalization is not a simple procedure. It has complex content such as urgency, a virtual management system, readiness to deal with online teaching and learning tools, digital fluency, and coping with feelings of fear and social isolation. Therefore, the willingness and intuitive aspects become more relevant in learning from digitized materials at one's own pace. As Alshorman and Bawaneh (2018) state, if there is a genuine desire for students and faculty members to employ technology in classrooms, this will positively impact transforming the learning experience from tradition, simulation, and retreat to creativity and development. In regards to this, the effectiveness of e-learning depends on the extent of positive attitudes people develop towards e-learning, which is relevant in the case of MyELT. Here, an educator can create interest and inculcate a habit of self-paced learning to cement what the learners learned in the actual classroom. As the learners get instant feedback through automatically graded activities and track their progress, there is room for students to develop a positive attitude towards attempting more exercises on MyELT. However, it is the teacher's role to trigger the passion for it.

Implementation of Learning-Management System (LMS) in Learning English

Most of the institutions worldwide become familiar with the virtual learning environment and Learning-Management System (LMS), and have implemented it as part of their approaches to be at par with the advancement of technologies. You (2015) states that LMS provides new opportunities for instructors to monitor students' participation and progress in their learning activities. With a variety of features created in this e-learning platform, both instructors and students can easily access and use the sources of information provided anywhere at all times. Ali and Alajab (2018) found that implementing and integrating LMS will hasten the educational process and enhance effective learning outcomes. Supported by Al-Sharhan et al. (2020) claimed that many universities utilize LMS to improve their pedagogy and to enhance the quality of online learning. Nishitha and Pandey (2021) analysed some potential LMS available and used by some institutions to sustain development in the online education sector which include Canvas Instructure, Easy Class, Moodle and Blackboard Learn. KALAM and MyELT too are used by institutions namedly Universiti Malaysia Pahang in Malaysia and University of Technology and Applied Sciences Ibra campus in Oman as their LMS for a reason. With respective purposes and preferences, these institutions choose the best e-learning platform to support their teaching and learning process.

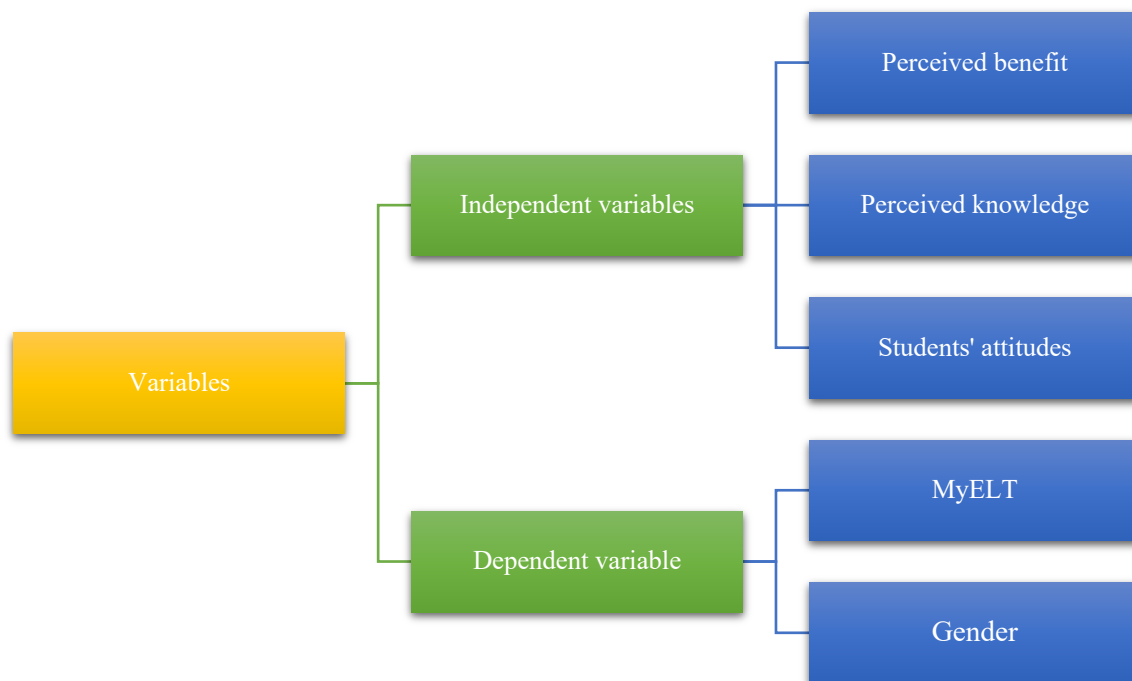
Not to be ignored that some of the curriculums at the tertiary level have integrated Learning Management System (LMS) to adopt blended learning in English proficiencies. According to Ali and Alajab (2018) the use of LMS for delivering the online course material has significantly improved the science students' attitudes towards learning and studying scientific English since it allowed them to think, interact, and improve their language skills at their own pace. Even with challenges like LMS severe crash or lack of experience and skills in using LMS, students still expressed great attitudes toward technology or learning management system (LMS) used in their blended English course (Sriwichai, 2020). She added that the contents and learning activities of their Ready English Course have been delivered through the university's learning management system (LMS) and face-to-face classroom instruction which made them realize that the digital tool was important for their English learning. Truong (2021) also agreed that additional LMS practices are useful in developing students' speaking skills, mainly in terms of grammar, vocabulary,

and pronunciation. In essence, it is a good supplementary platform to better acquire speaking competence together with face-to-face interaction. Thus, the most significant that all LMS applications had is the ability of utilising it to enhance language learning

Conceptual Framework of the study

The conceptual framework of the study involves a few variables namely perceived benefit, perceived knowledge, and attitudes, are the dependent variables that the researchers are interested in investigating. Meanwhile, MyELT and genders are the dependent variable in which the researchers would like to see the effect of its use in learning English. Figure 1 shows the conceptual framework of the current study illustrating the dependent and independent variables.

Figure 1. Conceptual Framework of the study



Methods

Research Design

This study employed a descriptive research method in collecting the data for the current study. This research design was used to collect quantitative data in which a survey was conducted, and data from the Likert scale items were analyzed. Atmowardoyo (2018) states that descriptive research covers subtypes of research methods such as survey, correlation and qualitative studies, and content analysis. Thus, the design can be used in both data inquiries - qualitative or/and quantitative research.

Research Samples

This study was conducted at the University of Technology and Applied Sciences – Ibra campus in Oman. Table 1 shows that 88 students participated in the current study and completed the survey, with 76.1 percent of them being male students while 28.4 percent are female students. These samples were determined based on convenience sampling. A sample of convenience refers to samples that are easily accessible and willing to be part of the study being conducted (Teddlie & Yu, 2007). Furthermore, most samples were aged 17-18 years (52.3%), followed by 43.2 % from the 19-20-year age group, and the remaining were 21 and above years old (4.5%). They were enrolled in various programs including Business (27.3%), Computer technology (13.6%), Engineering (34.1%), Applied Science (11.4%), Foundation (6.8%), English (1.1%), and 5.7% of them did not state any in the survey.

TABLE I: Demographic profile of the learners

Variables	Frequency	Percent	Cumulative Percent
Gender			
Male	63	71.6	71.6
Female	25	28.4	100.0
Total	88	100.0	
Age			
17-18	46	52.3	52.3
19-20	38	43.2	95.5
21 and above	4	4.5	100.0
Total	88	100.0	
Program			
Business	24	27.3	27.3
Computer technology	12	13.6	40.9
Engineering	30	34.1	75.0
Applied Science	10	11.4	86.4
Foundation	6	6.8	93.2
English	1	1.1	94.3
Did not state	5	5.7	100.0

Research Material

The study uses MyELT as research material. Students of the Foundation Studies Program at the University of Technology and Applied Sciences – Ibra, Oman, actively use the platform as a part of their day-to-day learning practice. They use MyELT for an hour once a week having 14 weeks in a particular semester. The components of MyELT compose of the four English skills namely reading, listening, speaking and writing. The materials are arranged according to lessons following designated units. In the lessons itself, few activities are included in which students can work on their own. These activities are vocabulary building, listening and note-taking to name a few. Finally, each student has his/her online gradebook that helps him/her to review their submissions. To illustrate, in reviewing a vocabulary activity (Drag and drop), students can identify correct answers and compare to theirs using the online gradebook. More specifically, students can view their scores as they compare their answers with the marking scheme. The gradebook facility also gives ample provisions for the tutor to monitor students' progress on assignments and their scores in individual items. Besides that, they can work in groups to discuss their works. In particular, they can be assigned to be in breakout rooms to discuss the assigned works.

Research Instruments

As this study employed a descriptive research design, quantitative data inquiry was collected to address the research questions. A set of questionnaires was developed to explore students' use of MyELT in English Language Learning. Specifically, the research instruments consist of these constructs, namely attitude, perceived knowledge, and perceived benefit. The questionnaire consists of five (5) sections. The first section involves items that are related to demographic background. The details that are required from the students are their gender, age, race, latest English score, and course/program. The second section includes seven (7) items aiming to investigate students' knowledge construction using MyELT. The third section involves seven (7) statements related to students' attitudes in using MyELT for language learning. The fourth section contains five (5) questions on students' perceived benefit of learning outcomes using MyELT.

The last section is an open-ended item that pinpoints students' difficulties and problems when utilizing MyELT in language learning. Section 2, section 3, and Section 4 ask the respondents to rate how strongly they agree with each statement and use a 5-point Likert scale. The researchers utilized SPSS software to analyze these questionnaire items. In the current study, the Cronbach alpha coefficient was .78. Fraenkel et al. (2011) state that the reliability should be .70 or higher to signify that the research instrument is reliable to be used in one study. In terms of validity, content-related evidence in which judgment from the experts was employed to validate the questionnaire. A colleague of the first author was appointed to examine and analyze the items in the questionnaire to ensure they were suitable for the intended samples.

Data collection procedures

In collecting the data for the current study, the second author contacted his colleagues to disseminate the online questionnaire to the students. A formal letter was sent to the Dean of the faculty. Such was to obtain permission to collect the data for the current study. Next, students were briefed on how to go about completing the items in the online questionnaire using Google Form as they were not accustomed to completing it. It took them a few minutes to complete the survey. There were no issues when students answered the online survey since simple English was employed in the research instrument.

Data analysis procedures

The current study uses a quantitative research design to answer the formulated research questions. Inferential statistics, namely correlation and independent samples t-test, were employed in the current study. The former was used to identify the correlations between perceived benefits and attitudes of using MyELT and perceived knowledge and attitude of using the resource. In particular, the statistical analysis was used to answer Research Question 1 and Research Question 2. The latter, however, was employed to identify whether there was a significant difference between male and female students in their perceived knowledge, perceived benefit, and attitudes of using MyELT. The formulated research questions, i.e., Research Question 3, Research Question 4, and Research Question 5, used the independent samples t-test to answer these research questions.

Results

The correlations between perceived benefit and attitudes of using MyELT

The relationship between perceived benefit and attitudes of using MyELT was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity, and homoscedasticity was evident. Table 1 shows the mean and standard deviation of perceived benefit (M=16.03, SD=4.34) as well as attitude (M=16.03, SD=4.34M).

Table 1: Mean and Standard Deviation of perceived benefit and attitude of using MyELT

	Mean	Std. Deviation	N
Total attitude	16.0341	4.34027	88
Total perceived benefit	16.0341	4.34027	88

Further analysis was conducted for the analysis. As evident from Table 2, it shows a strong, positive correlation between the two variables, $r = 1.000$, $n = 88$, $p < .0005$, with high levels of benefit with high levels of attitude of using MyELT. The result implies that the more positive attitude students show in using MyELT to learn English, the more they benefit from it.

Table 2: Correlations between perceived benefit and attitude of using MyELT

		Mean Attitude	Perceived benefit
Total attitude	Pearson Correlation	1	1.000**
	Sig. (2-tailed)		.000
	N	88	88
Total perceived benefit	Pearson Correlation	1.000**	1
	Sig. (2-tailed)	.000	
	N	88	88

** . Correlation is significant at the 0.01 level (2-tailed).

The correlations between perceived knowledge and attitude of using MyELT

To identify the correlations between perceived knowledge and attitude of using MyELT, Pearson product-moment correlation coefficient. Table 3 shows the mean and standard deviation for attitude (M =16.03, SD = 4.34) while perceived knowledge (M=20.36, SD=4.11).

Table 3: Mean and Standard Deviation of knowledge and attitude of using MyELT

	Mean	Std. Deviation	N
Total attitude	16.0341	4.34027	88
Total perceived knowledge	20.3636	4.10545	88

In Table 4, it is evident that there is a positive correlation between the two variables, $r = .305$, $n = 88$, $p < .0005$, with high levels of attitude and perceived knowledge of using MyELT. The results suggest that the more positive attitude students demonstrate using MyELT, the more they gain their proficiency in learning English.

Table 4: Correlations between knowledge and attitude of using MyELT

		Attitude	Perceived knowledge
Total attitude	Pearson Correlation	1	.305**
	Sig. (2-tailed)		.004
	N	88	88
Total perceived knowledge	Pearson Correlation	.305**	1
	Sig. (2-tailed)	.004	
	N	88	88

** . Correlation is significant at the 0.01 level (2-tailed).

Male and female students' attitudes of using MyELT

The preliminary analysis showed male and female students' gain of using MyELT to the mean and standard deviation. Male M= 16.35, SD=4.53 while for female M= 15.24, SD=3.78 respectively (Table 7). Further analysis using independent samples t-test (Table 8) shows that there was no significant difference in scores between the two, $t(86) = 1.08$, $p = .28$, two-tailed)

Table 7: Mean and standard deviation of male and female students' attitude in using MyELT

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total attitude	Male	63	16.3492	4.53360	.57118
	Female	25	15.2400	3.77801	.75560

Table 8: Independent Samples Test of attitude between gender

Levene's Test for Equality of Variances		t-test for Equality of Means						
F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
						Difference	Lower	Upper
						ce		

Total attitude	Equal variances assumed	.751	.388	1.082	86	.282	1.10921	1.02492	-.92827	3.14668
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Male and female students' perceived knowledge using MyELT

As shown in Table 5 and Table 6, an independent samples t-test was conducted to compare the knowledge scores for male and female students using MyELT. The results demonstrated that there were no significant differences in scores for male ($M = 20.30$, $SD = 4.24$) and females ($M = 20.52$, $SD = 3.82$; $t(86) = -.224$, $p = .82$, two-tailed) in the genders' perceived knowledge of using MyELT.

Table 5: Mean and standard deviation of male and female students' perceived knowledge learning English using MyELT

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total perceived knowledge	Male	63	20.3016	4.24125	.53435
	Female	25	20.5200	3.82012	.76402

Table 6: Independent Samples Test of perceived knowledge between gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Total perceived knowledge	Equal variances assumed	.128	.721	-.224	86	.823	-.21841	.97577	-2.15817	1.72135

Male and female students' perceived benefit of using MyELT

Table 9 and Table 10 show preliminary analysis and independent samples t-test conducted to compare the perceived benefits for male and female students using MyELT. There were no significant differences in scores for male ($M = 16.35$, $SD = 4.53$) and females ($M = 15.24$, $SD = 3.78$; $t(86) = -.224$, $p = .82$, two-tailed) in relation the male and female students' perceived of using the resource for the learning of English.

Table 9: Mean and standard deviation of male and female students' perceived benefits in using MyELT

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total perceived benefit	Male	63	16.3492	4.53360	.57118
	Female	25	15.2400	3.77801	.75560

Table 10: Independent Samples Test of perceived benefits between gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Total perceived benefit	Equal variances assumed	.128	.721	-.224	86	.823	-.21841	.97577	-2.15817	1.72135

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total perceived benefit	Equal variances assumed	.751	.388	1.082	86	.282	1.10921	1.02492	-.92827	3.14668

Discussions

Firstly, concerning the first research question, the most prominent finding to emerge from the analysis of the perceived benefit and attitude of using MyELT is a positive correlation between both aspects. The result insinuates that the more positive attitude students demonstrated in using MyELT to acquire skills and competencies of the English language, the more their perceived benefit magnified. Previous studies evaluating the same independent variable and very consistent results observed indicated that students generally find that computers have changed their attitudes in learning English vocabulary compared to those in the contextual clues and dictionary strategy groups (Z. Ali et al., 2012). Similar to Lezama (2019), who found that the implementation of MyELT considerably improved students' academic performance in many aspects, highlighting the auditory level, reading, vocabulary, and grammar, each of the elements mentioned above being of great importance for learning a new language. Students could gain more benefits when they applied some educational technologies, which led to changes in their attitudes toward learning a language.

Another outcome revealed a somewhat predictable note that there was a positive correlation between perceived knowledge and attitude of using MyELT. In other words, the more frequently students attempted using MyELT in their learning process, the more knowledge they gained. The results were consistent with Hammonds et al. (2013) in that they stated that the user-friendly feature makes Edmodo a learning platform that can be accessed at any time and place, thus, influencing users' attitude in utilizing the technology in the learning process. Edmodo, similar to other learning management systems, namely Blackboard, Moodle, or MyELT, serves as an easy way for students to connect, collaborate and obtain study materials (Balasubramanian et al., 2014). Students argued that Edmodo could be a resource-sharing platform to upload lecture notes, videos, files, and folders in their study. Besides, Taysi and Başaran (2018) found that nearly half of the students had positive perceptions of using MyELT to improve their listening, reading, and grammar skills.

About the gender differences concerning perceived benefit and perceived knowledge, the single most striking observation to emerge from the data comparison was that there is no significant difference in perceived knowledge nor perceived benefits scores between male and female students. Research conducted on the VocBlast application, a vocabulary learning platform, also showed similar results to the current findings. Ghazali and Ali (2017) found no significant difference between genders when VocBlast was employed to assist students in learning specific vocabulary. The result suggests that both genders perceive VocBlast as a useful mobile app for learning technical vocabulary. Moreover, the findings of this study also coincide with Taysi and Başaran's (2018) study. Although the student in their research generally had positive perceptions of using MyELT to the practicality of the system, they found no significant difference between male and female students' perceptions. Therefore, it implies that, regardless of the software or the application utilized for EFL learning, gender does not interfere or cause any limitation or improvement as it is a neutral variable with zero effect on the learning process.

Conclusion

This study set out to find the relationship between students' perceived benefit with their attitudes of using MyELT and the relationship between their perceived knowledge and attitudes using the resource. The study also identified the differences in attitudes using MyELT regarding students' perceived knowledge and perceived benefit. The study has identified positive correlations in students' attitudes regarding their perceived benefits and knowledge of using MyELT. However, the research has shown no statistical differences between male and female students using MyELT in their attitude, perceived benefits, and perceived knowledge. These findings suggest that when students enjoy learning English, their learning outcomes can generally increase (An et al., 2021). It was proven in the current study as it was found that students' attitude was optimistic when they used MyELT to learn English. Students in the study who always have access to the Internet, whether for information or entertainment, make their attitudes positive using the resources

to learn various English skills (Dalshad Abdullah et al., 2015). However, in terms of gender difference, it was surprising that there were no significant differences in male and female students' attitudes, perceived benefits, and perceived knowledge using MyELT. It implied that both genders have the same magnitude of using MyELT related to the tested variables in the current study. Therefore, the contribution of this study has been to confirm the use of MyELT in learning EFL in the context that employed Arab students as its samples. The present study establishes a quantitative framework in identifying the use of MyELT as supplementary material for the learning of English.

Limitations and Future Studies

The most important limitation lies in the fact that the teachers' voices were not included in the current study. Since they are the content experts, their knowledge of how MyELT can benefit the students is paramount. Therefore, when using MyELT, including their 'voices' seems to be essential because they are the ones who can improve students' overall achievement. Another source of weakness in this study concerns interviewing the students. Future studies may gauge their in-depth opinions regarding their attitude, perceived knowledge, and perceived use of MyELT by conducting semi-structured interviews of focus-group discussions.

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