Introduction

A second language classroom offers little opportunity to talk with native speakers or peers. Students (learners) use their first language in class, which limits their ability to master the language in authentic settings. Computer technology provides opportunities for learners to practice the target language and improve their oral performance both inside and outside the classroom. The benefits that stem from using computer technology can help language learners learn more effectively and provide more interaction with learners and teachers during the learning process. Teachers often have a difficult time determining and addressing each individual's needs in the classroom. When teachers teach in a face-to-face classroom, they tend to focus on whole-class needs instead of individual needs. By using computer technology, teachers can analyze and record data on learners' learning processes, thereby enabling teachers to support individual learners' needs (Riasati, Allahyar, & Tan, 2012).

Computer instruction is becoming increasingly common in the field of second language education. As its relevance is becoming more accepted and understood, systems such a Computer-Assisted Language Learning (CALL) offer new hopes for enriching language instruction in the second language environment. CALL systems integrated into traditional instruction enable learners to increase their interactions and enhance their motivation to speak up in front of peers, without concern about their accents.

Although computer technology has many benefits for second language students, students' attitudes toward the use of the technology could be an important key reason for learning. If language teachers keep integrating computer technology into courses without really understanding students' attitudes, it may not result in appropriate learning outcomes. Understanding students' attitudes better could help language teachers find a better way to integrate technology into traditional language classes. Therefore, students' attitudes toward the use of the technology in the traditional classroom were investigated in the current study.

Literature Review

Software Selection

As educational technology continues to evolve and improve, computer-based instruction has become a useful learning tool that can be conducive to student learning (Hughes, 2005). Many computer and web-based software applications have been developed to help students learn. To address students' needs and provide relevant educational tools, teachers must be proficient and critical users of technology, carefully choosing software programs (Kazu & Yavulzalp, 2008). Teachers have to consider the learners' needs in conjunction with the teaching and learning approaches while avoiding ineffective software in the field as, when ineffective software is used, poor learning can result.

Software selection—which has become a major issue for teachers—is "a process undertaken outside the classroom by a teacher or group of teachers who are well informed about the education issues of computing" (Blease, 1986, p. 4). Many software selection processes and evaluations of frameworks have been proposed. For example, Collis and Moonen (2001) developed a 4-E model to describe the factors that influence an individual's successful adoption of technologies for teaching and learning. The 4-E model includes environment in the organizational context, education effectiveness, ease of use, and personal engagement. Meanwhile, Bates and Poole (2003, pp.79-80) proposed a SECTIONS model (i.e., student, ease of use and reliability, cost, teaching and learning, interactivity, organizational issues, novelty, and speed) for software selection from the teacher's perspective.

The SECTIONS model is an amended form of the ACTIONS model (i.e., access, cost, teaching and learning, interactivity and user-friendliness, organizational issues, novelty, and speed), developed by Bates in 1988 and refined in 1995 to enable distance education to take advantage of technological developments when choosing specific media and technology applications for a course. Bates and Poole changed two aspects of the ACTIONS model: 1) they changed access to students in order to be relevant to any educational environment and level of flexibility and 2) they included ease of use with reliability (rather than interaction). If the technology is easy to use but unreliable, teachers