

# **ADOPTION OF INTERNET ASSISTED LANGUAGE LEARNING (IALL): THE DIFFERENCES AMONG GENDER AND FIELD OF STUDY**

Ainol Madziah Zubairi  
Abdulmajid Mohammed Aldaba

**Kulliyyah of Education**  
**International Islamic University Malaysia**  
[ainol@iium.edu.my](mailto:ainol@iium.edu.my)

## **ABSTRACT:**

The purpose of this study is to identify types of Internet Assisted Language Learning (IALL) tools most frequently used by Yemeni English major students, and to study the gender and discipline differences in this regard. The current study investigates the use of 15 IALL tools, namely YouTube, Facebook, Sharedlingo, Google Translate, Electronic Books, WhatsApp, BBC learning English, Busuu.com, British Council Online Website, Online English Movies, Aljazeera English Online, Skype, Online dictionaries and thesaurus, Podcasts and TOFEL and IELTS online materials. Samples include 724 Yemeni English major students, from English departments in the three Faculties in Sanaa University namely Faculty of Education, Faculty of Languages and Faculty of Arts. A 5 Likert Scale checklist was used to collect the data employing simple random sampling. The statistical techniques employed include descriptive statistics (percentage, mean, and standard deviation) as well as the Independent Sample t-test. The research findings point out that the most frequently used IALL tool is Google Translate by WhatsApp, Online dictionaries and thesaurus, and electronic books respectively. Regarding the differences in students' gender, eight tools show a statistically significant difference while the other 7 tools show no significant difference in scores for males and females students. Regarding students' majors, seven tools show a statistically significant difference while the other eight tools show no significant difference in scores between education and non-education students. This study makes a contribution by providing empirical evidence about the current adoption of IALL among English major students in Yemen. Educators, as well as the Ministry of Higher Education, could benefit from the outcomes of the present study as an avenue to increase awareness of the current adoption. This process will engender better integration of IALL in the mainstream educational institution in the Yemeni context.