THE EFFECT OF TECHNOLOGY ON SAUDI FEMALE STUDENTS
LEARNING ENGLISH AS A FOREIGN/SECOND LANGUAGE

by

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A Dissertation
Submitted to the
Graduate Faculty
of
George Mason University
in Partial Fulfillment of
The Requirements for the Degree
of
Doctor of Philosophy
Education

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Date: _____   Fall Semester 2017
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Dedication

This is dedicated to my parents, my loving brothers and sisters, and to all the women whose voices have not been heard.

Acknowledgements

First and foremost, I thank God for helping me accomplish this journey and easing all the obstacles and challenges I faced throughout these years. I would like to thank my father, Ibrahim Aleissa and mother, Hend Alangri who made every possible effort to help me become who I am today. Without their endless support and prayers, I would not have been able to make it. Thank you, Dad, for proofreading every step and for always being on my side. Also, this work would not have been possible without the support of my sister Basma and Aunt Shroug. Thank you both for listening to my complaints along the way and for comforting me every time. My professor, advisor and mentor, Dr. Haley, thank you for believing in me and having confidence in my vision. Dr. Hathaway, thank you for inspiring my research. Thank you for your endless help in reviewing my work, and thank you for being available every time I needed you. Dr. K, my editor, thank you for appreciating my work and helping me smoothly pass this journey. Dr. Wong and Dr. Maxwell, thank you for always supporting me in my research. Lastly, thank you to all of my friends and colleagues who supported my efforts to see my dream come true.

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List of Abbreviations

ESL   English as a second language

EFL   English as a foreign language

ELLs   English language learners

SL   Second language

Abstract

THE EFFECT OF TECHNOLOGY ON SAUDI STUDENTS LEARNING
ENGLISH AS A FOREIGN/SECOND LANGUAGE

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In the last decade, the Saudi Arabian government has made a concerted effort
to enable its citizens to communicate in English effectively. The government
mandated learning English on all educational levels. Acquiring a foreign language
that is only introduced in the classroom challenges both learners and teachers. This
study highlights the importance of students' motivation and positive attitude in
learning a foreign language, and the effectiveness of technology on Saudi female
adults in learning English as a foreign language at the college level. The goal of this
study is to inquire about the effects of technology on Saudi female students who lack
the motivation to learn English. I demonstrate that technology can serve as a vehicle
to motivate students, improve their learning skills and to introduce them to authentic
experiences in the target culture both within and outside the classroom. This research
will provide educators and higher education policy makers new insights into how to

promote the usage of technology in teaching English as a foreign language in Saudi

Arabia, and thus achieve the desired outcome of fluency.

Chapter One

The English language's most important feature is that it is seen as an international language in a number of domains (Nwaila, 1997). Increasing numbers of people around the world consider speaking English a requirement for international communication (Warschauer, 2000). At least 85% of international organizations in the world officially use English in all communications, and approximately 90% of published academic articles are written in English (Crystal, 1997). Therefore, English has become the most widely taught foreign language in the world (Alatis, 1980). Moreover, English-speaking countries are leading the world politically, economically, and educationally. Hence, the urge to learn English has become a global phenomenon.

Background

In Saudi Arabia and throughout the country's early history, there has been a general reluctance to teach English or any other foreign language in the educational system. Only a few private schools included English in women's schooling and curricula at all levels, elementary, middle, and high-school. Students at public schools have been taught English for a few hours per week (Szyliowicz, 1973). The country began to teach English as a foreign language at the middle school level in public schools. It was not taught in primary schools, meaning that students were not introduced to the English language until they entered 7th grade (Aldosari, 1992). In 2003, however, occurred a paradigmatic shift in the educational system, and English

language instruction was integrated into the curriculum of all primary schools. This change mainly ensued from considerable international pressure (Elyas, 2008).

According to the official guidelines of the Saudi Ministry of Education manual for teaching ESL:

> The aim of teaching English in the secondary schools is to have the public attain a standard which will permit him [*sic.*] to make ready use of desired materials in English and which will enable him [*sic*] to communicate satisfactorily, according to his [*sic.*] needs, in both spoken and written forms. (MoE, 2003, n.p.)

Most recently, the Saudi government has required public schools and public universities to teach English at all levels. The Saudi Arabian government views English not only as a universal language, a tool to understand different cultures, and a tool to acquire new knowledge, but also an important factor to develop the country. Saudi Arabia is one of the most rapidly developing countries with a need to promote mastery of the English language among businessmen, students, and politicians in order to be competitive in trade, economics, education, and other related fields. The government's current emphasis on learning the English language reflects a desire to have citizens that can speak English both inside and outside of the country. Moreover, the English language has been seen as a tool to protect the country from cultural, educational, social, and economical backwardness. There has also been a push for citizens to communicate with other English speakers. These educational and cultural changes within the country have received much attention within the last decade.

Islam is another reason for emphasizing the importance of English in Saudi. It involves the need for Muslims to spread Islam. It is one of the goals of the Ministry of Education as stated in the Curriculum of the Secondary School Level (1974):

> To help the pupil gain a reasonable command of English in order to be in a better position to defend Islam against adverse criticism and to participate in the dissemination of Islamic culture. (p. 316)

Therefore, there was a huge shift in the importance given to learning the English language in Saudi when schools started teaching English at all levels. However, English education in Saudi public schools has generally been considered unsatisfactory. After graduating from public schools, students' English fluency has not yet reached the communication goals. This might be due to the following challenges: (1) English language instruction in classrooms is only 2-4 hours a week; (2) language learners have limited or no use of simple instructional technology; (3) most teachers use traditional teaching methods which do not emphasize communication (Al-Asmari, 2005); and (4) students have their own attitudes and motivations about English language learning which could be a barrier to target language practice. Together these challenges might explain why students are having difficulties meeting set communication goals and how teachers are using technologies to encourage more opportunities for target language practice.

The most recent plan for reform in the country is Vision 2030 that was launched in 2016, emphasizes the importance of preparing all citizens to meet international employment standards. English fluency is at the top of the list of necessary skills. Moreover, the goal of Vision 2030 is to increase the percentage of women in the work force from 22%, where it is today, to at least 30%. Women who

are my primary sample in this study must be trained and ready to participate in the workforce.

The plan also includes developing religious and recreational tourism. In fact not only tourism, but all sectors will open to global investors, which is part of the main economic push is to expand businesses. English fluency will be essential for the success of these endeavors. (http://theconversation.com/what-will-saudi-arabias-vision-2030-mean-for-its-citizens-58466).

General Education in Saudi

This section provides a brief review of general education in Saudi Arabia, EFL education, and learning strategies within the educational and cultural context in Saudi Arabia.

General education is one of the priorities in Saudi Arabia, where students can receive various forms of education. The available form of schooling include the following:

Elementary school, intermediate school, secondary school, technical and administrative institutes, military institutes, nursing institutes, commercial and agricultural institutes, military colleges, junior colleges, and university colleges. All forms of education, including graduate studies, are provided free of charge for students. In fact, with the exception of elementary, intermediate, and secondary education, students receive monthly stipends to attend all other types of schooling.

Islam is fundamental to understanding the educational system in Saudi Arabia, where Islam and its teachings are essential and are emphasized at all levels of education. Islam requires every Muslim to obtain knowledge. The prophet Mohammed was reported to have said, "Seeking knowledge is an obligation upon

every Muslim." Islam also imparts a high status to people of knowledge. The Holy

Qur'an says, "Those who fear Allah (God) the most are people of knowledge"

(chapter 35: 28). The teachings of Islam also prescribe that males be separated from

females in schools. This concept is important when talking about education in Saudi

Arabia. The Ministry of Education item 155 in the Saudi educational policy states,

"Co-education is prohibited in all stages of education with the exception of nurseries

and kindergarten" (Government of Saudi Arabia, Ministry of Education, n.d., article

155)

Limited Target Language Practice

At King Abdulaziz University, students whose major field of specialization is

not English do not usually have the opportunity to speak with native speakers of

English, either on or off campus. These students do not practice using the language in

lecture halls merely because English is not the language of instruction in most

specializations, with the exception of some scientific areas, such as medicine and

mathematics. Both EFL learners and even their instructors rarely have the opportunity

to use the target language interactively with native speakers of the target language

(Fukai, 2004; Pellettieri, 2000; Sotillo, 2000; Tudini, 2002). Therefore, it becomes

clear that presenting native English language speakers in authentic real-life situations

is quite essential for Saudi students. As suggested in the current literature and debates,

in order to introduce authentic real-life situations in EFL classrooms, the teaching

environment in Saudi classrooms needs to change from a traditional teacher-centered

classroom to a student-centered classroom.

Traditional and Non-Traditional Methods in Saudi Classrooms

Teachers in Saudi classrooms have the ultimate authority in the class. In teacher-centered education, students focus all their attention on the teacher, and they mostly remain quiet and passive. The role of the teacher is to pass on knowledge, and the role of the student is to develop and listen (Jamjoom, 2009). Since teachers and lecturers have absolute power in the classroom, it is not surprising that they are unwilling to give up this power in favor of a more 'student-centered' pedagogy (Jamjoom, 2009). The pedagogy in most Arab schools and universities is still "typically based on more rote learning than it is on critical thinking, problem solving skills, analysis and synthesis of information, and learning how to learn" (World Bank, 2002, p. 18). The World Bank study suggested that the Saudi education system does not promote higher-order cognitive skills such as problem solving. Also, a Harvard study of Arab higher education found that "widespread practices of rote learning and memorization exercises are incapable of developing capacities in students for problem solving and application of theory practical concepts" (Cassidy & Miller, 2002, as cited in Elyas & Picard, 2010, p. 141) The use of technology in the language learning process could be a way to move towards teaching practices that provide language learners with more opportunities to practice their foreign language skills inside and outside of the classroom.

Statement of the Problem

While the government champions English language instruction in the Saudi education sector, which includes public schools and public universities, classroom teaching still remains stagnant and resistant to change. The classroom remains mostly an example of a traditional teacher-centered classroom. There is still little use of

technology for the purpose of language learning. By moving away from traditional teaching methods and adopting non-traditional methods that use technology in Saudi classroom settings, there might be more target language practice for English language learners, especially female English language learners.

Saudi women, much like other women around the globe, think of education in terms of creating an identity and a personality. "Women's pursuit of a higher education is to fulfill their aspirations of 'self development' and confidence." (Maslak & Singhal, 2008, p. 484). Saudi women have started to seek knowledge from different places to improve themselves as daughters, wives, mothers, and society members. "The rationale for a focus on women's achievement in higher education is that it is a key social development indicator measuring women's status in any country" (Rashti, 2003, p. 2). English language proficiency is very important to help Saudi women become highly educated, because most academic articles are in English, most medical web sites are in English, and most prestigious universities are in the US, UK, and Canada. Women must master the English language in order to achieve their goals.

In 2005, King Abdullah started a "King Abdullah Foreign Scholarship" program that provides the means to the world's best universities to pursue studies that lead to degrees (Bachelor's, Master's, and Doctorate, and medical fellowships). This program has become an opening to new opportunities for women to achieve higher education.

Vision 2030 will bring more job opportunities for Saudi women. English is one of the requirements for job opportunities, which makes it more important to prepare our female citizens for 2030, when the government will mandate a minimum of a 30% increase in the female work force.

Technology and Language Learning

Technology has a remarkable influence on the modern age. It has had a profound and significant influence on Saudi society. In a study conducted by Ipsos Connect on the digital landscape in 2014, the results showed that 79% of the Saudi population is using smart phones and the Internet (Ipsos, 2014). As Bruce and Hogan (1998) remark:

> As technologies embed themselves in everyday discourse and activity, a curious thing happens. The more we look, the more they slip into the background. Despite our attention, we lose sight of the way they shape our daily lives. (p. 270)

With fast-paced changes generated by globalization and technological developments, teachers of English as a foreign language are challenged to understand the importance of technology and its influence on English language teaching (Warschauer, 2000). Nowadays, students and teachers in classrooms are technologically savvy for personal use, but when it comes to using technology for education purposes both teachers and students need to be prepared for applying and receiving messages in meaningful way by using technology (Desai, Hart, & Richards, 2008 Wang, Hsu, Campbell, Coster, & Longhurst, 2014). Twenty-first century students are digital natives, and technology is one of their preferred learning styles and strategies. Oxford (1990) defined learning strategies for learning a second language as actions taken by learners to make their learning easier and more enjoyable. Keefe (1979) defined learning styles as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive,

interact with, and respond to the learning environment" (p. 4). Stressing the idea of individual differences, Kolb (1984) defined learning styles as a learner's preferred method of processing and perceiving knowledge. Research indicates that students learn more when their classrooms meet their learning style preferences (Felder & Silverman, 1988). Hein and Budney (1999) stated that students' motivation increases in learning when their teachers pay enough attention to their learning style preferences.

The Internet has been a vast interactive medium that can be used for language teaching in myriad ways (Warschauer & Meskill, 2000); indeed, it offers educators opportunities for authentic communication and publication. Also, the Internet enhances students' English skills which are needed in the 21st century, while motivating them to learn individually and independently (Warschauer, Shetzer, & Meloni, 2000).

Technology offers English language learners the opportunity to practice the target language on a daily basis and enrich their vocabulary (Ilter, 2009). Belz (2002) argued that technology brings meaningful and communicative materials into the classroom that increase students' motivation in learning. Today, different kinds of technologies (e.g., Youtube videos, Twitter, Facebook) can provide English foreign language (EFL) learners with a round-the-clock venue for real daily life communication and authentic interaction with native speakers of English. Using this technology means that the foreign language learning environment is no longer limited to the classroom environment and study hours. Also, it helps shift the classroom setting from teacher-centered to learner centered-classrooms which has the potential to provide more interaction and motivation between peers. A technology-based

learning environment and even technology-based content has become both a choice and preference for learners.

Motivation and Language Learning

Most of the studies on motivation and second language learning were conducted in American and Canadian bilingual contexts (Au, 1988; Gardner & Lambert, 1972). Several studies aimed to test Gardner and Lambert's (1972) hypothesis of the relationship between integrative motivation, which is a desire to learn the target language to interact with members from the target language community, and its performance. Other researchers argued that the context where the target language is learned is another important predictor for language learning motivation (Clément & Kruidenier, 1983; Dörnyei, 1990; Gardner & Santos, 1970; Kraemer, 1993; Lukmani, 1972; Lyzack et al., 1976; Oller et al., 1977; Wong, 1982). The context in this proposed study is namely the classroom environment (Dörnyei, 2003; Fisher and Reid, 2008; Maherzi, 2000; Noels et al., 1999; Reeve & Hyungshim, 2005; Telli et al., 2007). Dörnyei (1990) and Mahrezi (2000) argued that studying a foreign or second language in a bilingual context is different from a monolingual, (i.e., where there is no contact with the target community and thus no possibility to interact and practice the language with native speakers (as suggested by Gardner's model). In this situation the target language is only learned as a school subject or a university course, as it is the case for my female Saudi students in Saudi Arabia.

Researcher Perspective

As a female instructor in Saudi Arabia, I teach a mandatory English course at the college level. Each and every student must pass this required course, as it is a graduation requirement. The classroom is made up entirely of female English

language learners who have unique motivation and attitude concerns, such as viewing the English language as worthless because of the lack of usage in Saudi. Lacking an interest in learning the dry academic language that is traditionally taught in the classroom, and believing that in the future they will be housewives and not be employed in the professional work sector, teaching English to these female students demands that EFL teachers find different ways to engage them in learning the language. In order to address these issues, technology should be used to teach English as a foreign language to female university students in Saudi Arabia because the use of technology in the classroom shifts the focus in the classroom from teacher to student, motivates students, and changes students' attitudes toward learning the English language, as the research indicates above.

Young Saudi students have a unique perspective to share, having witnessed educational reforms that continue to challenge complex social and cultural norms in Saudi Arabia. In recent years, Saudi Arabia has gone through large-scale changes due to the country's economic development from oil business and because of the influx of technology. As a result, students who obtained their higher education abroad have returned to Saudi Arabia. Pressures from inside Saudi Arabia (e.g., the government's drive to have a presence in the global market) and from outside (e.g., increasing prevalence of English in technological fields and increasing importance of global trade) are pushing for changes, including the development of new English programs and the improvement of existing programs (Donn & Al Manthri, 2010). As tradition and law dictate in Saudi Arabia and in most neighboring Arab countries, men and women always attend separate schools.

Purpose of the Study

The purpose of this study was to examine female students' attitudes toward technology use for English language learning in Saudi Arabia. Furthermore, the goal of this study was to inquire about the effects technology has on Saudi female students who lack motivation in learning the English language. The study examined the use of educational technology in the classroom, and investigated how technology assists the language learning process, particularly when teaching English as a second or a foreign language. Based on the corpus of research examined in this text, I proposed the following research questions:

1. In what ways does technology modify the attitudes and motivation of female Saudi students learning English as a foreign language?

2. In what ways does technology-enhanced instruction impact female Saudi students' performance in English language learning and acquisition?

Theoretical Frameworks

The central theoretical framework grounding this dissertation includes the following: constructivism, sociocultural theory, and comprehensible input hypothesis, as these suggest that social communication and interaction play a huge role in language learning (Vygotsky, 1978). Also, these theories emphasize the importance of delivering meaningful messages in the classroom by using different forms of methods to simplify and add joy to the learning process (i.e. visuals and videos) to help learners construct knowledge (Duffy & Cunningham 1996; Fosnot 1996; Glasersfeld 1996). The constructivist theory, which is an approach to learning and teaching, posits that learners benefit the most in learning environments that engage them in meaning

making (Duffy & Jonassen, 1992; Jonassen, 1996; Jonassen, Peck, & Wilson, 1998; Savery & Duffy, 1995). Within the constructivist paradigm, learners are perceived as the main active constructors of knowledge and learning, which is based on understanding rather than knowing (Bruner, 1966). These theories are particularly related to studies that highlight the importance of students' engagement and positive attitude in the classroom. The research clearly indicates other influential phenomena pivotal for this research project, such as increasing student motivation, introducing an authentic learning environment, encouraging peer communication and feedback, change students' attitude towards learning English, shift to student-centered classroom, thus improving learners' skills.

Significance of the Study

In this study, students were important resources. Talking to them was a straightforward strategy to understand their experience in learning English, including emotional and other internal challenges. However, Saudi female foreign language students' voices are noticeably absent from research studies that investigate their experiences and the reasons behind their challenges, which might be due to the anxiety of learning a foreign language (Al-Saraj, 2013). Tallon (2009) pointed to anxiety as one of the most important factors that affects students' emotions, attitudes, behaviors, and abilities in learning a foreign language (Derakshan, Santos, & Galvo 2007).

Definition of Terms

Affective filter: This is comprised of the non-linguistic variables such as motivation, self-confidence, and anxiety level that can effect second language acquisition by

preventing the learner from participating in the learning environment. (Krashen, 1982).

Attitude: Attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent (Gardner, 1985).

CALL: Computer-Assisted Language Learning. CALL is "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p. 1).

Constructivist approach: This is a way of teaching students based on the premise that learning occurs only when they receive information in a meaningful way as opposed to passively receiving information. (Piaget, 1978).

English as a Foreign Language (EFL): The teaching and learning of English in communities where it is not widely used for communication (Nunan, 1999).

Motivation: Motivation has been defined in many ways (Liuoliene & Metiuniene, 2006). In this study it refers to effective strategies that could help learners develop their English language skills.

Student-centered classroom: instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process (Collins & O'Brien, 2003).

Technology: Technology is any tool that helps us mediate the world. This study limits the definition to digital technology, that is, to computers and computer-related technologies.

Technology Integration: Technology integration is the use of technological equipment in classroom teaching and learning by students and teachers aimed to facilitate, motivate, and increase the understanding of the lesson.

Teacher-centered classroom: The teacher is the only authority in the classroom and exerts control over the students (Dollard & Christensen, 1996).

Conclusion

Although the Saudi government promotes learning English language in order to have citizens communicate with English language speakers, this ultimate goal has not yet been accomplished. Saudi classrooms need to engage female language learners, so that they are able to find different outlets to practice the target language inside and outside classroom settings. Technology could be a preferable medium.

This study will examine the use of educational technology in the classroom to assist the language learning process, particularly when teaching female learners English as a foreign language. It also aims to find out EFL female students' attitudes towards the usage of technology inside and outside the classroom to improve their English language learning and to practice the target language in a traditionally monolingual country. Since learning a language happens in communication, foreign language lessons put more emphasis on student engagement with authentic, meaningful, contextualized discourse and achievement in the second language. William and Burden (1997) pointed out that "individuals acquire a foreign language through the process of interacting, negotiating and conveying meanings in the language in purposeful situations" (p. 168). Therefore, the effective computer technology should facilitate students to engage in meaningful communication. Jonassen et al. (1999) found that teachers and students who use technology increase their interactions using the target language. The aim of this study is to examine EFL female students' attitudes towards technology use for English language learning in

Saudi Arabia. The findings might provide how female Saudi English Foreign

language teachers can integrate technology in their teaching practice as well as offer

insight into female students' attitudes towards using technology for the purpose of

acquiring the English language.

Chapter Two

This chapter is a review of the literature concerning the use of educational technology in the classroom, how it assists the language learning process, and students' attitudes particularly when teaching English as a second or a foreign language. I conducted this study to examine the effectiveness of technology with Saudi female students learning English as a foreign language and the different attitudes these women express about using the technology. This literature review includes the historical background of English as a language, women's education in Saudi, and the history of various forms of technology. To place this study in its context, I provide an overview of the Saudi Arabian education system. Based on the corpus of the research examined, this literature review highlights three theoretical constructs used with English language learners and inquires how these theoretical frameworks assist in the language learning processes. The theoretical framework includes: constructivism, sociocultural theory, and comprehensible input hypothesis. Various studies have examined the importance of educational technology in teaching English as a second or a foreign language that include settings and participants that closely matched my Saudi female students who are learning English as a foreign language (Al-Asmari 2011; Abu Nabeh et al. 2009; Hong, 2009). The research examines other influential phenomena, such as increasing student motivation, introducing an authentic learning environment, encouraging peer communication and

feedback, changing students' attitudes towards learning English, shifting to student-centered classroom, and improving learners' skills.

The Need for English

English is a language that has a vast scope and influences the whole personality of an individual. English is the universal language today. More and more people are learning English as their second or foreign language. English in non-English speaking countries is used in two contexts: English as a second language (ESL) and English as a foreign language (EFL). In ESL contexts, English is used as a means of communication and is learned through social communication; however, in EFL contexts English has no practice in people's everyday life. Yarahmadi (2008) noted that English in EFL contexts is learned only through classroom instruction; therefore, learners in such countries do not have opportunities to use and practice English for communicative purposes outside the classroom (Lan, 2005).

One of the most serious problems that EFL students face in learning English is that they are almost incapable of communicating in English even after passing their English classes and graduating from a university (Sadeghi 2005; Maleki & Zangani, 2007). Hayati (2009) argued that this problem is mainly due to the traditional methods of language teaching that EFL classes still follow. In most classes, according to Hayati (2009), the instructional material is limited to the textbook(s) and the teacher instructs the whole class, which keeps students passive and dependent on the teacher's knowledge. This classroom culture hinders students' learning and practicing the language that the world considers global.

The literature indicates that learning a second or foreign language means learning another tool or skill to understand a different culture or to be able to acquire

new knowledge that can enrich individual experiences (Alromaith, 2004). English is taught all over the world because of the recognition of its global importance, and the latest trends in technology in English language teaching have made language learning easier (Crystial, 2012). Additionally, technology has made teaching innovative; it is important, but only as a tool that teachers can use to help their students to be more productive inside and outside of the classroom (Mumtaz, 2006).

Saudi Women and Education

Saudi Arabia has achieved a significant and extraordinary literacy rate of 96 percent; moreover, about 99 percent of children, including girls, are now going to elementary schools (UNDP, 2014). In the field of education, the general framework of education in Saudi Arabia is tailored to what the authorities consider suitable to women's future role as mothers and housewives. In addition, access to education for women and girls depends on the good will of male guardians, whose permission is essential for women and girls to enroll in classes in schools and/or colleges.

In the past two decades, a shift has occurred. Today many Saudi families realize and emphasize the importance of education. Mona AlMunajjed (1997) pointed out in her book, *Women in Saudi Arabia Today*, that the Saudi government has been actively supporting women's education, which is reflected in the hundreds of girls' schools and universities that have been established in the last two decades. Today, public schools for girls have become more and more widely open to enrollment in the kingdom.

Access to facilities. Despite the Saudi governments' importance emphasis, access to facilities is not equal for boys and girls. Boys are given superior technology such as interactive white boards (e.g., SmartBoard) in their classrooms. Male

teachers/professors are the priority; they are the first to get computers and printers in their offices. Female teachers/professors might be supplied technology in their classrooms, but it occurs on rare occasions. Using technology for both teachers and students could change the quality of teaching and the level of students' achievements. However, the limited access for women to learning enhancing technology in the classroom could stunt their improvement and achievement.

Cultural view on integrating technology in girls' education. According to Amoudi and Sulaymani (2014), the integration of technology in girls' classrooms is more challenging than in boys' classrooms due to cultural beliefs. Amoudi and Sulaymani (2014) stated:

> The Islamic law is more accommodating to the boy child than the girl child. There are regulations that govern the behaviour of women that include dressing and all the factors that are exposed to them. The technology involves the use of the Internet and other resources that may be prohibited in Saudi Arabia. (p. 15)

Amoudi and Sulaymani believed that technology might be restricted because it will expose women to materials that do not conform to Islamic regulations. This makes it a challenge for studying Saudi women using technology.

Technology for Saudi women. The arrival of the Internet in Saudi in 2000 offered a turning point in English teaching methodology. The introduction of the Internet allowed practitioners and teachers in the field the opportunity to find different ways to engage and motivate students by having a meaningful classroom. Technology

benefits both teachers and students if used effectively by choosing the suitable

technique for the right students that serves a specific learning skill or lesson

(Ganderton, 1998; Hellebrandt, 1999; Lee, 1997; Van Handle & Corl, 1998;

Warschauer, 1996). The Internet has a global reach and offers to both students and

teachers extensive international resources to communicate with native speakers and to

learn more about the target culture. However, it is my experience from working at

KAU for four years, the majority of Saudi English language teachers have not made

use of the Internet in the classroom because they question its effectiveness with their

students; in addition, the absence of professional development workshops to help

prepare teachers to integrate technology in their curricula makes changing the

teaching style even more difficult.

Technology and Saudi women. Technology is helping Saudi women improve

their educational skills on the one hand and learn more about the world and expand

their knowledge on the other hand. While traveling to other countries is not an option

for many Saudi women who cannot afford it, technology has brought the world to

them. Internet access has allowed Saudi society to view others not only in Western

and European nations but also in neighboring Arabic countries (Tamimi, 2010).

Saudi women, much like other women around the globe, consider education to

be important in terms of creating an identity and personality. According to Maslak

and Singhal (2008), "[W]omen's pursuit of a higher education is to fulfill their

aspirations of 'self development' and confidence" (p. 484). Saudi women have started

to seek knowledge from different places to improve themselves as daughters, wives,

mothers, and society members. The rationale for a need to focus on women's

achievements in "higher education is considered a key social development indicator measuring women's statues and conditions in any country" (Rashti, 2003, p. 2).

Saudi society and modernization. In the last decade, Saudi society has undergone the process of modernization in all walks of life. Modernization also involves the use of modern technology. English language for Saudis is an instrument for modernization and advancement. A large number of Saudis view the use of English as a sign of social prestige and as a means for enriching one's personality and development; also, they desire to use English in some daily life activities such as listening and watching American media. On the other hand, some citizens consider learning English a national duty to protect the country from cultural, educational, social, and economical backwardness.

Technology and History

Technology in the learning environment is not new. As Winkle and Goertler (2008) stated, "Over the past 25 years, technology and language learning has become established in theory, practice, and research. Many language programs now use technology as an integral part of their language curricula" (p. 482). Classrooms have come a long way due to the development of the economic market for the supply of technological tools and classrooms are equipped with such tools. There has been an exponential growth in educational technological advancement over the past few years. From overhead projectors to now iPads in the classroom setting has implications for the teaching profession; therefore, knowing the historical development, especially in the context of Saudi Arabia, is important. Classrooms have certainly come a long way but some things are hauntingly similar to many years ago. For example, Edison stated (1925), "Books will soon be obsolete in schools. Scholars will soon be instructed

through the eye" (p. 24). This is exactly what practitioners, educators, scholars in the teaching field, research, and the makers of these technologies are saying these days about the iPad. Technologies are increasingly being adapted and integrated into the educational process. The role of the computer has changed from transmitter of knowledge and skills to a tool that supports and assists learners to complete tasks (DeVillar & Faltis, 1991). The profession now realizes that the computer is a medium for learning and not only a method for second language (L2) instruction.

  Forms of technology. Technology of one kind or the other has always been used in the educational environment. For years the printed page, chalk and chalkboard, overhead projectors, and other devices have been utilized, and continue to be featured in the teaching and learning processes. The uses of these technologies very often confine instructional and learning activities to a specific place and time. However, the emergence of newer forms of technology, such as class blogs, wikis, and social networking, has created a renewed interest for their use in supporting teaching and learning activities. These technologies are also capable of promoting educational activities (synchronous or asynchronous) that are not confined to a specific time and/or place.

  The adoption and use of these technologies for instruction and learning is believed to be worthwhile, particularly because of their prevalence throughout society. Many of the technologies are widely used in the workplace and students are expected to be familiar with them before they enter the workforce. In fact, visions for the role of technology call for engaging learners "in exploring real- world issues and solving authentic problems using digital tools and resources…to develop technology-

enriched learning environments" (The International Society for Technology in Education, 2008, n.p.).

In Saudi, the impression seems to prevail that the education sector only slowly adapts to global technological changes. Teachers who seem hesitant to adapt to technological changes in classroom settings create additional challenges because new and old teaching methods/technologies need to find a way to coexist. The coexistence of old and new technology in the classroom creates a tension that will lead to remarkable changes in education for the twenty-first century and beyond (Kaha, 1990).

The infusion and integration of new information technologies in the classroom have had an immense impact on the language-learning environment. The National Center for Education Statistics (2015) showed the number of English language learners worldwide is steadily increasing. English language education is both increasing in importance and radically changing in character. For an educator in the 21st century, it is important to gain a deeper understanding of the impact of technology on education, with a particular focus on learning English. There is a growing body of research and discussion on the usage of technology as a learning tool; and, this research has shown that the introduction of technology has enhanced language learning (Yang & Chen, 2006). Previous studies have also reported that technology provides equal opportunity to all learners, if students are offered the opportunity to use a computer and to integrate technology into their learning (Everett & Ahern, 1994; Lamy & Goodfellow, 1999; Ortega, 1997; Pratt & Sullivan, 1994; Warschauer, 2000) Today, technology is used for educational purposes which enables the instructor/teacher in creating a conducive, collaborative, and socio-interactive

learning environment (Chapelle, 2009). With technology students can crystallize their thoughts, focus their attention, and make connections between their culture and other cultures (Lomicka & Lord, 2011).

Recently, the application of computer technology in teaching and learning English as a foreign language has become increasingly popular in the United States (Yang & Chang, 2007). The use of technology enforces the language learning theory and is consistent with the theory of constructivism, which proposes that individuals construct their knowledge through interactions with the social and physical environment and through reflection on their experiences.

Multimedia and Internet. Multimedia can be used to increase students' interests in the classroom (Mayora, 2006), to maximize the positive effect of new emerging technology in teaching English language, and to minimize the negative effects of emerging technology in English language teaching. Multimedia has become an important classroom tool to integrate different teaching methods and address students' individual needs by requiring total student interaction and response. Because multimedia language programs create interest in students using visual effects, audio effects, and interesting real life situations, students become enthusiastic and wish to participate more in the language learning process (Rathore & Singhvi, 2013). For example, students at KAU classrooms can be exposed to different real situations and practice the language and its pronunciation through video, sound, and graphics. The integration of such devices in the classroom setting is important for Saudi female students because it gives them the opportunity to learn about the language beyond what can be taught in the classroom, to have native speakers in the classroom, and to be exposed to the target culture without even traveling or leaving the classroom. Also,

multimedia increases the amount of authentic materials that can be introduced in the classroom, such as a plethora of reading materials from online magazines and newspapers (Harmer, 2007).

Students can learn English through authentic videos, presentations, Facebook, Twitter, and educational web sites. These different spaces can help students learn English as a foreign language with greater joy, ease, zest, and fun. For example, teachers can teach students basic grammar rules and allow them to practice them through the different exercises available online. These exercises make them feel free to use their own ideas and offer immediate feedback to students about their score, identify the types of errors, and correct them immediately.

Research indicates that technology mediated language learning can facilitate communication, reduce anxiety, encourage oral discussion, develop the writing/thinking connection, nurture social or cooperative learning, promote egalitarian class structures, enhance student motivation, facilitate cross-cultural awareness, and improve writing skills. Today, technology is an essential tool for teaching and learning effectively, enriching classroom practices for English language learners, engaging student, and increasing opportunities for students to learn the target language (Padrón & Waxman, 1996; Park, 2008; Waxman & Padrón, 2002; Waxman, Padrón, & Arnold, 2001; Waxman, Padrón, *&* Garcia, 2007). Although the integration of various technological tools in teaching languages has increased in the United States, other parts of the world, like Saudi Arabia, lag behind in adopting these practices.

A large number of studies have examined the use of technology by English language learners (Beers, Paquette, & Warren, 2000; Gray, Thomas, & Lewis, 2010;

O'Dwyer, Russell, Bebell, & Seeley, 2008). Most of these studies, however, have been generic in nature and have reported broad findings that are generalized either across the United States, a region of the country, or a given state (Padrón, Waxman, Yuan-Hsuan, Meng-Fen, & Michko, 2012). Research is not available for Saudi Arabia, based on studies conducted in the U.S. the evidence may not be sufficient to encourage teachers from other parts of the world to integrate technology in their classrooms.

Technology is important for the development of students' skills in the 21st century educational system. The employment and usage of technological tools enhance students' digital skills, critical thinking and learning skills. Technology helps change the roles of student/teacher and their relationships: students take responsibility for their learning outcomes, while teachers take up the roles of guides and facilitators. Technology lends itself as the multidimensional tool that assists that process. This research addressed the potential to change the focus of traditional classroom, particularly classrooms in Saudi, from teacher-centered to student-centered classrooms that integrate technology already familiar and engaging to students.

Sociocultural Theory

Sociocultural theory addresses the development of higher mental practices that consider social interaction to be the core of communication and learning. The theory emerged from the Russian psychologists Lev Vygotsky (1978), Leont'ev (1982), and Wertsch (1985). One of the most important features of this theory, as it relates to this particular research study, is the consideration that learning is social in nature and meaning is constructed through language usage within the social context. The main

focus of this theory is not the individual but on the individual's surroundings (Aimin, 2013).

The goal of learning English should be to communicate with other individuals. With this in mind, effective teaching should be based on communication (Vygotsky, 1978). Vygotsky's sociocultural theory focuses not only on how adults and peers influence individual learning, but also on cultural beliefs and attitudes and how they impact instruction. Vygotsky (1981) believed that socialization and communication continually offer individuals opportunities to engage and become part of the shared culture by way of contributing to the conversation with other members of the community. The goal of teaching English is to develop students' ability to communicate with people using the newly acquired language skills in real life situations (Brown, 1987; Ommagio, 1986; Oxford, 1990; Widdowson, 1978). However, in Saudi Arabia, where Arabic is the only language spoken, there are only few opportunities that provide students to engage with a real and natural English environment. Students can only learn through regular class teaching, television, magazines, and so forth. Most Saudi learners study English through rote memorization, grammar-translation methods, and exam-oriented textbook-based lectures.

Technology

Technology has become increasingly saturated into the very fabric of students' daily lives. They are exposed to and use technology in every facet of their lives, including their social life and schoolwork. It seems that everywhere one turns today, technology is being used in new and fascinating ways. Technology has grown so diverse in the past 20 years that it has become almost synonymous with change. Its

rapid growth has created a global society of digital learners. 21st century students

learn through interactive web chats, virtual game stimulations, texting, and other real

time authentic activities. Digital learning has become a staple in modern society.

Technology components are in every facet and phase of our modern day life. From

computers to iPods to cell phones to the Internet, modern students are exposed to a

vast array of changing technologies at an ever-increasing pace. However, Saudi

schools and universities are behind when it comes to technology.

It has been a commonly held belief by educators in the U.S., backed up by

current research, that educational technology can improve teachers' instructions and

enhance the education of students (Ascione, 2006; Cohen, 1990; McGillivray, 2000a,

2000b). It has also been suggested that educational technology could be a solution for

many of education's current ills and shortcomings, such as the overcoming of

students' obstacles in learning a second/foreign language (Means, & Olson, 1995;

Moersch, 1999; & Papert, 1993). Still, with all these educational technological

advancements and enhancements, students' achievement outcomes have not lived up

to the expectations or predictions (Becker, 2000b; Cuban, 1986, 2001; Cuban,

Kirkpatrick, & Peck, 2001).

Educational technology. With the development of the Internet, educators in

general, and English language teachers in particular, have come to recognize its

crucial role in providing information in present day learners, classrooms, and

societies. Language teaching has shifted toward communicative language teaching,

which emphasizes engaging students in authentic and meaningful interaction

(Rosenthal, 1996). The use of technology can bring a number of advantages into the

classroom, such as providing authentic materials, lowering the affective filter,

increasing the level of risk taking, and increasing the level of motivation (Diallo, 2014). According to Wang (2004), students can develop their language skills faster and easier if they have real communication factors. The importance of educational technology in general, and more specifically the use of computers in classrooms for teaching English as a foreign language has been highlighted by several authors (Al-Kahtani 1999; Davies & Pearse 2000; Sebiah 2001; Warschauer & Kern 2000; Keane 2002; Savignon 2002; Wiburg & Butler-Pascoe 2002; Kiam 2003; Velazquez-Torres 2006; Al-Mamari 2007; Ismaiel, Almekhlafi, & Al-Mekhlafy, 2010). In addition, Thadphoothon and Jones (2004) found that educational technology and computers in teaching English have a significant role to play in enhancing collaborative learning and critical and reflective thinking. Gunduz (2005) stressed that technology is an important tool that assists language learning and improves the four skills of listening/speaking/reading/writing. Furthermore, the usage of technological tools assists in facilitating learning via discovery and interaction, promoting collaborative work and student-centeredness, enhancing second/foreign language fluency and accuracy, and developing knowledge of grammar, vocabulary and pronunciation. Reigeluth and Garfinkle (1992) emphasized that computers are "[...] excellent tools for maximizing active involvement and construction of learning" (p. 21). Al-Mamari (2007) found that that use of computers has a positive impact upon students' confidence, motivation and interest.

Technology and language learning. The use of technology in the classroom can be particularly helpful when teaching female Saudi university English language learners because it can introduce real life situations through a variety of mediums, such as YouTube videos. For example, the materials available on YouTube give

female students the opportunity to see and feel what life is like in the target language culture even though some of them are not allowed to travel. Also, technology can introduce places that these students cannot visit, for instance, touring the White House on the digital screen. Technology can bring these female students in contact with female native speakers through different online social media. English as Foreign Language (EFL) teachers attempt to integrate technology in their instruction to readily access a variety of resources in the academic domain and find authentic materials to introduce in the classroom (Chen, 2008; Sauro, 2009). Also, the integration of technology in EFL classrooms increases the level of students' motivation and participation (Kamil, Intrator, & Kim, 2000; Ushioda, 2011; Zengin 2007), and offers students opportunities to have some control over their learning experiences, which has the potential to increase their level of motivation and participation in the classroom (Braten & Stromso, 2006). New technology plays a meaningful role in the everyday life of older people, young people, and children. Today's generation is more tech-savvy, so they are more interested in multimedia and computers.

In the Arab world countries, EFL teachers' experiences are different. For example, Al-Issa and Al-Bulushi conducted a case study in Sultant Oman where English is a relatively new subject of study and introduced for political, economical, and communicational reasons, which is the case in Saudi (Al-Issa, 2002). One of the shortcomings in this study was the low performance and delivery methods and techniques used in the classrooms by English language teachers. Also, the rigidity of the syllabi and the lack of flexibility is another shortcoming that challenges the students' target language improvement (Al-Issa, 2007). In Oman, so the author, "[m]any schools throughout the country lacked important educational technological

aids, which have been found in the literature to play an integral role in second language acquisition. Non-technological aids and other printed materials were also missing from different schools" (Al-Issa, 2002, p. 151). The study was a quantitative study in which the researcher emailed a questionnaire to 252 students to examine the effectiveness of the English language teachers in the classroom and the recourses available to students in these classrooms. The study shows that teachers were not using the technology available in their classroom due to the lack of training. Also, the study reveals that English language teachers encourage memorization of language lexical and structural items, encourage copying, and train students for exam purposes. These results largely echo the findings of Al-Issa (2002) study that revealed that teachers possibly lack familiarity with the new teaching methods due to the lack of training.

Another study was conducted in Saudi Arabia by Al-Asmari (2005). Al-Asmari's findings collectively confirmed that lack of Internet access was one of the most marked barriers to Internet adaption and integration in language teaching (Albirini, 2004; Isleem, 2003; Mubireek, 2001). This study showed that teachers had poor adaption opportunities in the classroom and had limited mastery of technology, which prevented them from integrating technology in the classroom. The data from surveys and open-ended questions revealed that teachers needed access to technology in their EFL classrooms in order to change their traditional teaching methods and to overcome the problem of using English only in classroom settings.

One of the challenges that teachers face in today's changing education system is the need to keep up with the innovations in their field. Teachers need to quickly learn and be able to use new and emerging technologies. One factor that has a great

influence on English teaching has been the introduction of technological applications, such as the Internet and multimedia. Today, there is a growing demand for using new technological tools for language teaching and learning. According to the American Council on the Teaching of Foreign Languages (ACTFL), technology has the potential to facilitate tremendous change in the ways our learners perceive and carry out language learning. Teachers in Saudi Arabia are not offered opportunities to learn about new technologies through professional development and therefore often don't see the importance of using them to enhance the learning processes.

As a whole, and in its simplest form, the literature defines educational technology integration as the use of digital technologies, such as computers, the Internet, e-mail, software, and digital cameras, to improve teaching and learning (U.S. Department of Education, 1996; International Society for Technology in Education, 2008). Teaching while integrating educational technology is vastly different from teaching simple word processing and spreadsheet skills, which is currently done in Saudi Arabia. Educational technology is the incorporation of Internet and other information technologies into the learning experience. Technology is more than something to do in the classroom, and actually furthers the educational process already happening in the classroom. Earle (2002) noted that integration is not only by the type and amount that it is used but also by how and why it is used. Integration means that the educational technology skills that are taught are directly related to the lessons and to the classroom assignments that are given.

The use of Multimedia technology. For foreign language instruction has expanded rapidly. Studies that examine the influence of technology-enhanced instructions on language learning have also appeared in growing numbers (Abrams,

2002; Al-Jarf, 2004; Blasszauer, 2001; Brandl, 2002; Chikamatsu, 2003; Jogan, Heredia, & Aguilera, 2001; Mes- kill & Anthony, 2005; Muehleisen, 1997; Osuna & Meskill, 1998; Salaberry, 2001; Schwien- horst, 2004; Warschauer, 1995, 2000; Weininger & Shield, 2003; Yang, 2001). Although the growth of technology has been rapid, teachers have been slower to make productive use of it (Gratton, 1998), and this is the case in Saudi today. A change in instruction does not happen overnight. Integration happens when three basic elements are met (Earle, 2002; Eisenberg & Johnson, 1996, 2002; Moersch, 1999). First, teachers receive training in how to use different types of technologies in the educational process, including the provision of an on-going professional development, the modeling of the desired behavior, and the training in how to use and integrate the equipment in the classroom setting. Second, both teachers and students are given choices as to which technologies can be used to further their educational processes. Finally, integration is achieved when both teachers and students understand how to choose and use the proper technology they need for their particular goals and needs (Earle, 2002; Eisenberg, & Johnson, 1996, 2002; Moersch, 1999). For example, in the United Arab Emirates U.A.E., the Ministry of Education thus decided to integrate computers and the Internet into the English language teaching system, as this is known to be the era of information technology and globalization, or as Zughoul (2003) labels it, the "Americanization" of the globe. This kind of reform is sought to promote learner-centered education, communicative and practical use of the target language, proficiency-based language learning and acquisition approach, integration of the four skills, linking English language instruction with other pertinent disciplines, fostering intellectual functions,

such as critical, reflective and analytical thinking, for example, and presenting content in a flexible and eclectic manner (Kim, 1997).

However, Al-Mekhlafi (2004) found that despite the availability of computers and the Internet at schools throughout the U.A.E., the use of such a facility is controlled and restricted to administrative purposes. The existing syllabus does not allow for an integration of the Internet in the EFL classroom, and almost 80% of the teachers lack training in computer and Internet searching skills, which has direct and serious negative implications in achieving the curriculum objectives and making any important critical decisions about their teaching and their students' learning.

Teachers must have the advance knowledge and skills to educate and empower students in not only using technology, such as computer programs, but also how to use the tool in the classroom setting. The technology skills themselves must be brought together in an understandable and systematic model of teaching (Earle, 2002; Eisenberg, & Johnson, 1996, 2002; International Society for Technology in Education, 2008; Moersch, 1999). Even if the students are not using a computer program but are using a video, for example, they need to be taught how to listen to and how to incorporate the information gained through the use of technology into their daily lessons.

Researchers have argued that the use of educational technology in the classroom has a positive effect on students' educational experiences; they have found that it furthers the educational process, assists teachers in their teaching, and engages a broader spectrum of students in their own education (Becker, Kottkamp, Mann, & Shakeshaft, 1999; Bowerman, 2005; Burchett, Cradler, McNabb, & Freeman, 2002; Chapman, & DeBell, 2006).

Aspects of Language Attitude

The concept of attitude has three components: behavioral, cognitive, and affective. These three attitude aspects are based on the three theoretical approaches of behaviorism, cognitivism, and humanism. The behavioral aspect of attitude deals with the way people behave and react in different situations. From my experience, female Saudi university students tend to have negative reactions to academic English and the curriculum taught in the Saudi classroom. Maherzi (2011) noted that Saudi English learners often ask themselves why they are studying English, as they see no link between their efforts and the desired goal to become competent in the English language (Al-Seghayer, 2014). Although female educators in Saudi have limited or even no control at all over the curriculum they have to teach, with the integration of technological tools, the instructor could add some variation to the instructions to potentially achieve different reactions from female students.

The cognitive aspect of attitude involves the beliefs that learners have about the knowledge they are receiving and the process of language learning. It allows learners to create and check the new knowledge and apply it in many situations. Saudi female students have a negative attitude towards the knowledge they are receiving. They find it useless and attribute little or no value to what they learn in the English classroom. Technology can play a role to change this cognitive attitude by giving both teachers and students the opportunity to access extra sources and materials that can add and enhance the knowledge introduced in the classroom. In regards to the emotional aspect of attitude, Feng and Chen (2009) stated that the "[l]earning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions

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are yielded." (p. 123). Attitude can thus help the learners to express whether they like or dislike the objects or surrounding situations. Learners' beliefs about second language learning have a vital influence on their learning processes and outcomes (Ellis, 2008). The majority of the researchers agree that the inner feelings and emotions of foreign language learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006). If Saudi female students have the opportunity to experience language learning through a digital medium, which is an enjoyable place for them since they are 21st century learners and are using technology in their daily lives, they can improve their attitude towards English language learning in our classrooms.

      Changing attitudes. Attitude is one of the predominant factors for success in language learning (Alhmali, 2007; Ghazali et al., 2009). Achievement in a target language relies not only on intellectual capacity but also on the learners' attitudes towards acquiring the language skills of the target language (Tella et al, 2010) As human beings, we learn language to help us express our hopes, opinions, thoughts, and even our dreams (Tavil, 2009). Haugen (1971) points out that "language is much more than an instrument; among other things, it is also an expression of personality and a sign of identity" (p. 288). As EFL educators, we must know that in a foreign language learning context, there are various factors that influence our students' learning process, such as motivation, attitudes, anxiety, learning achievements, and so forth (Gardner, 1960; Lehmann, 2006, Shams, 2008). Language attitude is one of the most important factors that impact language learning (Kakeye, 2010; Padwick, 2010) and an essential factor in the influence of language performance in EFL classrooms (Visser, 2008). Kara (2009) stated that attitudes towards the language students learn

have a big influence on their performance and achievement in class. Kiptui and Mbugua (2009) found that a negative attitude towards English is the most affective factor in language learning. Thus, if the learner does not have the interest and tendency to acquire the target language, this learner will possess a negative attitude and will not be motivated to learn the target language. Negative attitudes towards English may be caused by a lack of awareness that learners have about the importance of learning the target language. As a result, EFL teachers should be sensitive and respect their students' feelings toward the target language along with being respectful of their students' cognitive abilities. If English is taught through presentations, colorful diagrams, charts, and with the appropriate use of technology, these particular teaching techniques can help to make the learning atmosphere pleasant and conducive to learning as well as encourage students to maintain a positive attitude towards learning the target language.

Since I will be teaching female adults upon my return to Saudi, the majority of my students understand that English is widely used in the world; however, they think they can only practice it if they are travelling and that the English they have in the classroom is only academic and not useful for them. One of the challenges EFL teachers face in our classrooms is the level of participation. Teaching adults makes it more difficult due to the increased level of their affective filters and their anxiety about making errors in front of their peers. Technology can provide a safe place where these EFL students can practice pronunciation, for example, by hearing native speakers and trying to mimic them.

Students' Motivation

Motivating students to learn English is always a difficult and challenging task for teachers to achieve in their classrooms. Motivation is generally defined as an internal condition that initiates behavior ("Motivation," 2009). In this text motivation means the usage of effective strategies to help learners develop their English language skills. Learning motivation is believed to play an important role in foreign language acquisition and proficiency (Csizer & Dornyel, 2005). Dörnyei and other researchers (Rueda & Chen, 2005) have placed greater emphasis on motivation as one of the main factors for language learning success because motivation can initiate and sustain learning. Internet technology is intrinsically motivating.

Motivating students. Krashen (1982) emphasized the importance of motivation as a way to increase English language learning. Previous research suggests that technology enhances students' motivation to learn the target language (Greenfield, 2003, & Warschauser, 1996a). The use of technology is successful in fostering English language learning through motivating and engaging students, enhancing instructional effectiveness, increasing dynamic instruction, and fostering in-depth discussions, which all lead to students' motivation in the classroom. For instance, an increase in the student's engagement in the classroom setting can be achieved by way of introducing interactive games during a lesson.

Motivation is a fundamental concern among teachers (Linnenbrink & Pintrich, 2003). Motivating students is a continual problem throughout education; and, although there are no clear-cut solutions, there are several strategies to help teachers with the dilemma. Motivation gets humans going and arouses interests. It enables students who are goal-oriented. Since motivation is key to academic success as well as promoting lifelong learning, teachers are always looking to see what motivates

students (Sanacore, 2008). While identifying factors that motivate language learners, the instructor can potentially turn any reluctance to learn into a desire to learn. Students are motivated when they feel excited about a task or feel that what they are doing is worthwhile (Linnenbrink & Paintrich, 2003).

Technology has been found to be a better fit with more constructivist approaches to teaching rather than the traditional lecture, recitation, drill and practice approaches that are most common in schools today (Collins & Halverson, 2009; Wenglinsky, 2005). If English Language Learners (ELLs) are to succeed academically, classroom instruction needs to change to meet academic and linguistic needs to achieve the set goals (Waxman, Padrón, & García, 2007). Technology can offer teachers the ability to individualize instruction; for instance, instructions can be adapted so that they focus on students' interests and respond to their individual learning needs.

Research suggests that teachers should adjust their teaching style and methods to match the motivations of their students (Vygotsky, 1978). Technology has positive effects on student motivation (Atkinson, 2000). Because students respond positively to technology and are motivated by technology, teachers should make conscious efforts to create activities that encompass some form of a technological tool in lessons. EFL teachers must find new ways and strategies to reach various students' styles and meet students' different needs. Technology can facilitate differentiated instruction that benefits all learning styles. Because today's learners have grown up with a different digital landscape than their teachers have been accustomed to (Jukes, 2008), students can be inspired and motivated by the use of different technology. For

this reason, 21st century students may retain more information, if the content is transmitted and thus reinforced via a digital medium.

Creating activities that students enjoy and respond to is a challenging task for teachers of all subjects. Introducing technology-infused lessons proves to be a beneficial motivator for every grade level. Digital age students respond well to technology-infused activities and engage in language learning (Prensky, 2001). Students learn best when they are actively engaged with the content. When students participate in hands-on, inquiry-based learning, they develop lasting skills that often translate into higher levels of student achievement. Lessons that include technology applications provide teachers with ways to motivate students to become active, real-world learners.

One of the ways to measure motivation in the classroom is through active participation. Thanks to technology, students are no longer passive recipients of knowledge; rather, they become active participants in the learning process. The learning environment is positively affected by the use of technology-based instructional strategies. Researchers have concluded that technology has the potential to be a powerful educational tool for those that have interest in employing the various and readily available devices in the construction of their lesson plans. Moreover, students with no interest in using technology can still benefit educationally from traditional methods.

Saudi female students can find more value in learning English if they can find an outlet to practice the language in the classroom. Also, technology can offer more of the communicative and social activities that could be shared in class to motivate students to interact with their peers, teachers, and native speakers. These Saudi female

students should still learn English no matter what the future holds for them because even if these women are not occupied outside the home, they are still going to be mothers, and raise a new generation of changing agents in society.

Authentic Environment & Class Setting

An additional component to encourage motivation and enhance students' participation is by providing an authentic environment. An authentic environment in a Saudi classroom would include listening to and communicating with native speakers through YouTube videos, social media sites, and Skype. This environment would make it possible to incorporate materials that not only represent the language being learned, but also to gain an understanding of the cultural aspects of the target language. King (2000) recognized three domains in the ESL students she studied: language learning, cultural change, and personal change. King's ESL students' language learning experience changed and became more enjoyable because they started noticing similarities between their native language and the target language. In terms of cultural change, the ESL students noted that learning about the American culture built their knowledge and increased their intercultural awareness. Finally, ESL learners managed to correct inaccurate perceptions about other cultures and religions. Hence, the target culture must be introduced in the classroom and cannot be separated from language learning (Mentkowski et. al., 2000).

In Saudi Arabia the language environment, which is primarily dominated by Arabic languages, does not provide learners with a real and natural English language learning environment. Students can only learn English through rote learning, television, Internet, and so on. Most learners study English through repeated recitation and rote memorization. Furthermore, in most Saudi English classes, the prevalent

mode of instruction is based on large-groups, teacher-dominated grammar-translation methods, and exam-oriented textbook-based lectures. Students thus acquire the knowledge about the English language and its cultural aspects in a decontextualized way. Therefore, it is difficult for learners to practice and apply what they have learned in their everyday life or professional occupation. There are limited opportunities for individual students to contribute to or communicate one-on-one with teachers and/or classmates.

Additionally, language is a social phenomenon; language learning occurs through social interaction involving teachers and more capable peers (Tharp & Gallimore, 1988; Vygotsky, 1978; Wertsch, 1979). Multimedia is now seen as a "tool" in the classroom to enhance communication between teachers and students. Multimedia is a tool that assists learners, as they work in their zones of proximal development (Vygotsky, 1978). Cooperation with a teacher, more capable peers, or with multimedia allows students to perform tasks that they would be incapable of performing on their own. Multimedia can assist learners to move from the interpsychological to the intrapsychological level (Vygotsky, 1978). Johnson (1991) found that integrating computers into the classroom could promote cooperative learning.

The challenge of providing authentic experiences and interactions for fostering oral proficiency and motivation in a foreign language is difficult in Saudi. The Internet enables English learners to access useful language resources and communicate directly with native English speakers. Students can learn listening, speaking, reading, and writing skills integratively via real world situations. They can imitate native speakers' accents, which improves their speaking skills. Students can

also broaden their international perspectives, learn diverse knowledge forms, and appreciate and accept different cultures. Authentic language experiences are crucial for fostering oral proficiency and motivation in English language learning (Vandergrift, 2007; Yang & Tang, 2012).

The use of technology provides ELLs with a safe environment that leads to a sense of empowerment for students, as well as students' increased abilities to take risks and experiment with language (Foulger & Jimenez-Silva, 2007). The use of technology also lowers the "affective filter." Krashen's (1981) affective filter hypothesis states that the most important effective variable that helps students in the process of learning English is being part of a low-anxiety learning environment.

Greater exposure to technology increases authentic learning contexts (O'Malley, 2005). The authentic learning contexts via technology learning in turn have positive effects on second language acquisition (Gulati, 2008; Judd, Kennedy, & Cropper, 2010; Kreijins, Kirschner, & Jochems, 2003; Mompean, 2010). The authentic learning contexts help students bridge the gap between formal and informal learning experiences (Wagner &Wilson, 2005). In other words, participating in authentic tasks in real word situations allows students to connect the contents of the textbooks with real world situations to achieve better comprehension and learning outcomes (Kolb, 2006). Wagner and Wilson (2005) also highlighted that students can better transfer the acquired language skills into the real life situations if they have developed the language skills in authentic contexts. In addition, students demonstrated high learning motivation when they became engaged in the authentic learning tasks that allowed them to participate in the culture of the target language, which also influenced their worldview.

The American Council on the Teaching of Foreign Languages (ACTFL) advocated applying the ''five Cs'' in language learning: communication, cultures, connections, comparisons, and communities. Language and culture are inextricably linked and interdependent; and, improving the knowledge of the cultural aspects of the target language improves the understanding and application of the language. Technology helps learners and teachers to see and feel the target culture, which is part of the target language. Learners must be exposed to both language and culture to better learn and understand the language.

Peer Communication & feedback

Both Piaget (1962) and Vygotsky (1978) emphasized the role of the social context in the knowledge construction process. This process, also known as constructivism, emphasizes the importance of peer interaction in cognitive development. Learning English is an attempt to communicate with other individuals; as a result, effective teaching is based on communication. The goal of teaching English is to develop students' abilities to communicate with others using a new (target) language in real world situations (Brown, 1987; Ommagio, 1986; Oxford, 1990; Widdowson, 1978; & Yang & Chen 2006). In classroom settings, technology allows students to communicate and give feedback. It also gives them the opportunity to claim agency of their own work and peer's work. Using technology fosters peer collaboration in classrooms. Students can use technology to support their discussion with peers and share feedback (Foulger & Jimenez-Silva, 2007).

The infusion and integration of technology in the educational process has presented new avenues for teachers to enrich and enhance teaching and learning

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activities. This infusion of technology in classrooms will not only result in the greater use of collaborative learning strategies but will also, as D'Ignazio (1990a) indicated:

> Increase the use of strategies such as thematic teaching, guided inquiry apprenticeship, group problem solving, and critical thinking. These strategies will help to deepen and enhance interpersonal relationships in the classroom. The level of interaction between the teacher and students increases, as they work collaboratively to accomplish various learning objectives. Classroom activities will then be less centered on the teacher and can be more focused on the learners. (n.p.d.)

Several studies investigated the effects of technology to allow peer revision and feedback. Earlier research indicated the benefits it has on second language (L2) writing. For example, oral feedback increases participation and interaction among L2 writers because it includes more opportunities for negotiating meaning (Mendonca & Johnson, 1994) and for scaffolding (Carson & Nelson, 1996). Oral feedback also aids in developing critical reading skills, analyzing writing skills, helping L2 writers to recognize their needs, and encouraging writing as a process (Ferris & Hedgecock, 1998; Mendonça & Johnson, 1994; Mittan, 1989). Oral-based feedback also increases opportunities for practicing social interaction skills like taking turns, collaboration, and changing the classroom to student-centered setting (Villamil & DeGuerrero, 1996).

In sum, technology fosters the emergence of learning communities and enables individuals to see themselves as they work together and support one another in ways that are non-competitive, collaborative, and productive (Whitcomb, 2004). When students work together, they learn to listen, validate, and provide feedback for each other (Foulger & Jimenez-Silve, 2007). Moreover, students who participate in peer review activities become better writers, readers, speakers, and listeners.

Language Learning Skills

Researchers have reported that students' writing skills can be improved via networked computers. Foreign language teachers can integrate e-mail-based activities into their curriculum to encourage students to practice their writing skills; thus, teachers provide a safe and less anxious place for students to write (Hertel, 2003; Knight, 1994; LeLoup, 1997; Warschauer, 1995). Computer-mediated communication offers opportunities for learners to enhance their English reading, writing, listening, and speaking skills in an environment that opens up new paths to teachers in helping students to overcome obstacles and to speed up the learning process (Yang & Tang, 2012).

Researchers have reported that Web-based response is easier than face-to-face response for English language learners. This approach is characterized by more participation, more discussion during interactions, more feedback, and gradually increased confidence (Beauvois, 1998; Braine & Yorozu, 1998; Cononelos & Oliva, 1993; Curtis & Roskams, 1999; Davis & Thiede, 2000; Hartman, 1991; Kivela, 1996; Ortega, 1997). In addition, research indicates that students' skills can be improved if teachers integrate technology into their curriculum (Hertel, 2003; Knight, 1994; LeLoup, 1997; Warschauer, 1995). For example, utilizing technology to teach English

to foreign students provides students with more opportunities for practice and more immediate feedback either through direct communication with a native English speaker or through programs that give students their score and an explanation of the correct answers immediately. It also increases students' participation during class discussions and gradually increases confidence (Beauvois, 1998; Braine & Yorozu, 1998; Cononelos & Oliva, 1993; Curtis & Roskams, 1999; Davis & Thiede, 2000; Hartman, 1991; Kivela, 1996; Ortega, 1997).

Moreover, research shows that technology is effective for English language learners (Waxman & Padrón, 2002; Waxman, Padrón, & García, 2007) and that technology positively influences L2 students' writing, fosters speaking, and improves their reading skills. The use of technology improves reading comprehension skills because it turns a solitary activity into a group activity. This is helpful in reducing language learners' anxiety and improves their skills through working in groups. When the entire class is working on the same activity, the affective filter will become lower, so the learner will find less risk to participate and work in class. The use of technology helps to break down the reading material into smaller components. This is helpful because it prevents students from feeling overwhelmed by only presenting chunks.

Beauvois (1994) revealed that many students expressed increased confidence in speaking while using or after having used technology. When students use technology as a tool or a support for communicating with others, they claim an active role rather than the passive role of recipient of information transmitted by a teacher or a textbook. Practicing speaking skills requires students to take on an active role in the learning process.

The research also shows the positive impact on improving writing skills (Cohen & Riel, 1989; Conoelos & Olivia, 1993; Warschauer, 1996b). There are different ways that teachers can activate their students' writing skills through a different media, such as email and instant messenger services. Students can practice writing by simply exchanging emails among their peers or with native speakers in other parts of the world. Twitter is another way for students to express themselves using the target language in a limited number of words. This can reduce the pressure to write a large amount and thus allows students to use their writing skills in a more enjoyable setting. These examples allow students to write in a non-academic context, which is more likely to be how English language learners, particularly in Saudi, will continue to use the language they have acquired in the classroom.

Lastly, students' listening skills can be improved through the use of technology, like videos. Introducing videos in language learners' classrooms allows students to hear native speakers in a variety of accents. It is important to give the students the opportunity to listen to native speakers and compare their pronunciation of a word to the way it is pronounced by a native speaker. Even though it is not expected that students who are learning English as a second language will speak with a western accent, it is necessary that they understand the language when spoken in different accents.

Shift to Student-Centered Classroom

Although most teachers agree on the importance of integrating computer technology into their curricula, their usage of computers varies depending on their perceptions and expectations of computers as well as their computer skills and knowledge about particular applications. Several researchers claim that teachers'

beliefs about the role of technology are the most essential factors that determine the content and scope of their use of technology in their classrooms (Becker, 1991; Campoy, 1992; Ertmer, Addison, Lane, Ross, & Woods, 1999; Pedersen & Liu, 2003). Some of the in-service university teachers that I interviewed in Saudi Arabia decided not to use technology in the classroom for several reasons. First, some of the respondents lacked the skills to use technology and did not want to embarrass themselves in front of their students. Second, some of the interviewees lacked the trust in technology and feared that it could fail them in class, which is always possible. Third, other respondents found that integrating technology into their standing lessons plans was too time consuming. Finally, some of them questioned technology's effectiveness in the classroom. As a result of these concerns, students typically do not get the chance to utilize technology in the classroom in Saudi Arabia.

The capability of the Internet and multimedia has been beyond teachers' expectations. The introduction of multimedia has provided both EFL students and teachers with virtually boundless uses and choices. It has given teachers the opportunity to share authentic learning materials and has provided students with multiple learning tools. Technology facilitates and supports peer and group work. It increases the quality of students' interaction while using and practicing the target language. For instance, students can communicate with native speakers using fun and more enjoyable activities through social media sites, such as Twitter. The teacher can assign students to tweet in English to American people and see how many tweets they can get every day. There has to be a clear set of goals for students to accomplish. Social media with our millennial learners can enhance the level of engagement and language practice. It also expands the scope of students' collaborative learning where

learning becomes a socially mediated process that involves the individual in the construction of knowledge with others (Vygotsky, 1986). Technology can be important when teaching Saudi female students to evoke social engagement. For example, the teacher can assign each student to find a native female English speaker on Twitter and tweet or reply to the person's tweet twice a day for a week. By doing so, female students will have the opportunity to socialize with native speakers using the target language.

The approach fosters the shift from a teacher-based classroom setting to a student-centered classroom where students take responsibility for their own learning; and, it also involves active participation in the classroom. The use of computers in student-centered teaching embraces a constructivist learning approach and self-motivated processes of learning (Rico & Vinagre, 2000) as well as encourages collaborative learning through collective learning efforts among peers where students can explore information together. It assists individual learners in constructing their knowledge and expanding their perspective by offering communication tools. Technology increases students' exposure to the target language input and, as a result, influences learners' output. In Saudi Arabia, English language speakers are seen as 'cool' people in the society. This indicates that learning English is still important in the community and students still want to use it in a certain context. Saudi female students have the desire to speak and use English, but the English language offered at the university does not motivate them to learn it. After having surveyed the current literature and examined the three theoretical constructs, the direction for the intended research for this study is clear and evident.

Conclusion

My ultimate goal from this research is to reveal the overall effectiveness of technology on Saudi female students learning English as a foreign language and the attitudes expressed in the learning process. I reviewed the literature and discussions about the use of technology in teaching and learning that have impacted traditional classroom activities. The various technologies generated a greater level of interaction between and among teachers and students. They also helped to enhance the educational environment while providing enrichment in the learning experience. However, the usage of technology in classroom settings should only be considered appropriate if it is used for specific purposes in the teaching and learning process, such as benefiting motivation, introducing an authentic learning environment, encouraging peer review, changing students' attitude towards learning English, and improving language skills. Its incorporation in this process should not just be used as an appendage, but as an integral part of the teaching and learning objectives. Integrating technology by itself is not the cure for our classrooms; technology does not itself bring improvement in learning. It may reveal a positive impact and an improvement in learning if the technological tools are utilized effectively in the classroom and if instruction is aligned with the curriculum (Bauer & Kenton, 2005; Gorder, 2008). Therefore, teachers' effective use of technology makes a difference in improving classroom learning. However, the teacher is the most important factor in using technology effectively and successfully (Mandell, Sorge, & Russell, 2002). Employing technology of any kind in the instructional process becomes valuable only when technology is seen as an additional element in a well-constructed learning environment. The use of technology, therefore, should be driven by specific

objectives related to instruction and learning with direct linkages to the curriculum.

Technology does not replace traditional language instruction in the classroom; the use

of technology helps extend learning outside of the classroom and encourages students

to use the target language more often and practice informal learning inside and

outside of the classroom.

Chapter Three

The aim of this chapter is to present the research design and methodology that I used in this study. My purpose was to examine the attitudes of female English learners in Saudi Arabia towards the use of technology in the classroom. The participants in this study were Saudi women who had lacked motivation to learn English in the traditional Saudi classroom, and who were currently studying English at an American university. I investigated the impact that technology had on their motivation, and how the use of technology created a better learning environment. This study was designed to give a voice to Saudi female students. I followed a mixed methods design, employing both quantitative and qualitative approaches to answer the research questions:

1. In what ways does technology modify the attitudes and motivation of female Saudi students learning English as a foreign language?

2. In what ways does technology-enhanced instruction impact female Saudi students' performance in English language learning and acquisition?

Research Design

A research design is the plan that guides the researcher to achieve the research objectives and to find answers to the research questions. This mixed method design is defined by Johnson et al. (2007):

Mixed methods research is the type of research in which a researcher or

team of researchers combines elements of qualitative and quantitative

research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purpose of breadth and depth of understanding and corroboration. (p. 123).

Mixed methods research does not propose to fill the place of qualitative research or quantitative research, but it is used to draw from the advantages and minimize the disadvantages of both qualitative and quantitative designs (Johnson & Onwuegbuizie, 2004). Onwuegbuzie and Johnson (2006) stated that when qualitative and quantitative methods are combined in one research project, the researcher is able to engage in a more thorough and profound analysis. In this study I began with a qualitative approach and then followed up with quantitative data to check the similarities and differences between the results as shown in Figure 3.1.
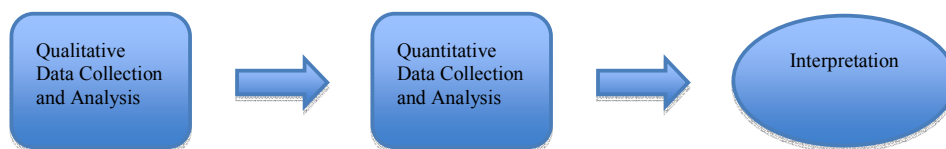
Figure 3.1. Data collection process

Participants and Setting

The population of this study was 25 Saudi female students who had come to the United States and had enrolled in the English Language Institute (ELI) at XXX University, in Virginia. There are limited numbers of studies that examine the Saudi female students' perception of learning English as a foreign language. I used purposeful sampling to select the participants. The rationale for choosing this type of

sampling was that it allowed me to examine and explore the effectiveness of technology on a certain type of population. Since I had a specific group in mind, purposeful sampling was the appropriate model. Patton (2002) maintained, "Purposeful sampling focuses on selecting information-rich cases whose study will illuminate the question under study" (p. 230). The participants ranged in age from 17 to 35, and the sample included both undergraduate and graduate students.

For the quantitative survey, my colleagues at KAU shared the survey link with their students who were culturally and linguistically the same as my interview participants. One hundred seventy five Saudi female students living in Saudi and the US participated in the survey.

Overview of Data Collection Instruments

The data collection in figure 3.2 illustrates the relationship among the data sources. This study was approved by the institution review board (IRB) at George Mason University (Appendix **A)** I began with the classroom observations to introduce myself to the students and to know more about their reactions and participations with the use of technology in the classroom. The classroom instructor signed his approval on a consent form that was approved by the George Mason University IRB. (Appendix B). After that I conducted semi-structured interviews with 25 female Saudi students who signed approval forms for use of their interviews in this study (Appendix C). The last data collection resource was surveys that were completed by 125 female Saudi students in and outside the US (Appendix D)
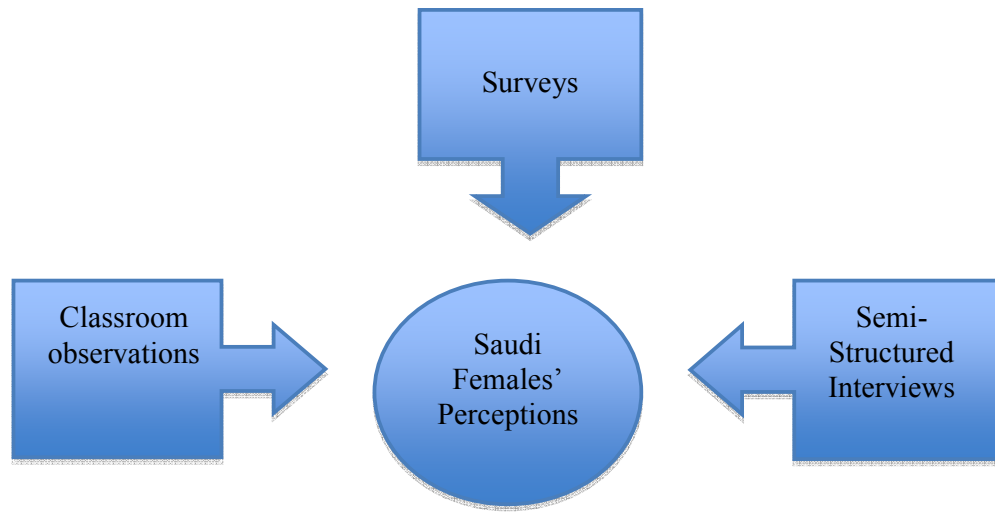
Figure 3.2. Relationship of data collection.

Semi-structured interviews. The collection of qualitative data through semi-structured student interviews enabled me to establish a detailed understanding of the problem. By offering female Saudi students an anonymous safe space to elaborate on the issues they face when learning the English language, I gave them an opportunity that had not previously been available to them. Interviews allowed the participants to share their perspectives in more detail and in more depth. Patton (2002) stated:

> We interview people to find out from them those things we
> cannot directly observe … We cannot observe feelings, thoughts,
> and intentions. We cannot observe behaviors that took place at
> some previous point in time. We cannot observe situations that

preclude the presence of an observer. We cannot observe how

people have organized the world and its meanings they attach

to what goes on in the world. We have to ask people questions

about those things. The purpose of interviewing, then, is to

allow us to enter into the other person's perspective. (p. 196)

Patton (2002) specified, "Understanding what people value and the meanings

they attach to experiences, from their own personal and cultural perspectives, are

major inquiry arenas for qualitative inquiry" (p. 147). He further maintained that a

qualitative method facilitates the study of issues in depth and detail. A qualitative

approach allows the researcher to look at the results from different perspectives. The

number of participants in my study was limited to 25 women, but the information

gathered from these interviews was abundant, nuanced and insightful. Maxwell

(2005) states that qualitative research necessarily engages a small number of

participants, in order to enable the researcher to understand the uniqueness of each

one of them.

Classroom observation. I observed ten sessions of an ESL class, taking field

notes, voice memos and reflection journals. The teacher included me in the classroom

activities, thus allowing me to develop a rapport with the participants. This proved

fruitful for further data collection.

The quantitative data collected. The quantitative data via survey provided a

more general understanding of the problem. My purpose was to compare the survey

data with the analysis of the qualitative responses, thus contextualizing the

quantitative statistics within the realm of daily human experience. This two-pronged

approach provided a through and comprehensive perception for a dynamic critical analysis.

Data Collection and Analysis

  This section will describe the instruments I used to collect the data followed by how I analyzed them:

Classroom Observation

  I conducted classroom observation to enhance my understanding of how students react to the use of technology in the classroom, and how they interact while using technology with the teacher and among themselves. Observing how students respond in a non-traditional classroom offered more detail about adult participants' affective filter and risk-taking roles in the classroom setting. During the observation, the teacher included me in the classroom activities, thus allowing the students to feel more comfortable with my presence. Patton (2002) emphasizes the advantage of detailed field notes, as they provide an on-site synchronic record of observations and interactions for later diachronic analysis. The field notes from these observations along with my voice memos and reflection journals after each classroom session provided such data.

  Participant observation allowed me to understand the students' facility with using technology inside and outside the classroom as well as their needs, difficulties, and passions concerning their own learning. Classroom observations helped me in my semi-structured interviews, because the students already felt comfortable with me after I had spent so much time with them in their classroom. We also started building a trusting relationship when they began asking me about different skills that could

help them improve their learning. Having good relationships with them opened doors for me to recruit more Saudi female students who were friends of theirs. Also, these students helped me to find survey participants for the quantitative component of my study.

Semi-Structured Interview

This component took place after classroom observations. I selected 25 Saudi female students for the semi-structured interview. The interviews took place during the students' breaks between classes. The location was either a quiet coffee shop that the interviewee preferred or in one of the vacant classrooms in the institution. All participants provided signed permission to record the entire session on my iPhone. I used the "Memo voice" program to record the session. The interviewee had the option to speak either in Arabic or in English depending on her ability and comfort level. I honored this option because the focus was on the students' voices and perspectives, not their language proficiency. I asked four main questions, navigating the students' first English experience and how important they thought it was. The questions were focused on the students' history when they were first introduced to English: How did you learn English? What do you think helped you learn English? What hindered you learning English? Are you interested in learning English? Why? or Why not? (Appendix E). I prompted the interviewees regularly to get more information and to make sure I fully understood what they intended to say. Also, I asked additional questions based on the participants' responses. The duration was normally between 60-90 minutes, but sometimes it lasted for three hours depending on the stories and information the interviewee shared. I concentrated more on listening to their stories than on checking if they had answered all the questions. As Creswell (2008) declared,

"You use narrative research when you have individuals willing to tell their stories and you want to report their stories. For educators looking for personal experiences in an actual school setting, narrative research offers practical, specific insights. By conducting narrative studies, researchers establish a close bond with the participants" (p. 512). Creswell (2008) further remarks that the researcher using this method must be a good listener and the participants must be very comfortable in order to share their personal stories and experiences. Researchers Poplin and Weeres (1994) maintain that it is important to have voices from "the inside" to be heard when it comes to students' academic achievement. My rational for using this method was to capture most of the participants' experiences related to learning the English language and their usage of technology by asking open-ended questions.

Since I share the same language, culture and background, I did not write any notes during the interview in order to avoid distracting the participant and to make her feel more comfortable. I wrote an analytic memo after each interview to reflect on my initial reactions to the interview (Maxwell, 2013). In addition, after each interview I recorded a voice memo of all the thoughts and comments before I left the interview location to make sure I had captured all my thoughts. Maxwell (2005) stressed the importance of memos by saying, "Memos can perform other functions not related to data analysis, such as reflection on methods, theory, or purpose" (p. 96).

First, after each interview, I transcribed the full session and added my voice comments along with my analytic memos. I did all my coding and comments manually using paper and pen, because I found it most beneficial for manipulating, analyzing, and remembering the data I had collected. "Touch the data….Handling the data gets additional data out of memory and into the record. It turns abstract

information into concrete data" (Graue & Walsh, 1998, p. 145). After I transcribed all the recorded data to find emerging themes and rich information, I employed Vivo coding to highlight salient comments in order to incorporate them into my research (Saldana, 2009). Coding these quotations allowed me to organize and group similarly coded data into categories.

Coding is essential in qualitative research, as it leads the researcher from the data to the idea (Richards & Morse, 2007, p. 137). I chose to use Value coding. Saldana (2013) suggests that value coding is applied to qualitative research in order to facilitate the tracking of participants' attitudes concerning a given topic. Value coding has various constructs but I decided to code the transcripts based on these primary categories: technology, culture and native speakers, Saudi classroom experience, and methods in future teaching. The transcripts, voice memos, and analytical memos helped me to analyze the codes to find the emerging themes, which I manually color-coded. For example, I highlighted all items related to technology in blue. I started highlighting all Saudi classroom experience in green, and then later fine-tuned the coding to track different aspects of the classroom experience, by labeling subcategories manually, such "teaching to the test," "intercomptence," and "differentiated instructions." By grouping my subcategories, I was able to find my emerging themes.

After finishing all the coding and identifying the emerging themes, I used the coding collaboratively method because I believe that multiple minds bring multiple ways of analyzing and interpreting the data (Weston et al., 2001). I sent my transcripts along with all my memos to three of my Arabic-speaking friends. They are all in the field of education and specifically teaching English as a second language. I wanted to

discuss my findings with them and to share provocative questions that could engender

new ideas or categories. Also, I wanted them to code my data so I could verify the

validity of what I had done. I also wanted to crosscheck my analyses with the

participants themselves. I was able to meet with them in a follow-up interview to

make sure that I had interpreted what they meant exactly. I was hoping to do it via

email, but people from a high-context culture respond best to face-to-face

communication. They were enthusiastic about meeting with me over a cup of coffee,

and the results were far more fruitful.

Surveys

The second phase of this study was quantitative in design and utilized a survey

instrument to explore participants' perception, attitudes, and behaviors about learning

English and the use of technology in the classroom (Creswell, 2008). The survey

enabled me to maximize the number of voices and generalize the findings among

Saudi female students. I designed the survey after reviewing several survey

instruments that had been employed to measure students' attitudes towards computer

technology (Appendix F). I modified and adjusted the survey instrument to better fit

the participants' culture, background knowledge, age, and my purpose. The survey

was available in both Arabic and English to give the participants the opportunity to

fully understand the items and feel comfortable while taking the survey. The English

version was revised with Dr. Hathaway who kindly shared her comments and

insights. Also, Dr. Haley was very generous to review the instrument and give her

feedback, which was very helpful in introducing the item in a clear simple way. The

Arabic version was revised by Dr. Eqab who is a native Arabic speaker and an

English language teacher in Fairfax County, and Eman Almotlaq who is an Arabic

writer in Saudi Arabia. Both Dr. Eqab and Eman revised the Arabic version to make sure that it was fully comprehensible and clear to the participants. The survey was introduced to the participants online through surveymonkey.com. There was a cover letter in both English and Arabic. The letter described the nature of the research and their rights as participants. The survey took approximately 15 minutes to finish.

The survey instrument was comprised two parts: Part One included eleven items to identify student personal information for data analysis of the study and consisted of categories such as the country where the person studied English, how many years she studied English, the occasions and reasons for using English, and computer/ technology experience in the classroom. Part Two included fifteen items that examined Saudi female attitudes towards the English language and the use of technology in and outside the classroom. My aim was to minimize the number of items to ensure the most accurate responses. I used a five-point Likert-type scale with the responses ranging from Strongly Disagree, Disagree, Neutral, Agree, to Strongly Agree.

Validity

I included triangulation and respondent validation to test the validity of the research. Triangulation was attained through cross-checking the consistency of information (Patton, 2002). As Patton (2002) states, triangulation is achieved through comparing observation with interviews. Moreover, I included respondent validation by meeting with participants to share the transcribed interview data along with the analysis and to receive their feedback to assure that my understanding of the interviewee's intended meaning was accurate. "This is the single most important way of ruling out the possibility of misinterpreting the meaning of what participants say

and do and the perspective they have and what is going on, as well as being an important way of identifying your own biases and misunderstandings of what you observed" (Maxwell, 2005, p. 111).

Validity Threats. Maxwell (2013) claimed that a qualitative researcher should divulge any possible research biases, because validity in qualitative research is achieved through integrity as opposed to objectivity. There were several limitations in collecting the data for this study. Because I am also a second language learner who comes from the same background as my participants, this could have tainted my objectivity. Although I tried to come to each interview with no preconceived notions, each interviewee confirmed what I had expected she would say. Listening to my interviewees' stories and personal experiences affected me, as they confirmed my own experiences in the Saudi classroom. Nonetheless, I do not believe that I interjected my own personal beliefs onto the participants or influenced their responses in any way. I remained silent during the interview, avoiding any facial expressions, as I did not want to give visual clues that would bias their responses. I also focused on reading the actual data, which were the memos and transcripts. I approached the information as an outsider in order to analyze it objectively. Also, I shared the transcripts, memos, coding, and themes with one of my colleagues who is a native Arabic speaker but who is not familiar with the topic of this study. She offered another measure of objectivity by scrutinizing the data for inconstancies or oversights.

Reactivity. Reactivity is the social interaction component or the interviewee/interviewer relationship is one of the greatest underlying threats to qualitative research outcomes. According to Kvale (2002), "The asymmetrical power relations of the research interviewer and the interviewed subject" (p. 12) threatens

validity. As an Arab woman, I understand that in our culture taking notes while someone is speaking implies a value judgment. I therefore, avoided note-taking while they were speaking. The fact that the participants were aware of my identity, and knew that I was on the faculty of a well-known university might have affected their responses during the interview. They might have been apprehensive that their critical input would have a punitive impact on them in the future. In order to avoid this type of threat I did not lead the interviewee's answers and only prompted them when needed. Fortunately, reactivity was not a barrier to our conversation, as they were open and honest in their criticism of English language learning in Saudi.

Another threat to validity lies in translating the instrument from English to Arabic. The instrument might lose some of its authentic purpose and meaning during the process of translation. To assure the validity and clarity of the measurements, my committee members evaluated the survey instrument in the English version. Due to my participants' limited English proficiency, I translated the survey into Arabic to ensure the participants' full comprehension while taking the survey, and to assure that the instrument measured what it was intended to measure. Two EFL experts reviewed the instrument. The Arabic version was given to three native Arabic speakers to read and give feedback about the clarity and comprehensibility of the items. Finally, the interviews that were conducted in Arabic might have been difficult to translate into English. Some of the essential information might have gotten lost in translation. Therefore, my committee agreed to keep the transcripts in Arabic and only translate the quotes needed to include in the findings section of this study.

Summary

This study used a mixed methods approach to research design. The quantitative component was a survey distributed in the US and Saudi to measure Saudi female students' perceptions of English language learning. The qualitative component comprised classroom observation and semi-structured interviews with 25 Saudi female students. The two-pronged approach complemented each other to provide thorough and rich data for examining the attitudes of Saudi female students towards the use of technology in the English language learning classroom.

Chapter Four

The purpose of this study is to examine female students' attitudes towards

technology use for English language learning in Saudi Arabia. The study aims to

explore how technology affects Saudi female students in learning the English

language. In particular, the study examines how the use of educational technology in

the classroom assists the language learning process when teaching English as a

foreign language. The study was guided by the following research questions:

1. In what ways does technology modify the attitudes and motivation of female

   Saudi students learning English as a foreign language?

2. In what ways does technology-enhanced instruction and impact female Saudi

   students' performance in English language learning and acquisition?

Chapter 4 presents the results of the study based on the data collecting method that I

used in this research. In reporting the results for this study, I will cite some of the

participants' responses to the face-to-face interview questions as one of my sources of

data. Each interview lasted for at least an hour, and I asked open-ended and prompt

questions to clarify some of the answers they provided. My other source of data is

classroom observations. I will describe some of the classroom activities and survey

findings to analyze evidence of the themes that emerged in the interviews.

First, I will address basic background information about the participants in this

study. Next, I will present the emerging themes from both classroom observation

notes and participants interviews. Finally, I will summarize my findings in order to have a foundation for recommendations for educational reform in Saudi Arabia.

Participants' Background

This study consisted of 25 female Saudi interviewees who are currently in the US and 175 survey participants from both Saudi Arabia and the US. The twenty-five interviewees in this study were all Saudi female students ranging in age from 18 to 35 years old. They all are native Arabic speakers who learned English as a foreign language. Ten participants attended public schools and fifteen participants attended private schools. In Saudi Arabia four of the participants who attended public schools started learning English in 7th grade and six of them started learning English in 1st grade, whereas students who attended private schools started learning English in primary school. Students who went to public school received less hours of English instruction than students who went to private school. The majority indicated that they had never learned the language in school. Two of them mastered the language while they were in school, but only with the help of their families. All of the participants went to public universities except for one who attended a private college.

The list below (Table 4.1) shows the university/college of each participant, the participant's major, and the response of each when asked if the university instructor/ classrooms/ programs encourage technology use. The names assigned to each participant were chosen randomly from an Arabic list.

Table 4.1

Participants, Institutions, and the use of Educational Technology in the Classroom in Saudi

Names	Names of Institutions	Do your instructor/ you use technology in the classroom (Saudi Arabia)
Maha	Princess Nora	Wkipedia Wiki blog
Hana	King Saud University	NO
Rana	King Saud University	NO
Nawal	King Saud University	NO
Mona	Islamic University of Madinah	NO
Nora	King Abdulaziz University	NO
Nawal	King Abdulaziz University	NO
Reema	High School	NO
Basma	Taif University	NO
May	Arab Open University	Projector Blackboard only to submit assignments
Haifa	King Saud University	NO
Sara	King Saud University	NO
Samar	High School	NO
Najla	King Saud University	PowerPoint
Layla	King Abdulaziz University	NO
Dana	Qassim University	NO
Lama	King Abdulaziz University	NO
Lamis	King Saud University	PowerPoint

Hala	High School	NO
Abeer	Princess Nora University	PowerPoint Projectors Smart Boards
Amal	King Saud University	NO
Hend	King Abdulaziz University	NO
Latifa	King Abdulaziz University	NO
Alaa	King Abdulaziz University	NO

Findings Related to Literature

    Motivation. Researchers such as Gardner and Lambert recognize motivation to be of great importance to successful language acquisition (Gardner & Lambert, 1972). Gardner (1985) postulated that the primary determining factor in successful language learning is motivation. Also, in Gardner and Lambert's (1972) *socio-educational* model of language learning, two major motivation factors for language learning are identified: integrative and instrumental motivation. According to Crookes and Schmidt (1991) this model has influenced virtually all SL-related research in this area. Integrative motivation refers to learners' positive attitudes towards the target language and their desire to communicate with other members of the group. Instrumental motivation implies functional reasons and utilitarian values in learning a target language, such as to pass a required examination or to get a career promotion. The quantitative data in this study supports that one of the students' goals in speaking English is to communicate with English speakers, which is also one of the

government goals mentioned in Chapter 1. In figure 4.1 question 4 on the survey asks the students "For what reasons do you use English? Choose all that apply". Although there was a wide range of other goals, 61% of the respondents said their goal was to communicate with non-Arab speakers. The percentages are the total of both the Arabic and English survey. For the purpose of this study I included the Arabic responses, which show the majority of the survey takers.

ماهي أسباب استخدامك اللغة الانجليزية؟ الرجاء اختيار جميع
What are your reasons for using الاجوبة المناسبة
the English language. Please choose all
that applies

Answered: 149   Skipped: 1
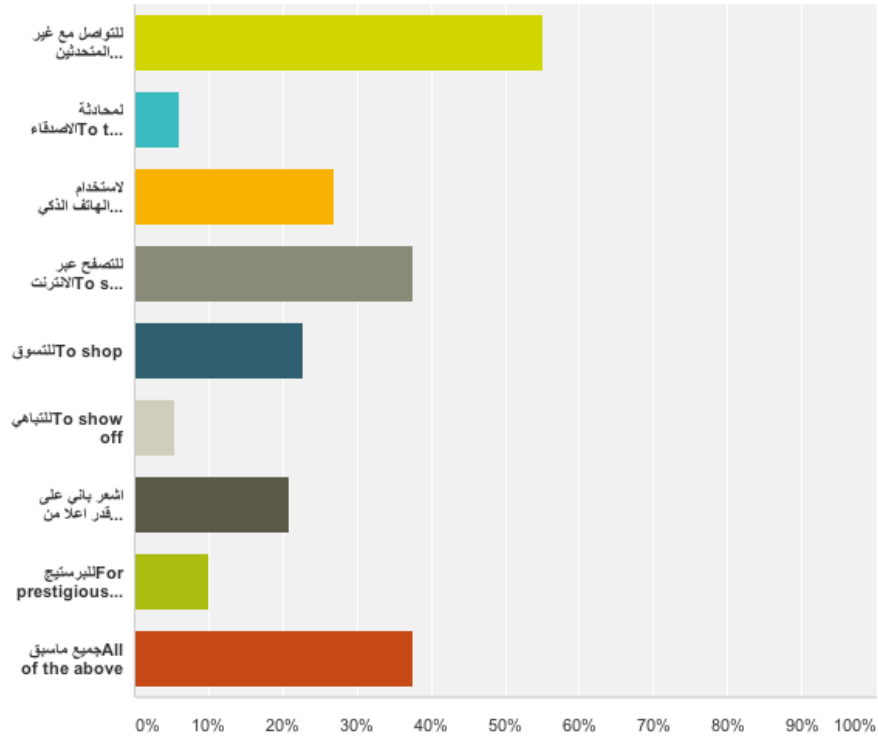
Answer Choices	Responses	
للتواصل مع غير المتحدثين باللغة العربيةBecause they are non-Arabic speakers	55.03%	82
لمحادثة الاصدقاءTo talk to my friends	6.04%	9
لاستخدام الهاتف الذكيTo use my smart phone	26.85%	40
للتصفح عبر الانترنتTo surf online	37.58%	56
للتسوقTo shop	22.82%	34
للتباهيTo show off	5.37%	8
اشعر باني على قدر اعلا من العلم عندما اتحدث باللغة الانجليزيةTo sound educated	20.81%	31
للبرستيجFor prestigious reasons	10.07%	15
جميع ماسبقAll of the above	37.58%	56
Total Respondents: 149		

Figure 4.1. Participants' reasons for using the English language

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Students were asked if they study English in Saudi just to pass the exam. Sixty percent of the students agreed that they study English to pass the exam. These percentages seemed to contradict their stated goals of learning English. Saudi female learners have more than one reason to learn English, yet they said they only study it to pass the exam. Since I do not have a direct contact with the participants who took the survey online from Saudi, I contacted my interviewees who took the survey in the US to investigate the contradiction. I was able to communicate with Lamis who responded:

"Of course we know English is important, and that is why our parents are paying money from their pockets to get us in language institutions or get us private tutors. Most of us as girls know that we need to learn English no matter what, especially these days, but our problem is that we cannot learn it in our schools! We do not have teachers who want us to use it or train us in a way that avoids embarrassment and makes it fun. I wish we could find a classroom that has teachers who find ways to reach us. Unfortunately, this is only found in prestigious schools that most families cannot afford."

Another interviewee shared her opinion:

"I need a place to use English. That is why we use it while surfing online, to show off, to sound educated, to speak to other people but never in our schools. This is simply because the materials we use in the classroom do not motivate us to learn. So we end up wanting to pass and have good grades."

Figure 4.2. illustrates that the survey results echoes what the participants in the interviews revealed in their responses.

	لا تنفق بشدة مع العبارة SD	لا تنفق مع العبارة D	غير متأكد N	تتفق مع العبارة A	تتفق بشدة مع العبارة SA	Total	Weighted Average
دراسة اللغة الانجليزية مهمة لأنها تجعلني أكثر تعليماً Studying English is important because it will make me more educated.	3.57% 5	2.86% 4	1.43% 2	20.71% 29	71.43% 100	140	4.54
أشعر بالفخر عندما أمارس اللغة الانجليزية مع الآخرين I feel proud when I communicate in English with others.	2.88% 4	9.35% 13	5.76% 8	25.90% 36	56.12% 78	139	4.23
في السعودية، أدرس اللغة الانجليزية فقط لأجتاز الاختبار In Saudi, I study English just to pass the exam.	17.14% 24	15.71% 22	7.14% 10	12.14% 17	47.86% 67	140	3.58
دراسة اللغة الانجليزية مملة وغير مجدية في السعودية Studying English is boring and useless in Saudi Arabia.	18.57% 26	12.86% 18	8.57% 12	12.14% 17	47.86% 67	140	3.58
أشعر بالسعادة عندما يتحدث أحد زملائي بالصف باللغة الانجليزية بطلاقه	1.43% 2	2.14% 3	15.00% 21	45.00% 63	36.43% 51	140	4.13
ستكون دراسة اللغة الانجليزية أكثر متعة لو تم استخدام التكنولوجيا في الفصول الدراسية أثناء الشرح Studying English could be more enjoyable if teachers use technology in class.	1.43% 2	2.14% 3	7.14% 10	20.00% 28	69.29% 97	140	4.54
أجهزة الكمبيوتر تجعل تعلم اللغة الانجليزية أسهل Computers make English learning much easier.	0.71% 1	5.00% 7	5.71% 8	30.00% 42	58.57% 82	140	4.41

Figure 4.2. Survey percentages echoing interview responses

The qualitative data in this study reinforce the survey's result in the quantitative data. In my interviews, students link their English language learning to pass the exam or to be qualified for a job. All my interviewees are an example of instrumental motivation. Nora is a typical example:

"I always studied English to pass the exam, not to master it…I want my kids to learn English at a young age to get better jobs…I find myself interested in learning English so I can use it at work. I work at a hospital and I find it really hard to communicate with non-Arabic speakers. I feel powerless when I can't say simple things like, 'You're dialing the wrong extension.'"

Furthermore, Keller (1983) defined motivation as "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect." (p. 389). Crookes and Schmidt (1989) maintained that language-learning motivation includes the level of interest, its importance to the learner, expectancy of success or failure, and perception of rewards. Table 4.2 presents participants' responses according to Crookes's and Schmidt's four aspects of motivation. This analysis is helpful in understanding how internal motivation impacts learning.

Table 4.2

Internal Motivation and its Impact on Learning

Level of interest	Its importance to the learner	Expectancy of success or failure	Perception of rewards	Perception of individual learning English
Mona:*"In Saudi, I wasn't interested in learning English. It was the only major I could enroll in. I didn't know how to speak or write*	**Mona**: *"I always wanted to learn English because I knew it was important but it was hard. I didn't want to try, hard because it was impossible in Saudi you know……but yes,*	**Mona**: *"In Saudi, you learn and the minute you exit the classroom door you loose everything."*	**Mona**:*"In college I never tried to learn the language because my major is English so everyone should know I speak English.*	**Mona**: *"I think I did well this semester. I really studied hard. Level six was not easy to pass though but I passed it*

in English before I enrolled in English literature in college." **Mona** *"Everyday I must read a news paper to improve my English. I did this for 8 months now"*	*I know how important the English language is."*		*. But now I feel more educated when I learned the language."*	*thank God."*
Nora"*I was introduced to English in 7th grade and I was very happy because I will learn something now. Sadly I ended up learning anything so lost interest."*	**Nora**:"*English is very important and I am working very hard to help my two boys acquire the language.....Not only because it is universal, but also it became an educational requirement…My plan if I go back to Saudi now they will be in International schools… If my sons want to get accepted in any university, including in Saudi in the future they have to be fluent in English."*	**Nora**: "*I knew I wasn't going to learn how to speak English, I knew it was not going to happen."*	**Nora**: "*I want my kids to learn English because I don't want them to end like me. I want them to be better by having better education, better jobs, and higher self esteem."*	**Nora**: "*I passed my exams. The beauty here is that they appreciate your work and effort*"
Sara: "*I studied English literature so everyone can know that I speak*	**Sara**: "*my dad had his secretary call me and my sister everyday to practice the language with us because she was*	**Sara**: "*I knew that I will not learn the language unless there is something significant in*	**Sara**: "*My goal behind learning English is to show off"*	**Sara**: "*I guess I did good but maybe I could do better. I think*

English"	*our only outlet where we can use the language."*	*the teacher's teaching style or methods that will hock me and make me enjoy it rather than memorizing it."*	**Sara**: *"My dad wanted us to learn English to be more prestigious."*	*because I am pregnant I was not pushing myself hard. But I got As in my courses."*
Hana: *"I was very devoted to learning English. I used to join New Horizon every summer to keep up with English"*	**Hana**: *"My plan is to work for the Ministry of Foreign Affairs in Saudi, so English is very important for me. And my goal is to be fluent because I don't want to be setting in meetings understanding nothing. I want to interact with people and my biggest dream is to have no accent. I wish I could sound like native people. That's why I am just having American friends watching only American movies and Listening to American songs hoping that I will pick it one day."*	**Hana**:*" My mom says that since kindergarten I didn't love English, I loved French more. My mom thinks that the French teacher helped me love the language but the English one did not really care. I believe that's why I am still learning the language though I am studying English since kindergarten."*	**Hana**: *"I was trying to learn English because it will help me in my job. I work with a lot of English language speakers and also I communicate via email and I find it very difficult for me to write a two- sentence email which is embarrassing. But if I learn English I will be rewarded in my job."*	**Hana**: *"I got a good grade but still I have some problems in grammar and my writing need so much work to improve."*
Reema: *"My family highly value the English language and were always encouraging*	**Reema**: *"My dad always enrolls me and my siblings in summer English courses hoping that we can learn*	**Reema**: *"The English teachers at school were not qualified and really I learned*	**Reema**: *"it feels good when you speak English it reflects that you have knowledge.*	**Reema**: *"I passed. But I am happy because the teacher told me that I improved*

us to learn it" **Reema**: "*I loved the English language when I started watching Disney movies when I was fifteen. Disney movies were very interesting and helped me improve my listening skills.*"	*the language."*	*nothing."*	*Also, I read that if you learn more than one language it could prevent you from having brain diseases."*	*and there is a lot of progress and that my effort paid off."*
Lama: "*English is the universal language everyone should be interested in learning it.*"	**Lama**: "*Today, it is impossible to find a good job if you don't know English. English weight so high in any CV.*"	**Lama**: "*I know for a fact that I never learned English because I graduated from school and earned my BA thinking that English is only grammar. Because this is what they taught us these are our books.*"	**Lama**: "*English to me is a weapon. If I know English, I will be able to travel anywhere and read any book or article. English is your only way to survive in this era*" **Lama**: "*English opens for you another world. You can see the world in a different lens when you read English articles and other things.*"	**Lama**: "*I did really good. I am an A student. Even when I was in Saudi, I tend to get As because I study a lot and memorize the material. What's different now, is that I got an A but I know what I learned, I didn't only memorize it.*"
Haifa: "*I was very interested*	**Haifa**: "*I want to teach my kids*	**Haifa**: "*The education*	**Haifa**: "*I insisted to*	**Haifa**: "*My grade was*

to learn English. Unfortunately, in Saudi I was never able to success in learning it.”	*English or at least be able to communicate with them in English. Especially that my kids will be in international schools for sure. I don’t want them to have the same learning quality that I had.”* **Haifa**: “*I made a decision to come to America even I never get an acceptance for my masters. I wanted to come and learn the language because I gave up learning it in my country.”*	*system needs to be reset. The English books are useless, the teachers are just doing their jobs and leaving, and we as students are passive in the classroom and no one is trying to encourage us or cares about us.”*	*learn English because I want to be secured by knowing English. English is the language of modern times. English is your vehicle to travel, read, and open your eyes to the world.”*	*OK, I wanted to do better of course. But I tried my best and ended up getting a B+ and hopefully in the Fall I will get As.”*
Nawal: “*I discovered that I will be taking English when I was in 4th grade and I was waiting for 7th grade to start taking this new language. I was very enthusiastic to start learning a new language*”	**Nawal**: “*I couldn’t learn it in Saudi but I was defiantly trying to find ways to learn English because it’s important. It’s the language that serves everything. I need it when I travel I need it in my job. Every time people at work talks English and I just don’t understand I feel useless. And every time we travel and I just*	**Nawal**: “*Because I wasn’t an English speaker, it took me two years to take a step to get a higher education. I wasn’t a bad student, in fact I was a very good student, but English was my biggest fear. Even if I ended up studying in Saudi, I was obligated to*	**Nawal**: “*in the past, few people who were able to travel overseas, but now everyone is travelling, so English became a must. I must know English to be able to travel and enjoy my life.”*	**Nawal**: “*I am so happy, I got an A and I feel I am progressing especially in my speaking and listening skills.”*

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	try to communicate using my body language I feel embarrassed." **Nawal**: *"when I was in Saudi, I always wanted to improve myself in general by reading more or work on my skills more. So every time I start English pops in my face. Whither it's books, articles, or even simple things like trying to know the world's opinion on a topic. I realized that English is my only way to be connected to the world and be able to be a better me. Therefore, my kids will be joining international schools when we go back to Saudi. I want them to have better education and better job that I did."* **Nawal**: *"By the way I need English not just because I am here to get my*	*get a high Tofel score, which is a requirement. I blame my teachers in school for not learning English. Because I realized that the problem was not in the language itself, the problem was in our classrooms and the way we were taught."*		

	MA. I need English even in Saudi. Everything changed English became important not only for jobs but also for our everyday lives."			
Rana: "I *was very interested to learn English and I knew I will be good at learning it. my cousins were in private schools and they learned it before me because I was in public of course. Every weekend when we gather I envy them that they know English and I feel jealous that they can speak it."*	**Rana**: "*when my cousins used to practice English in front of me I knew it was important. I wanted to learn it so I can compete and be bilingual like them."*	**Rana**: "*The biggest reason behind my failure is our useless way of teaching which is teaching to the test only. Go read memorize get a grade and good bye."*	**Rana**: " *to me English was important because it sounds fancy, you can use it abroad, and it shows that you are educated because in my opinion if you don't know English you are considered ignorant."*	**Rana**: "*I got an A but this time an A with meaningful information and long lasting material hopefully."*
Basma: "English is an interesting subject to me since I was a child."	**Basma**: "*I realized the importance of English in an early stage in my life. I was a ware that English is the universal language and it's important though I never traveled outside Saudi but it is important."* **Basma**: "*My*	**Basma**: "*I had an excellent teacher at school who helped me learn English. She used to support us and believe in us. She always try to find interesting ways for us to work in class. We worked in*	**Basma**: "English support you and makes you competitive and unique especially work wise. Today, any job opportunity requires English skills. Also, I want	**Basma**: "*Thank God I got an A and I deserve it my teacher said. I worked hard for it."*

mom realized the importance of English since I was a child. She used to enroll me in English summer classes every summer.”	*groups which helped us cooperate and learn from each others. Also, she always encouraged us to participate and share our thoughts in class without fearing of making mistakes. There was always a welcome space in class for errors and mistakes. She also used up to date teaching methods for instance showing us a short videos in class. This teacher was one of a kind in all my school years.”*	to be able to communicate with non-Arabic speakers…. I want to watch English movies and TV shows without reading subtitles I am fed up with reading translations.” ***Basma****: “To me, as a Muslim, it’s important to know more about American culture and to understand what’s acceptable and what’s it is not, because I am representing Islam and I don’t want to be rude to anyone just because I am ignorant. I want to represent Islam the way it should be by spreading peace and being nice and kind to everyone.”*	

The interviewees' responses demonstrate that there is a positive connection between motivation and outcome. It is evident that these students had an interest in learning the English language, however, they were not able to achieve success in learning it in their home country. This is evidence of **attribution theory** (Heider, 1958) that is the theory that learners will attribute their failure to learn the language to the teacher's inability to teach the language, to the difficulty of the task, or bad luck for instance, rather to their own weaknesses (Heider, 1958). For example Nora stated, "I failed learning English because of my teacher and our books. We just learned grammar and the teacher taught us just to pass the exam." Mona stated, "I majored in English literature but I didn't really get anything out of it, because our professors didn't really teach us……they were just giving information, nothing more." Although these students experienced inadequate learning environments in their home country, it is true they did not seek additional resources for language learning. However, such resources are limited in their home country. Once these women were in a technologically-equipped, nurturing learning environment where they could communicate with their teachers and with one another, they flourished.

Nearly all the participants realized that English has become the preferred foreign language for international communication and job opportunities. Acquiring mastery of the lingua franca is essential to becoming a global citizen and securing employment after graduation (Lee & Heinz, 2016). For example, in Nawal, Nora and Haifa all want their children to go to international schools to improve their English, because they believe that international schools and institutions will help their children to

become successful language learners, rather than private schools such as they attended, which are teacher-centered and ineffective.

Teacher-centered. Twenty-four out of the twenty-five interviewees maintained that they had studied in teacher-centered classrooms in Saudi, where the teacher is seen as an authority figure and "the knower," and the student is expected to be the non-participatory recipient. For example Sara stated, "The English teacher who taught me in school was very traditional. She used to come and explain the lesson and pretend that she knew everything and then leave…In the university, it was the same story. The instructor was superior and acted as if she came from another planet." Hana concurred. "I studied all my life in a very, very traditional classroom where, we acted only like sponges to absorb the information and go home. We didn't share our opinion in the classroom or talk. In the classroom, the teacher was the only voice we heard…….We had this situation, because we didn't have anything in the classroom except books and pens, nothing to entertain us or encourage us to participate." Lama illustrated her situation in the classroom: "In the classroom, we feel like the teacher is the boss and we are her minions."

At first it seemed to me that the students' interpretation of student-centered learning simply meant providing more fun and interesting materials and activities than in traditional classrooms because the first thing they mentioned that was different from Saudi, was that it was fun and how much they enjoyed the technology. They did not examine their actual learning experience. I saw no evidence that their perceptions were rooted in a constructivist paradigm. Therefore I prompted them to further examine their knowledge about a student-centered classroom and how they viewed it.

Further classroom observations, and long conversations with the students revealed that they were indeed aware of the constructivist paradigm. They had knowledge of how teachers could improve their teaching skills and shift the classroom from teacher-centered to student-centered by encouraging students to participate during class, by promoting group work, and by having classroom debates. They believed that computers in the classroom could enhance students' interaction by supporting pair or group work. Meskill, Mossop, DiAngelo and Pasquale (2002) reported that experienced teachers who are using technology tend to focus more on student learning and student empowerment than teacher instruction.

Rana: "In Saudi, 80% of the classroom time if not more is devoted to the teacher only. We don't see ourselves as part of the classroom or that we add any value….I wish our teachers could use tools such as technology not just to present PowerPoint slides, which really adds nothing. It's exactly as if we are reading a book. Now we want to have technology, and to be allowed to have a discussion about a topic, or watch a video and share our opinion or see a different culture and make comparisons and contrasts with our own culture. I know adding technology to the classroom will be seen as wasting time to some teachers….I know teachers have been teaching their own way for years and to them it is working perfectly, but there are new generations that have to be taught differently. All these teachers need to add effort and time management to their agendas"

Rana's statement echoes what Pedersen and Liu discovered in their work regarding time management, that "student-centered activities are more time-consuming than teacher-directed ones." (Pedersen & Liu, 2003, p. 69). That is why Rana thinks that they need to add it to their agendas. When teachers do use computers

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as an instructional tool, they use them not as a learning tool, but as a teacher-centered mode of instructional delivery, as Rana stated describing her distaste for PowerPoint presentations (Wang, 2002).

However when the Saudi female students experienced a student-centered environment, it enhanced their learning experience and improved their skills. The interviewees wanted to see more of student-centered instruction in Saudi Arabia. They wanted a classroom that enhances student participation and increases student interaction using the target language. Below are some of the interviewees' quotes regarding the classroom experience in the U.S.:

Nawal: "Here in America, they teach you in a very interesting way. They use games or anything else just to encourage you speak in class. The teacher wants you to be talking and sharing your opinion. You feel valuable….. When I first came here, I found it very difficult to participate because I was not used to it. In Saudi I always feared to talk in class in English. But here the teacher inspires you to participate by using methods that give students more courage. For example, we watch a video and we have questions that we must discuss. We work in groups which makes me gain knowledge from them and practice the language before speaking in front of the teacher and the whole class. I think working in groups and having fun things to watch and discuss helped me get over my fears of making mistakes in English… . In Saudi, I never knew that we had classrooms that were different from some other countries. I always thought the teacher was the only authority and students were only recipients. I just noticed that there was a different classroom structure was possible only when I got here and when I went to Britain. I felt that I am important and I could share information. All my life I thought that English was difficult and boring, but when I

came here and learned English in a different environment, I found that English was something I could learn. So my only problem in Saudi with learning English is that I did not have a helpful teacher."

Haifa: "There is a big problem in our schools that we keep getting cloned teachers. They all use the same old methods-tools nothing new and nothing interesting. We don't want the teacher to be the boss in the class anymore. We want to be part of it. We want them to encourage us and support us by using new methods that helps us interact in class, like the usage of computers or watching a video."

These interviews revealed that participants were identifying a problem and providing a solution. My quantitative data support this as well. Eighty-nine percent of the survey participants responded that studying English could be more enjoyable if teachers used technology in the classroom. The same percentage agreed that computers make learning English much easier. These online participants believed that technology makes English learning more enjoyable and much easier, and 86% would like to see more computers in English language classrooms to allow teachers integrate new methods and styles using technology.

	لا تتفق بشدة مع العبارةSD	لا تتفق مع العبارةD	غير متأكدN	تتفق مع العبارةA	تتفق بشدة مع العبارةSA	Total	Weighted Average
ستكون دراسة اللغة الاجليزية أكثر متعة لو تم استخدام التكنولوجيا في الفصول الدراسية أثناء الشرحStudying English could be more enjoyable if teachers use technology in class.	1.43% 2	2.14% 3	7.14% 10	20.00% 28	69.29% 97	140	4.54
أجهزة الكمبيوتر تجعل تعلم اللغة الاجليزية أسهلComputers make English learning much easier.	0.71% 1	5.00% 7	5.71% 8	30.00% 42	58.57% 82	140	4.41
اود ان ارى المزيد من استخدام اجهزة الكمبيوتر في الفصول الدراسية لتعليم اللغة الاجليزيةI would like to see more use of computers and integration technology in English language learning classrooms	1.43% 2	3.57% 5	9.29% 13	20.71% 29	65.00% 91	140	4.44

Figure 4.3. Participants' responses to integrating technology in the classroom

I started the interviews with the impression that the students would blame their low abilities in language learning on others. From my experience, unsuccessful students blame their failure on the teacher without giving specific examples of the teachers' inadequacy. They shift blame in order to avoid being held accountable for their own failure; it is not based thoughtful critical analysis. However, these participants were able to point out the problem and give me examples of what the solutions might be, based on their current experience. These participants currently see themselves making progress, and as a result, they wish to see these types of

classrooms and teaching styles in Saudi. They believe that the teacher is the only person who can change the classroom from passive to interactive. They want to have more activities in the classroom that motivate them to exchange information using the target language. They want to be encouraged to take risks in class and lower their affective filter (Jonassen, 1999). In sum, they want to have a student-centered classroom that promotes students interaction and uses modern technology as a tool in the classroom.

Also, **differentiated instruction** emerged as one of the students' notifications of teachers' methods in the U.S.

Basma: "I will work as an instructor in Saudi when I finish my studies. I want to do different things from what they do. I want to apply what I learned here in a student-centered classroom. I could be wrong, it might be only a skill that has nothing to do with students-centered or teacher-centered, but I learned that I must reach my students' different levels in the classroom. I must teach them the same content but in different ways according to their different skills levels.....I can use technology to help me reach my goals. For example, I can ask them to do a task as a group and assign them different duties according to their skills. Or I can show them a video and ask them different questions depending on their levels. I mean I can find different ways there are so many things online that we can do."

Sara: "I attended a professional development workshop at Princess Noura University, which aimed to train pre-service teachers how to create a lesson plan and include differentiated instruction in their daily plans. I gained so much and learned tons of things. Unfortunately, later I worked at King Saud University, and when I suggested

applying and adapting the things I learned in this workshop, no one listened to me. They thought that it would add nothing."

Reema: "I studied in classrooms that had technology, but none used them the right way. Teachers used PowerPoint slides that looked only like book slides and they are boring. I came here and if anyone would ask me, 'Do you have technology in your classroom in Saudi?' And I would say yes. But are they using it the right way? Are we as students gaining from it? NO. Simply, they were just using it because the system asked them to, but not to help us learn from it. I came here and noticed that technology is different and used for different purposes. Teachers sometimes use it to explain one thing but in many ways that reach our different levels. I want to see classrooms in Saudi that do the same, to use technology but for a purpose. We are a rich country. Our government equipped our classes with technology, and we just need some effort to use it correctly."

Students were aware of the importance of technology and how it could be used to differentiate instruction in the classroom. They gave different examples of how teachers used technology in the U.S classrooms to assign different tasks according to the students' different levels. For example, May shared her experience by: "One of my teachers introduced a topic and asked us to work in groups to prepare it. She grouped me with two other classmates but asked us to do different things. I got the writing, part because I was good at it and others got tasks they could do. I knew that she gave each one of us a task that we could handle but without embarrassing us."

Once these students experienced a student-centered learning environment which promoted student communication and interaction, they had more positive learning experiences. Also, as teachers, we need to realize that there is no one-size-fits-all

approach to address our students' diverse needs in order to ensure effective learning

for all students in the classroom. We need to develop sensitivity to individual needs

and adjust our methods accordingly to provide appropriate opportunities to each and

every student in our classroom.

The benefits of using technology. While I was interviewing my participants, I

was also observing a classroom that some of them were attending. I observed ten

sessions. The instructor of this class was very organized. He sent me the lesson plan

of each class in advance, and he discussed the activities and methods used and

explained to me why he chose them. During the ten sessions the instructor used

technology most of the time, in order to provide students with different kinds of

instruction according to their learning level and learning style. He allowed students to

choose their own learning materials based on their interests. The instructor created a

student-centered classroom by establishing a constructivist-learning environment,

which fostered meaning making, exploration, and collaborative learning. Therefore,

the students in this class had ownership; they were able to explore knowledge and

they had a choice. One of the biggest challenges in language learning classrooms is

ensuring that students participate and share, especially adults. The teacher gave all

students' an opportunity to communicate in the target language. He did not correct

every mistake, and focused most on their participation and fluency, which lowered

their affective filter. These classroom observations validated the students' perceptions

of their learning experiences as reported during the interviews.

During the interviews, the participants frequently mentioned that they appreciated

the usage of computers in the US classrooms. They mentioned on different occasions

that their teachers used the computer to seek and gather useful information to share in

the classroom. These participants valued the use of the Internet, because it increased their exposure to the target language. For them, coming from a "traditional classroom" as they call it, this technology was powerful when used to explain different vocabulary, to introduce the target culture, to provide authentic materials and/or to present the native speakers' real life. These perceptions coincided with the quantitative data collected from the survey as illustrated in Figure 4.4. The overwhelming majority of respondents, over 90% said technology was important to them.

How ما مدى أهمية وجود التكنولوجيا في تعليمك؟
important to your English learning is having access to technology in or outside the classroom?

Answered: 149   Skipped: 1
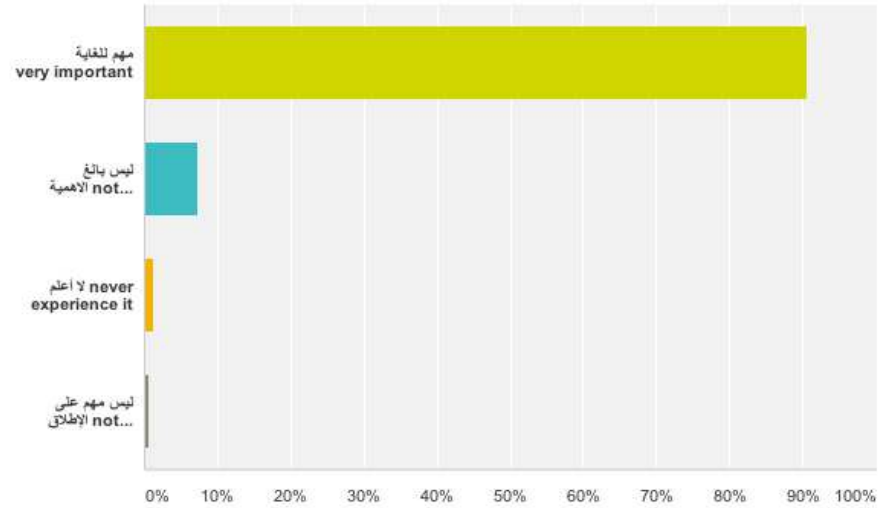
Answer Choices		Responses	
▽	مهم للغاية very important	90.60%	135
▽	ليس بالغ الاهمية not very important	7.38%	11
▽	لا أعلم never experience it	1.34%	2
▽	ليس مهم على الاطلاق not important at all	0.67%	1
Total			149

	لا تتفق بشدة مع العبارة SD	لا تتفق مع العبارة D	غير متأكد N	تتفق مع العبارة A	تتفق بشدة مع العبارة SA	Total	Weighted Average
أجهزة الكمبيوتر أدوات مفيدة لممارسة الكتابة باللغة الانجليزية Computers are useful tools to practice English writing.	2.14% 3	4.29% 6	7.14% 10	36.43% 51	50.00% 70	140	4.28
أجهزة الكمبيوتر أدوات مفيدة لممارسة القراءة باللغة الانجليزية Computers are useful tools to practice English reading.	4.32% 6	2.16% 3	8.63% 12	33.09% 46	51.80% 72	139	4.26

Figure 4.4 The importance of technology to Saudi female English language learners

Hana: "Here in the States, they show us some YouTube videos which are very helpful. It shows us real life, and how native speakers interact. It helps me hear the accent, so I can learn how to pronounce. Usually, I go home after class and I watch these videos again."

Rema: "The teacher in America tries to give us the information in a way that stays with us. For example, if we ask about a word that we don't understand, she shows us an image on Google or shares with us a small ad video to explain it. In this way, we can see and link it to the meaning, so we don't forget it."

Haifa: "I found things used in the classroom that I never thought they existed for example the doc cam. I was impressed when the teacher used it for the first time. It grabbed my attention and helped me stay alert with the teacher. Also, the teacher used videos to share in the classroom, which really improved my speaking. In Saudi, we used to spend the whole two hours doing the same thing, listening to the teacher and doing an activity individually. It was boring. Here we do different things in one class. We watch a video, we work in groups, we discuss as a whole, we do an activity with the teacher using the doc cam, and so on. Here, I feel I am enjoying the class. I don't even look at my watch to see when will be done."

Nawal: "I know that teachers don't use technology to kill time or try to check off a list that they used technology in the classroom. They use it to deliver information in a more meaningful way and a fun way. For example, we have a topic and the teacher wants us to learn new vocabulary, know how to pronounce it, and how to use it in a context. The teacher shows us a video from "Friends" the famous series, and we listen to the pronunciation. We see how native speakers use it and when, and we were able to store the new information while we are enjoying and laughing on the video.

Another example, one of my teachers assigned homework that we had to call her cell and leave a message telling her what day it was, how the weather was, what we were doing, and what we would be having for dinner. This assignment was for her to check our pronunciation, grammar, and vocabulary. She uses this assignment for many topics. I enjoy it because I feel more comfortable preparing myself and recording a message that I know she's the only one who will be listening, so if I make a mistake it's not in front of everyone else."

Basma: "I tend to focus more if the teacher uses technology in the classroom. In one of my classes, we had a tornado topic, so the teacher gave us work sheets and discussed the new vocabulary related to the topic and then asked us to fill the blanks in the sheet based on a video we watched. The vocabulary stayed with me, because I linked the word to its picture, to the native speaker, and to how it was pronounced. This technique helped me remember the word, unlike when I just read a word and memorized its meaning and forgot three days later…… The teacher sometimes shares videos in class that entertain us, but teach us about American culture at the same time. To me, as a Muslim, it's important to know more about American culture and to understand what's acceptable and what's it is not, because I am representing Islam and I don't want to be rude to anyone just because I am ignorant. I want to represent Islam the way it should be by spreading peace and being nice and kind to everyone."

Responses to question 9 (below) showed that students in the classroom are benefiting from certain classroom technology.

من القائمة التالية : يُرجى اختيار الأدوات التي كان لها دور فعَّال في تعليمك داخل السعودية أو خارجها.ملاحظة: الرجاء وضع From the list.علامة بجانب كل أداة أسهمت في تعليمك below, check the most helpful classroom technology that aid your learning in Saudi or abroad. Check all that applies.

Answered: 148 Skipped: 2
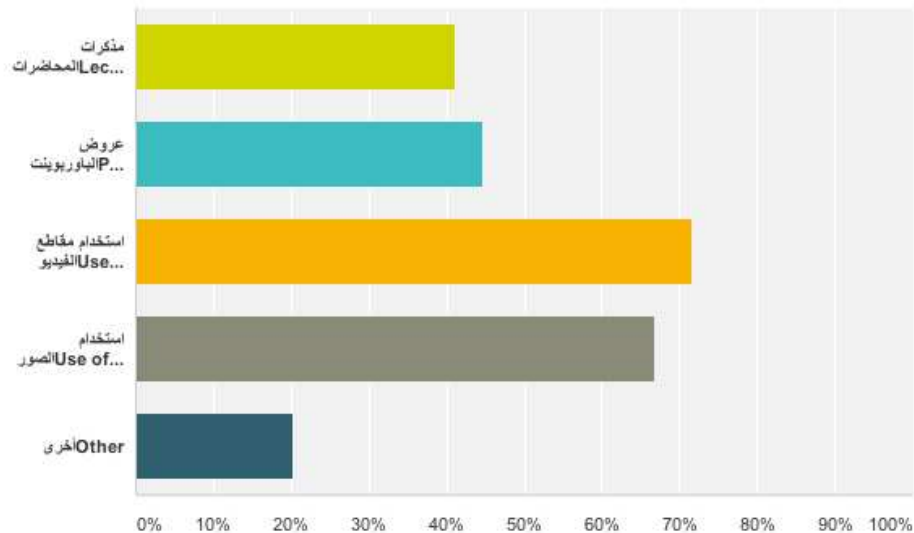
Answer Choices	Responses	
مذكرات المحاضراتLecture notes	41.22%	61
عروض الباوربوينتPowerPoint slides	44.59%	66
استخدام مقاطع الفيديوUse video clips	71.62%	106
استخدام الصورUse of visuals	66.89%	99
أخرىOther	20.27%	30

*Figure 4.5.*The benefit of using technology in the classroom

The charts show that 72% benefited from the usage of video clips and 67% benefited from the usage of visuals. These responses echo what the previous interviewees stated; that they learned from the YouTube videos and visuals that their instructors shared with them in class. The participants in the interviews elaborated by saying that these clips helped them practice their listening, speaking, and writing

97

skills in the classroom. The quantitative data reinforce these students' perception that technology enhances reading, writing and promotes English competence. The results below show that 86% either agree or strongly agree that computers are useful tools for practicing English writing. 85% either agree or strongly agree that computers are useful tools for practicing reading. 93% either agree or strongly agree that surfing web sites in English enhances their English abilities. Finally, 89% either agree or strongly agree that using educational technology in the English classroom in Saudi will promote English abilities and skills. These percentages show a positive correlation between the usage of educational technological in the English classroom and improving English language learners' skills.

Table 4.3.

The usage of Educational Technology in the Classroom

	لا تتفق بشدة مع العبارة SD	لا تتفق مع العبارة D	غير متأكد N	تتفق مع العبارة A	تتفق بشدة مع العبارة SA	Total	Weighted Average
أجهزة الكمبيوتر أدوات مفيدة لممارسة الكتابة باللغة الانجليزية Computers are useful tools to practice English writing.	2.14% 3	4.29% 6	7.14% 10	36.43% 51	50.00% 70	140	4.28
أجهزة الكمبيوتر أدوات مفيدة لممارسة القراءة باللغة الانجليزية Computers are useful tools to practice English reading.	4.32% 6	2.16% 3	8.63% 12	33.09% 46	51.80% 72	139	4.26
تصفح المواقع على شبكة الانترنت باللغة الانجليزية يعزز قدراتي في اللغة الانجليزية Surfing web sites in English enhances my English language abilities.	1.44% 2	2.16% 3	4.32% 6	29.50% 41	62.59% 87	139	4.50
أعتقد أن استخدام وسائل التكنولوجيا لغرض تعليمي في الفصول الدراسية في السعودية لتعليم اللغة الانجليزية يعزز من قدراتي و مهاراتي في تعلم اللغة الانجليزية I think using educational technology activities in classrooms in Saudi will promote my English skill	3.60% 5	1.44% 2	6.47% 9	28.78% 40	59.71% 83	139	4.40

Since, my target audience was English language learners, I wanted to focus on the importance of linking language and culture in the foreign language classroom (Kramsch, 1993; Byram 1989, Liddicoat & Scarino, 2013). In many of the participants' responses there was a concern that their teachers never introduced the target culture in the classroom. When language skills become linked to the target culture, students become prepared for participation in a global culture. One of the

Saudi government's goals is to have citizens communicate in English and interact appropriately and effectively with those from other cultural backgrounds (Sinicrope et al., 2012).

Some educators in Saudi consider linking English language learners to the target culture is a danger, because it allows for unwanted Western influence on Saudi culture. Teaching the target culture is not a political issue nor a question of cultural dominance, it is a question of pedagogical effectiveness. America is not the only country that speaks English; there are 375 million people who speak English in 50 different countries. If educators are to be global citizens we need to educate our learners to be open and able to critically assess different cultures.

Today, teachers everywhere including Saudi, are facing multicultural multilingual classrooms more than ever. Therefore, teachers are urged to educate themselves to develop multicultural perspectives in teaching and to develop cultural competence. Technology is one of the most powerful tools to promote an intercultural learning environment. By using technology, teachers can promote intercultural competence and prepare our 21st century students to be global citizens.

Students added that the usage of technology in the U.S. classrooms fostered meaningful and authentic interaction among their peers and allowed them to interact with native speakers of the target language. It helped to create a collaborative learning environment. Moreover, it allowed them to practice the language at their own pace. For example, in the class I observed, the teacher often asked the students to do some activities and use different Apps that helped them use the target language outside the classroom, but in an entertaining way, and to present language in its cultural context. Rana: "*when we watch short videos in the classroom it allows us to see how native*

speakers think or act. It helps us see their culture and how they use the words in

different contexts"

Layla: "one of our class assignments is reading blogs and commenting on them.

These blogs written by American people, and the teacher chooses a list of them and

gives us an option….It helps me read in English and understand more about this

culture. I feel more confident now interacting with native people, not like before."

Haifa: "I love when the teacher assigns a game or asks us to upload an App on our

phone. This keeps us learning at home, but in a creative and joyful way."

Research shows that the student-centered approach allows students to interact

with their peers, construct meaning, and become empowered in their own learning

(Jonassen et al., 1999). Therefore, the use of computers in a student-centered

classroom motivates and enhances the process of individual learning (Rico &

Vinagre, 2000; Warschauer, 1996a) as well as collaborative learning (Strommen &

Lincoln, 1992). Technology helps students to take ownership of their learning

experience; it helps them become independent learners by allowing them to discover

and explore on their own.

Amal: "I enjoy using of computers, especially when we have a presentation. I enjoy

preparing my slides by gathering information, inserting visuals and graphics, and

filtering the information. This activity always helps me improve my writing and

practice my speaking. It also makes me feel responsible for getting useful

information. I have to filter it, I have to present it in a fun way, and I have to manage

how I can get their attention. It trained me how to be organized and responsible."

Basma: "If I want to teach, I don't want to feed my students the information, I want

them to seek the information. I want them to own their learning. So for example, if I

assign topics and divide students into groups and ask them to present important things about the topic they have, they will develop their independency. They will try to find information, they will use the Internet for sure, they will use pictures maybe, or they will share a video. This will allow them to feel responsible. Students already have technology in their homes these days that can help them and save time unlike before."

All participants viewed technology as a motivator in the classroom. As a whole, they agreed that technology made the class more enjoyable and entertaining. They also agreed that technology facilitated classroom discussion and encouraged students to interact with the target language and culture. The interviews and classroom observations in this study revealed that technology benefits are mostly associated with a student-centered and constructivist learning approach. As Miller and Olson (1994) and Cuban (2001) pointed out, the use of computers could help teachers transform their classroom from teacher-centered to student-centered.

The power of social media. In order to be proficient and productive students, English-language learners (ELLs) need many opportunities to interact in social and academic situations. Effective teachers encourage their students' participation in classroom discussions, welcome their contributions, and motivate them by such practices (Cazden, 2001; Stipek, 2002).

From the students' responses, I was able to identify an emerging theme, which is the influence of social media, especially since these students are of the Millennial generation. They were raised in the 21st century and grew up with computers and the Internet. They are very comfortable with the idea of using social media. This comfort with social media means that they are open to new things and good at fostering connections through online media. Millennials can also be very dependent on the

Internet for learning new things, new words, new cultures, and new people

(http://whatis.techtarget.com/definition/millennials-millennial-generation). Also, the

survey results indicate that students are already effective users of social media in the

target language and using it in the target language.

هل تقوم بمتابعة مشاهير من الغرب على مواقع التواصل
الاجتماعي Snapchat, Instagram, & Twitter

Answered: 149   Skipped: 1

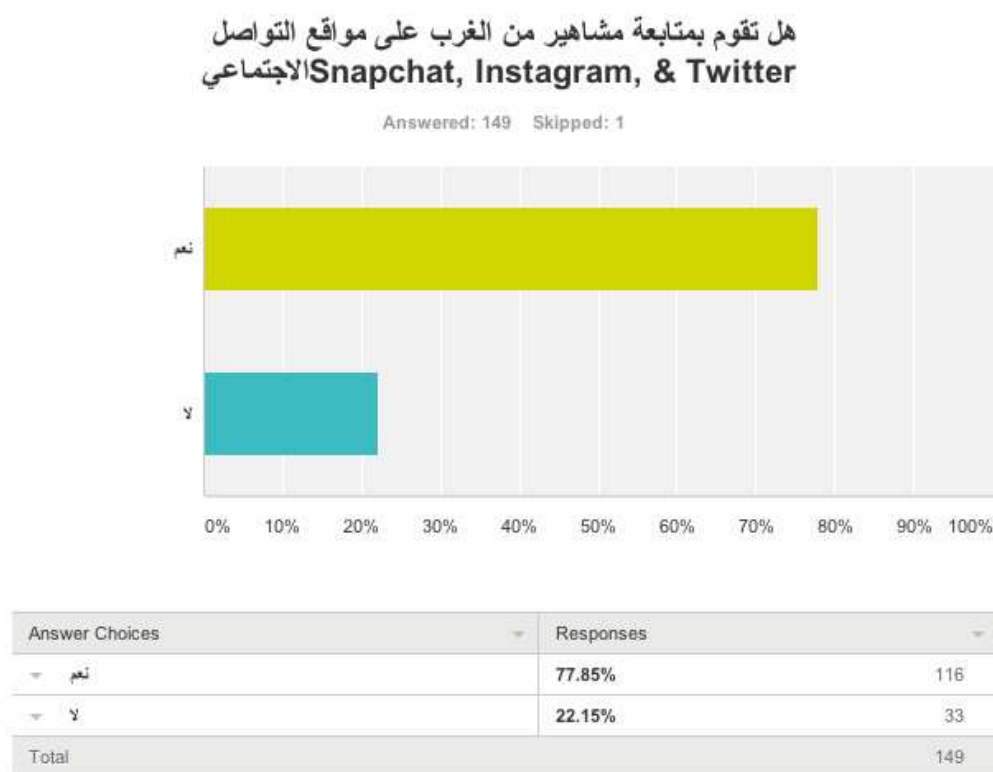| Answer Choices	Responses	
نعم	77.85%	116
لا	22.15%	33
Total		149

Figure 4.6. The usage of social media among students

According to the global-social networks statistics, as of April 2016, Facebook

had one billion registered accounts, Instagram had over 400 million monthly active

users, and Twitter announced that they had 305 million monthly active users with an average of 6,000 tweets per second.

Social media sites and applications have also found their way into the toolboxes of English language learners in Saudi Arabia. According to the Internet World Stats, Saudi Arabia Internet usage has grown dramatically. Since 2000 when Internet was first available in Saudi, usage has increased from 9% to 64.7% in 2016.

Table 4.4.

The usage of technology in Saudi. From:
http://www.internetworldstats.com/me/sa.htm

YEAR	Users	Population	% Pop.
2000	200,000	21,624,422	0.9 %
2003	1,500,000	21,771,609	6.9 %
2005	2,540,000	23,595,634	10.8 %
2007	4,700,000	24,069,943	19.5 %
2009	7,761,800	28,686,633	27.1 %
2010	9,800,000	25,731,776	38.1 %
2012	13,000,000	26,534,504	49.0 %
2016	20,813,695	32,157,974	64.7 %

Ironically, in 2013, Saudi Arabia ranked the third highest country in Smartphone usage, whereas, the United States ranked 13[th.] (Fox, 2013). Since Saudi students already have and use these media, there is great potential for transforming language-learning practices in a positive way by incorporating them in the classroom. Web-based tools offer several advantages over in-person/print educational tools: they

can overcome physical or temporal barriers, provide searchable content, and encourage interactivity (Chu & Chan, 1998). Social media tools have the potential to build on the interactivity of e-learning with additional features that are more learner-generated, collaborative, and engaging (Larvin, 2009). The students I interviewed had positive attitudes towards using social media to help them learn new words and listen to native speakers. They said social media offered them an opportunity to see the target culture and interact with native speakers.

Hana: "I would like my students to learn in a trendy way. I want them to use their social media to interact and communicate with native speakers. By doing this, I would use a tool that they enjoy working with, I would give them a chance to see the target culture, I would help them learn new vocabulary, and train them to listen to the correct pronunciation and imitate it. I can't expect my students just to learn from books and write on papers. We are in 2016."

Najla: "I have so many celebrities on Snapchat and Instagram. Those people I am following helped me improve my language, because I love them and want to learn how to speak like them. Since you love who you are following, you will adapt so many things unconsciously and effortlessly. Also, I text a lot on Whatsapp in English which helped me improve my writing skills, but not much in my spelling because the spelling, check does the job for me."

Samar: "Social media helped me a lot in learning new words. I follow so many people on Twitter, Instagram, and Snapchat and I love to understand what they are saying, so you'll find me immediately translating the words and trying to imitate their accent. It's fun. I spend at least four hours of my day on social media and I am benefiting by

learning English. I told my teacher that I want to share some interesting people with my classmates on social media apps that they can follow and learn from."

Tala: "To be honest, the more you follow English speaking people on social media, the more you learn and improve. Social media is not a waste of time, it's a tool that is more real and speaks to our interests. I find myself learning from people on Twitter. I start understanding how they think and what words to use to express a specific topic or idea. And Snapchat has great influence on me, because I listen to the celebrities and see their daily lives and learn from native speakers. I am not a big fan of Instagram, but I find some posts that are interesting, so I go and translate them. By the way, I learned most of my grammar from people who have creative ways in teaching grammar on YouTube. They have amazing education YouTube channels."

Hend: "There is no harm in using social media as an educational tool. As a teacher, you can utilize any tool that influences your students as an educational tool. I would love to see teachers assign Twitter tweets. This would help them build confidence in their social skills plus improve their writing and add new vocabulary to their list. Students would find there favorite apps used in class and for learning. I guess they would be more attached to and love what they were doing."

May: "Today, social media is a part of our society. You can't avoid it. We are using these apps to communicate, see new things, learn about other cultures, and much more. Do you know how many hours people spend daily on their phones checking these apps? You would be shocked how people are addicted to their phones. If we are using something daily and for hours, why don't we have learning tips that lead us to use these apps in an academic way? I am sure there are people that we can follow to learn from. Also, at least we can communicate with real people, which is better than

filling in the blank grammar apps. I kept hearing about American people for years, but I didn't really see them except when we had social media. From all the movies I saw, I never thought of coming to the States, because I had this image that America was dangerous, but when I followed celebrities and other normal funny people, I found that they were the opposite of what I thought. I guess they share the same things about us that all Muslims are bad. That is why my Snapchat and Instagram are public, hoping that Americans might come across my account to see something interesting about my country and religion."

I learned as an educator that to engage the interest of today's generation, I must reach them through what they find interesting. Social media is a powerful tool that we as educators can use to access the learning potential of our students. This powerful tool can enable our English language learning students to interact with native speakers and to also share their experiences with their teachers and classmates. As Nicole Mills (2011) of Harvard University wrote, "Young adults, born in the 1990s or later, are typically referred to as the iGeneration for their consistent and simultaneous use of technology such as iPods, iPhones, iChat and others." (p. 345).

Teachers of ELLs should recognize that social media are very important for language learning. They provide environments where students can have authentic conversations. Also, social media can be utilized to have a student-centered classroom since they foster students' communication and language skills. Social media can be used as a platform to improve students' skills and give them an opportunity to practice their writing and reading skills through twitting on Twitter, writing a caption on Instagram, writing on a Facebook wall, or/and writing on Snapchat. They also can improve their speaking and listening skills by listening and watching videos on social

media apps. There are several ways to use social media for English language development that are suggested by researchers.

Vygotsky (1978) maintained that social interaction is the core of communication and language learning. Although at the time of his research and analysis personal computers did not exist, his theory is nonetheless relevant to social media. According to sociocultural theory, learning is social in nature and meaning is constructed only through social contexts. Learning a language does not focus on the individual only, but on his/her surroundings (Aimin, 2013). Vygotsky confirmed that socialization offers learners opportunities to practice the target language and become part of it and its culture; social media offers multifarious opportunities for such social interactions.

Melor (2007) pointed out that social interaction technologies have great benefits for lifelong education environments. The social interaction can help enhance the skills such as the ability to search, to evaluate, to interact meaningfully with tools, and so on. Educational activities traditionally took place in the classroom, where teacher and students were face to face, but now, they can be carried out through social network technologies, including discussion and assessment. Also, working online fosters a global interaction. Students can communicate with their teachers and friends through different social media apps. This could be very helpful for shy students who avoid using the target language because this could serve as a safe outlet for them. Also, working online gives students a sense of ownership, and they feel responsible, because they have an audience, and that will empower their learning.

Students today are so widely involved in social networking that any utilization of social media for English language learning would be useful for engaging them in

all aspects of language acquisition. Moreover, it provides ELLs with a powerful way to participate in active authentic learning. As a result, educators should consider ways to maximize the opportunities provided by social media, such as active learning through engagement, collaboration, and access to resources and interaction without the restrictions of physical location.

Although, it is true that much of what is available on social media is incompatible with values in Saudi Arabia, this only underscores the importance of including them as a tool in the classroom. We should allow students to see social media through a different lens and with an analytical perspective. Bringing social media in the classroom would give students the opportunity to wisely analyze them. As educators, we can help our new generation to be critical thinkers, even with things they enjoy doing the most. For example, teachers can foster debates in their classroom about the importance or the negative impact of various aspects of social media on our lives. This would help students think critically, see things they never thought about, practice their English language skills, and gain more knowledge.

Teacher's sensitivity. English language learners are facing a lot of challenges since they are learning both the target culture and the academic content. It is very stressful for almost every student to succeed academically in a foreign culture and language while learning how to speak and comprehend the target language itself (Diaz, Cochran, & Karlin, 2016). ELLs educators must be aware that these learners have to work twice as hard as any native speaker. They are learning more than one thing at once and they cannot learn one without the other. Therefore, students must feel valuable and important in the classroom to be able to be productive.

Students stated that teachers who gave encouragement, took time to listen, tried using everything to help them understand, explain and provide step-by-step instructions, and demonstrate for them were perceived as "good teachers". An important theme in the interviews' transcripts is teachers' sensitivity to their students in the classroom. Students reported that some of their teachers lack the intercultural competence, communicative competence, and sensitivity.

Reema: "Even though in America there are all the best facilities, even more important than this is that the teachers here care. They really care about you. They want you to learn even if they have to explain ten times in five different ways. I remember when I took English in Jeddah, my teacher would ask, 'Do you understand?' And if I said no, she would explain it again, exactly the same way, and never even care afterwards if I really got it."

Nawal: "I hate how my teacher treated me when I was struggling in English. She just ignored my presence in the classroom. If I become a teacher, I will believe in all of my students. I would want them to feel that I cared and that I wanted them to be successful even if they were not."

Rana: "My teachers never gave us any attention. They were arrogant and never cared about us. Of course not all of them, but the majority of them. If I become a teacher, I will be sensitive to my students and make sure that they are satisfied and I am meeting their needs. I will ask them to write me their comments at the beginning and mid of the semester so I can know their concerns and needs."

Haifa: "The problem is not only the curriculum, the problem is that our teachers don't care. They have no concern for me as a person, they only care that we pass the exam.

There is no show of my importance in the class. I never felt they really wanted me to understand."

Tala: "Teachers here are different, I am not sure they are caring by nature or if the system urges them to act this way because the institute needs students' enroll. You feel there is a relation between us. I am not used to having someone care about me in class. They want me to understand everything, even the culture. I never linked the culture to my language learning, but I found out that they work great together."

Lama: "I am almost positive that I never learned English because none of my teachers cared."

The statements above reveal that these ELLs felt they did not belong in the Saudi classroom and that they were embarrassed when their teachers ignored their learning needs. However, when they received encouragement in the US classrooms, they were more likely to succeed as they shared their experiences. Those instructors who helped their learners thrive are the ones who showed they believed in their students and as a result, their students did not feel useless, but valuable and empowered. Teachers are capable of making a difference in our students' learning experience. In order for our students to be successful, we must respect them and value individual differences in our classrooms.

Reported Problems

Incompetence of English teachers. One of the problems participants reported that was an obstacle to their success in learning English was the incompetence of English teachers in Saudi Arabia. Many teachers lack basic language skills and are not fluent.

Mona: "My main problem is having teachers that don't pronounce the words correctly…I took a phonetics course with an Egyptian instructor who taught me to say 'za' instead of 'the' and most of the pronunciation was wrong."

Nora: "In Saudi I never heard English from a true English speaker. I spent all my school years learning from non-native speakers and their language proficiency and fluency was very low."

Also, teachers in Saudi lacked the motivation to use the supplementary tools in the classroom that these participants encountered in the US.

Lama:" the only goal of my teachers in Saudi was that we pass the exams, but if they used some of the tools that are used here in the classroom such as YouTube video or doc cam, I bet you they would get our attention and would make us learn instead of memorizing. Our teachers lacked these skills and they were unwilling to be creative. We are in 2016, and it's hard to imagine that I never watched a short video in my classroom in Saudi, ever."

Haifa: "I remember in my 101 and 102 English courses, we were learning English as a subject, not a language. They taught us dry content without the use of things that help us digest this material. I wish I had had something in the classroom that would have helped me remember what I learned instead of memorizing it…. For example, if we had pictures or visuals introduced to us, that could have kept us remembering more."

Rote memorization and teaching to the test. Jean Piaget maintained that the goal of education is training minds and offering opportunities for critical thinking. A school has to be a place for our students to investigate and research, not to repeat and accept whatever is said. As a student, I lived my life thinking that memorization was

helpful if I understood what I memorized. Research conducted in Middle Eastern and Eastern countries revealed that learners rarely view memorization and understanding as two different concepts (Dahlin & Watkins, 2000; Kember et al., 1999; Marton, Dall'Alba, & Kun, 1996; Marton, Watkins, & Tang, 1997; Purdie & Hattie, 2002)**.** Although memorization is necessary, especially in language learning, it must occur within a broader pedagogical context that includes critical thinking, interactive activities, and practical application.

As students learn English in their classrooms, they may be memorizing vocabulary and grammatical structures in each lesson, but are they really learning? The teaching system in Saudi places great value on rote memorization, and students are not benefiting from it. According to Darling-Hammond (2000), the focus on memorization has obstructed learning. Students can memorize vocabulary and grammatical structures and then forget them. If the goal is for students to store information in long-term memory, they must be allowed to connect the information to their prior knowledge, and they must be given the opportunity to apply the knowledge to practical situations. Only this will foster meaningful learning. Most researchers affirm that students must recall what they learned at some later time and also have the ability to use the learned information in different situations (Bransford, Brown, & Cocking, 1999; Detterman & Sternberg, 1993; Haskell, 2001; Mayer, 1995; McKeough, Lupart, & Marini, 1995; Phye, 1977). Our learners need to acquire the ability to construct meaning and use it in a context. Rote memorization without meaningful application is inimical to learning. Below I will share some of the participants' experiences and responses regarding rote memorization.

Mona: "I never spoke English before I joined the English literature department (I asked how she managed to study in a language that she never spoke?) I used to memorize the plays or the analyses and then I would pass. I passed all my exams by memorizing the materials."

Nora "Teachers during my school years tend to teach us to the test. We never had to learn anything. They used to give us notes and specific chapters to study for the exams. I remember that I used to answer the comprehension section where you had to read the passage and answer the questions from the passage. I used to put the answer as it was from the passage, because I had memorized it but I never understood what it meant. It was impossible for me to write the answer from my head because I didn't know what it meant"

Lama: "In Saudi, they just feed you the information to go home memorize it and come back the next day and take the exam and pass. We just think of taking tests and passing, we don't really learn to keep it with us the rest of our lives, no. The minute we finish the test we forget it all."

Dana: "English was my favorite subject in school for one reason: I never worked hard for it. I knew that every semester the teacher would teach me just to test me, not to help me learn anything. I only found out that this was just a waste of time after I graduated. Every job asked for English proficiency which I did not have. I enrolled to an English language institute back in Saudi, I did not learn much, but I earned the certificate that helped me get a job."

Arab students rely heavily on rote memorization in learning most of the subjects, including English. Even though they may not retain what they "learned" they get good grades, and their chances of getting into universities are increased

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(Abou-Rokbah, 2002). According to vision 2030, the goal is that women in the workforce will increase by at least 30%. This reform necessitates English language proficiency among women, which is one of the most important requirements in every job. In order to help our female Saudi students enter the workforce, the rote memorization method should be replaced with learning in context. We must offer new ways to practice the target language inside and outside the classroom.

Conclusion

Students' leaning is affected by many factors, such as the physical and social environment, teachers' skills and methods, and the curriculum. As educators, our goal is to create classrooms that support our learners. As a researcher in the States, I noticed that more and more classrooms are using technology to help them meet the challenges of linguistically and culturally diverse student populations. According to Krashen's constructivist theory, learning cannot occur unless the subject matter has meaning for the students. Computers and technology in the classroom can add meaning to students' learning experiences by providing them with a variety of resources that help them gain knowledge in interesting ways (Adams & Burns, 1999). Vygotsky and Krashen, who have most influenced the theoretical framework of this study, both maintained that learning occurs best with social interaction. The prior learning experience of the ELLs I interviewed was mostly controlled by the teacher in their home country (the teacher-centered classroom). These students were not participants, they were observers. The teachers directed the instruction, constructed the lesson, delivered the information, and lead the classroom discussion. He or she had all of the authority in the classroom. Encouraging social interaction among students was not common in these types of classrooms. Because of this, my

participants admitted that they did not learn or retain much of the target language. Since social interaction is an essential part of language learning, we need to move away from the teacher-centered learning environment and provide our students with more opportunities to interact with other people using the target language.

Our students need to be involved and responsible for their own learning. Having computers and smart phones in our classrooms is not enough. We must use this technology to engage our students to be active learners. Currently, these devices are being used to reinforce ineffective methods of instruction, such as PowerPoint presentations where teachers are merely copying and pasting what is in their chosen texts. Instead, we should be using technology to provide authentic experiences, such as interacting with native speakers in real world situations, exposing them to the target culture in the classroom, and allowing them to practice reading, writing, speaking, and listening in more enjoyable ways.

In this study integrating technology is not only using PowerPoint in the classroom to present the classroom materials. It is also not the usage of university websites to submit work and check for grades. The proposal of using technology in the classroom in this study propose for the usage of technology in the classroom to evoke learners experience and enhance their language learning. The usage of technology aims to develop students' learning skills by allowing our learners to find new and more enjoyable ways to practice the usage of English language in and outside the classroom (Lim et al., 2003). This will only happen if teachers are provided with high quality professional development to prepare them understand how technology can change language teaching practices in ways that benefit learning (Chapelle, 2009). Also, most of English teachers today agree that their English

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learning students need to practice using English outside the classroom. Therefore, teachers need to open the door to opportunities for students practice the target language by providing them with apps and websites that could help them communicate in English, practice their writing, and/or validate their work and check it with other peers.

The qualitative and quantitative data in my study revealed similar perceptions from different levels. My participants were different ages; they had different majors and different jobs. Some of them were English majors, and some of them were English teachers, yet the women with the most experience learning English shared the same perspectives as those who had the least experience learning English. The assumption is often that Saudi students learn English better in the U.S. because they are immersed in the culture and the language. Although this is an advantage, my informants were able to identify the differences between American and Saudi classrooms and specify the methods and activities that helped them improve their learning in the United States. The student-centered classroom experience was the factor that these students emphasized as being most beneficial. The use of technology in the classroom to encourage students' participation and activate prior knowledge was another major aspect that students appreciated in the American classroom. Proof that the student-centered classroom is more effective is that all of the students are excelling academically now, when they were behind in Saudi Arabia.

Chapter Five

Overview of the Problem

Due to the demand for English fluency in the global economy over the last decade, the Saudi Arabian government has made a concerted effort to enable its citizens to communicate in English effectively. The government mandated learning English on all educational levels, when it preveously had only been offered from the 7th grade. They also provided basic technology, such as PowerPoint programs and overhead projectors to schools. These efforts proved ineffective, largely because the status quo in the traditional classroom setting is not condusive to language acquistion. Currently, most classrooms settings in Saudi are teacher-centered; students learn by rote instruction from textbooks with no authentic interaction with native speakers in the target culture. The technology that is available is not used effectively. This is not a model for a success, as this research demonstrates. First and foremost, the classroom setting must be transformed from teacher-centered to student-centered, with technology used as an integral past of instruction. Technology can serve as a vehicle to motivate students, improve their learning skills and to introduce them to authentic experiences in the target culture. Technology has already become part of the daily lives of young people in Saudi, and this phenomenon can be effectively employed to facilitate language learning. This research will provide educators and higher education policy makers new insights into how to promote the usage of technology in teaching

English as a foreign language in Saudi Arabia, and thus achieve the desired outcome of fluency.

Limitations and Generalizability of Findings

  Limitations. My study has a number of limitations that I have been aware of since I designed my methodology. One of my limitations is that in a Saudi cultural context, the teacher is viewed as the authority figure. Therefore, if these students viewed me as an authority figure, this could have impacted their responses. Also, because I am a faculty member who teaches at the same institute that some of these participants attended, this could have limited the interviewees' honesty when speaking about their teachers. However, they were very open and shared names and details that I was not expecting. Another limitation could have been that the students might have noticed my passion about technology, which may in turn have influenced them to favor or include any technology-related approach in their answers.

  In my quantitative survey, I asked my colleagues at KAU to share the survey's link with their students, all of whom were of the same cultural and linguistic group as the women I interviewed. Although the survey was offered in both Arabic and English, my analysis of the data revealed contradictions. An anonymous survey is inherently problematic, as some participants might have answered the questionnaire without fully understanding the questions, thus skewing the results of this study. The students who took the survey online might have answered differently if they had been interviewed in person, which might have changed the findings of this study.

  In both the qualitative and quantitative aspects of the research, a more heterogeneous group of informants in regards to gender, age, cultural backgrounds and academic institutions might have yielded more generalizable results. Although

my principle interest is to empower students' voices, a broader research base might produce data that would have a positive impact on the entire population.

Implications for Practice

The findings of the study indicated that in order to achieve the goals of Vision 2030, the pedagogical practices in Saudi should change in the following ways:

- The literature about language learning focuses on the social interactions between learners and/or between learners and native speakers. The results of this study suggest that teachers should help their learners find different ways to communicate with others using the target language in a safe environment. Our students need to learn how to leave their comfort zone. That is the only way to grow and thrive using the English language. Educators for all levels should utilize the valuable resources that we are privileged to have in the 21st century, both in and outside the classroom. Technology should be used as a resource that includes activities in the classroom that meet most of our students' learning styles and needs. Also, we can guide our students to effectively use their personal technologies at home to practice the target language at their own pace. For instance, we can offer different free educational apps that they can use at home.

- Working effectively with ELLs requires specialized training. Instructors who are teaching ELLs need mastery of the elements of language acquisition, cultural diversity, and assessment (TESOL, 2014). Teachers have a stronger foundation for working with ELL students when they understand the linguistic and cultural backgrounds of their ELLs (Hill & Flynn, 2004). Research shows that highly qualified teachers and professional development can have a

significant impact on student outcomes (Darling-Hammond, 2000). Saudi Arabia should mandate teacher training and professional development. An example for Saudi educators could be the Virginia Department of Education that requires ongoing long-term professional development for in-service teachers annually in order to ensure that teachers work effectively with ELLs (NEA, 2008). In addition to providing teachers with ongoing training, these professional development opportunities also help to build strong networks of support, as educators who attend these professional development activities exchange their different experiences and knowledge about how to work effectively with ELLs (NEA, 2008). Allowing for flexibility and local input, teachers are able to fulfill their professional development requirements in various ways. For example, they can attend workshops or webinars or take college courses in second language acquisition, education policy, strategies for instruction, and the use of technology in the classroom. (Hamann, 2003).

In addition, Saudi educators should be required to learn differentiated instruction strategies and to apply them effectively in the classroom. The students in this study reported that they gained more from instruction if teachers used different methods that met their learning styles. Today's learners are more aware of their needs and what works best for them in a classroom. "One-size-fits-all" is limiting their success. Brown (1994) stated that when instruction meet students' different learning styles, the students' motivation and performance is generally enhanced.

Another element that should be required in Saudi teacher training is respectful interpersonal relations between teachers and students. Teachers

must be more sensitive to fostering a positive affective environment. Students

must feel they are in a welcoming, nonthreatening environment when learning

a second/foreign language to achieve success. This is currently one of the

negative factors that hinder students' achievement in English language

acquisition. Almost all of my participants reported feeling disrespected as

learners in their English classrooms in Saudi. Learners must feel valued and

appreciated in their classrooms in order to be successful.

It is important that teacher education/preparation programs include

intercultural competence in the curriculum. We need to teach teachers how to

include cultural responsiveness in their practice. It is also important for

teachers to engage in the process of reflection and confront their stereotypes.

Stereotypes are not just negative; there could be positive stereotypes and

hidden assumptions. More discussions about intercultural competence should

occur to raise awareness. A positive affective domain can only be established

when students from diverse cultural backgrounds are included and respected.

- It is important to start now to integrate technology into the classroom. We

  must begin equipping teachers with the most effective educational

  technologies, and then training them to use these tools effectively. Most

  people teaching today were trained in classrooms with little or no technology,

  and where instruction was teacher-centered. These teachers should be

  retrained so that they will feel not only comfortable with new resources and

  methodology, but also the shifting dynamic from a teacher-centered to a

  student-centered learning environment.

- The country needs to raise the awareness of the importance of English among its citizens. In Saudi, the goal is that citizens be able to communicate in English with non-Arabic speakers. Whereas one of the goals of Vision 2030 is to increase female workers by at least 30%, it is imperative that Saudi female citizens master the language. As the participants in this study indicated, they realized the importance of English only after they graduated. They found that one of the first requirements in any job application is English language fluency. This is not only in Saudi; English is a job requirement in most countries. At least 85% companies require their employees to communicate in English (Crystal,1997). That English language acquisition is vital to academic success and career empowerment should be emphasized at all university orientations as well as in the course description of every English class.

Implications for Research

Although there is a wealth of literature about teaching English language learners, the studies on Arab students are limited. My research contributes to the body of literature, because I focus on the Arab female English language learners' perspective. One of the objectives of this study was to empower female learners and give them opportunities to express themselves. These are recommendations for further research:

- A study similar to this one with a larger sample of males and females from different geographical locations would help increase the validity and reliability of the research.

- More studies need to be conducted focusing on Arab speaking women, giving them a voice to express their own experiences. There is a dearth of such literature at this time.

- There is a need for more studies examining whether or not technology facilitates Saudi female EFL teachers transition from teacher-centered to student-centered.

- More studies need to be conducted to examine how technology helps Saudi women acquire fluency in English.

- The interviews in this study revealed students' experiences with teachers. Their voices highlight the need for more research on intercultural competence in the Saudi classroom.

Conclusion

According to the Saudi Vision 2030, preparing our new generation to meet the global job requirements is one of its principals goals: "We want Saudi children, wherever they live, to enjoy higher quality, multi-faceted education…[by] refining our national curriculum and training our teachers to ensure that the outcomes of our education system are in line with market needs.". (Vision 2030, 2016, n.p.). English language acquisition should be at the top of the agenda, because it is one of the most important job requirements.

As a teacher active in education reform, I know that any change does not happen overnight. Meaningful change requires preparation for both teachers and students and it is time consuming. Teachers need to realize that changing to a student-centered classroom does not take away the teacher's respect. The teacher is still the leader, the planner, and the facilitator in the classroom, but only with new techniques and methods. Similarly, our students need time to adjust and assimilate in a student-centered classroom, since they are not accustomed to taking an independent creative role in their learning. Students' reactions may vary and their ability to adapt to their

new role in the classroom may vary as well. Just as teachers need time to change their traditional instruction and acquire new skills, students will also need time to adjust to the new setting. Some students will continue to look for all the information from their teacher and remain passive recipients. Others will find collaboration in the classroom difficult and they will need to be trained to engage with their peers. Special training and transition time must be incorporated into the plan for change.

Moreover, a shift to a student-centered classroom may also require a difficult change in attitudes of both teachers and students. Some teachers may be unwilling to give up their image of ultimate authority and complete control. Some students might find taking an active role in their learning more demanding than being passive recipients of rote instruction, and therefore they may be reluctant to assert themselves. It will be easier for all parties to step out of their comfort zone into a new and unfamiliar setting if they realize that it will result in their own personal goals being effectively met. Furthermore, if the ultimate goal is to produce Saudi English speakers in order to achieve the economic goals outlined in Vision 2030, it is not only our personal goals that must be taken into consideration. It is our responsibility as Saudi citizens to change our behavior and contribute to our country's progress.

Appendix A

Office of Research Integrity and Assurance

GEORGE MASON UNIVERSITY

Research Hall, 4400 University Drive, MS 6D5, Fairfax, Virginia 22030
Phone: 703-993-5445; Fax: 703-993-9590

DATE: February 22, 2016

TO: Marjorie Haley, PhD
FROM: George Mason University IRB

Project Title: [871369-1] THE EFFECT OF TECHNOLOGY ON SAUDI FEMALE
                  STUDENTS LEARNING ENGLISH AS A FOREIGN/SECOND LANGUAGE

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS
DECISION DATE: February 22, 2016

REVIEW CATEGORY: Exemption category #2

Thank you for your submission of New Project materials for this project. The Office of Research Integrity
& Assurance (ORIA) has determined this project is EXEMPT FROM IRB REVIEW according to federal
regulations.

Please remember that all research must be conducted as described in the submitted materials.

Please note that any revision to previously approved materials must be submitted to the ORIA prior to
initiation. Please use the appropriate revision forms for this procedure.

If you have any questions, please contact Katherine Brooks at (703) 993-4121 or kbrook14@gmu.edu.
Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within George Mason
University IRB's records.

- 1 -   Generated on IRBNet

Appendix. B

Dear participating teacher:

This letter is to inform you that I am asking you to be in a research study. The purpose of this consent is to give you the information you will need to help you decide whether or not to be in the study. The purpose of the study is to explore EFL students' attitudes towards English Language and the usage of technology in and outside the classroom. As a teacher assistant at King Abdulaziz University, I am now working on my PhD dissertation at George Mason University. I would like to invite you to participate in my research on EFL students' attitudes towards English language learning and the usage of technology in and outside the classroom. Your classroom will be observed approximately 7-10 sessions beginning in (month-year) and ending (month-year). I will arrange times that are convenient for you. I will be taking notes on Saudi female students reactions, experiences, and interactions with technology in the classroom. There is no special preparation needed. All information from this study will be confidential. Your participation is voluntary. I will not use your name in my dissertation and I will not provide any information that might identify the English language institution's name. Any questions relate to this study you can contact me Daniah Aleissa at any time by phone (347-264-1655) or email (d_aleissa@hotmail.com).

Appendix C

THE EFFECT OF TECHNOLOGY ON SAUDI FEMALE STUDENTS LEARNING ENGLISH AS A FOREIGN/SECOND LANGUAGE

RESEARCH PROCEDURES

This research is being conducted to explore EFL students' attitudes towards English language and the usage of technology in and outside the classroom. If you agree to participate, you will be asked to participate in an interview session. The interview will last between 45 minutes to an hour and the session will be recorded.

RISKS

There are no foreseeable risks for participating in this research.

BENEFITS

There are no benefits to you as a participant other than to further research on EFL students' attitudes towards English language and the usage of technology in and outside the classroom.

CONFIDENTIALITY

The data in this study will be confidential. The interview session will be recorded and your answers will be confidential. All the information you will provide will remain confidential. All the records collected in this study will be kept private and no one can access them except the researcher. The recordings will be stored in a safe place and will be purged by the completion of the study. The recorded sessions will be destroyed once it's transcribed and the study ends.

PARTICIPATION

Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party.

CONTACT

This research is being conducted by Daniah Aleissa from the Education Department at George Mason University. She may be reached at Phone: 3472641655 or Email: d_aleissa@hotmail.com or contact Dr. Marjorie Haley at Phone: (703) 993-8710 or at Email: mhaley@gmu.edu for questions or to report a research-related problem. You may contact the George Mason University Office of Research Integrity & Assurance at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research.

CONSENT

I have read this form, all of my questions have been answered by the research staff, and I agree to participate in this study.

_____
Name

_____
Date of Signature

IRB: For Official Use Only

GEORGE MASON UNIVERSITY
Office of Research Integrity & Assurance

Project Number: 871369-1

Page 1 of 1

Appendix D

THE EFFECT OF TECHNOLOGY ON SAUDI FEMALE STUDENTS LEARNING ENGLISH AS A FOREIGN/SECOND LANGUAGE

RESEARCH PROCEDURES

This research is being conducted to explore EFL students' attitudes towards English language and the usage of technology in and outside the classroom. If you agree to participate, you will be asked to participate in a survey questionnaire. The questionnaire contains two parts that can be completed in approximately 15 minutes.

RISKS

There are no foreseeable risks for participating in this research.

BENEFITS

There are no benefits to you as a participant other than to further research on EFL students' attitudes towards English language and the usage of technology in and outside the classroom.

CONFIDENTIALITY

The data in this study will be confidential. All the information you will provide will remain confidential. This is an anonymous survey. Therefore, names and other identifiers will not be placed on surveys or other research data.

PARTICIPATION

Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party.

CONTACT

This research is being conducted by Daniah Aleissa from the Education Department at George Mason University. She may be reached at Phone: 3472641655 or Email: d_aleissa@hotmail.com or contact Dr. Marjorie Haley at Phone: (703) 993-8710 or at Email: mhaley@gmu.edu for questions or to report a research-related problem. You may contact the George Mason University Office of Research Integrity & Assurance at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research.

CONSENT

I have read this form, all of my questions have been answered by the research staff, and I agree to participate in this study.

o   Agree to participate

Appendix E

Interview Questions

INTERVIEW QUESTIONS:

1. *How were you first introduced to English? When did you start learning/using the English language?*

   ◊ *Prompt:*

      (Did you watch American TV shows?)

      (Did you read/write in English?)

      (Did you travel abroad?)

2. *Why did you learn English? What was your goal?*

3. *If I would ask you to name one thing that influenced your classroom learning what would it be?*

4. *If you were an English language teacher, how would you teach it? What tools would you use?*

If I were a teacher I would rather teach the course…….

Survey

Part one:

Please check the appropriate response for each item.

1. In what country did you learn English?

   ◊ Saudi Arabia

   ◊ America

   ◊ United Kingdom of Britain

   ◊ Other

2. English Learning Background (years of English learning)

   ◊ 6-7 years (Since Junior High School)

   ◊ 8-9 years (Since Primary School)

   ◊ 10-11 years (Since Primary School Grade 5-7)

   ◊ 12 years and more (Since Primary School Grade 1-2 or Preschool)

3. On what occasions do you use English? Choose all that applies

   ◊ Restaurants

   ◊ Hospitals

   ◊ With friends

   ◊ Texting

   ◊ On social media

   ◊ Only when I travel

   ◊ Other

4. For what reasons do you use English? Choose all that applies

   ◊ Because they are non-Arabic speakers

   ◊ To talk to my friends

◊ To use my phone

◊ To surf online

◊ To shop

◊ To show off

◊ To sound educated

◊ For prestigious reasons

◊ All of the above

◊ None of the above

◊ Other reasons

5- How often do you use a computer in the university classrooms in Saudi Arabia?

◊ Always

◊ Often

◊ Sometimes

◊ Rarely

◊ Never

6- How often do you use a computer in the university classrooms in (America) or any other country if you study abroad?

◊ Always

◊ Often

◊ Sometimes

◊ Rarely

◊ Never

7- How often do instructors/professors use technology in Saudi for classroom instruction such as a computer/iPad and projector?

◊ Always

◊ Often

◊ Sometimes

◊ Rarely

◊ Never

8- How often do instructors/professors use technology such as a computer/iPad and projector in America or any other country if you study abroad?

◊ Always

◊ Often

◊ Sometimes

◊ Rarely

◊ Never

9- From the list below, check the most helpful classroom technologies that aid in your learning in Saudi or abroad? Check all that applies

◊ Lecture notes

◊ PowerPoint slides

◊ Use video clips

◊ Use of visuals

◊ Other

10- How important to your English learning is having access to technology in or outside the classroom?

◊ Very important

◊ Not very important

◊ Never experience it

◊ Not at all important

11- Do you follow American celebrities on Snapchat, Instagram, or/and Twitter?

◊ Yes

◊ No

Part two:

Attitudes towards English Language and the usage of technology in and outside the classroom:

To what extent do you agree with the following items? The following items ask about your attitudes toward learning the English language and the usage of technology in and outside the classroom. Remember there is no right or wrong answer; just answer as accurately as possible. Please read the statements below carefully and tick the

appropriate choices that reflect your attitudes and perceptions towards English language. Use the scale below to answer the questionnaire items.

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree.

12- Choose only one option for each item

Studying English is important because it will make me more educated.

- SD
- D
- N
- A
- SA

I feel proud when I communicate in English with others.

- SD
- D
- N
- A
- SA

In Saudi, I study English just to pass the exam.

- SD
- D
- N
- A
- SA

Studying English is boring and useless in Saudi Arabia.

- SD
- D
- N
- A
- SA

I feel excited when I see one of my classmates speak English fluently in class.

- SD

- D

- N

- A

- SA

Studying English could be more enjoyable if teachers use technology in class.

- SD

- D

- N

- A

- SA

Computers make English learning much easier.

- SD

- D

- N

- A

- SA

I would like to see more use of computers in English language learning classrooms.

- SD

- D

- N

- A

- SA

Computers are useful tools to practice English writing.

- SD

- D

- N

- A

- SA

Computers are useful to practice English reading.

- SD

- D

- N

- A

- SA

Surfing web sites in English enhances my English language abilities.

- SD

- D

- N

- A

- SA

If my English teacher assigns some web sites as course work, I will enjoy doing them more than traditional course work.

- SD

- D

- N

- A

- SA

Using the Internet requires English language skills.

- SD

- D

- N

- A

- SA

Using social media such as (Twitter, Instagram, etc) enhance my English proficiency.

- SD

- D

- N

- A

- SA

I think using educational technology activities in English classrooms in Saudi will

promote my English abilities and skills.

- SD
- D
- N
- A
- SA

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Biography

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