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Exploring and Understanding of Administrators', Teachers', and Students' Expectations and Actual Use of Technology-Enhanced Language Learning in a Saudi Tertiary Context

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EXPLORING AND UNDERSTANDING OF ADMINISTRATORS', TEACHERS', AND STUDENTS' EXPECTATIONS AND ACTUAL USE OF TECHNOLOGY-ENHANCED LANGUAGE LEARNING IN A SAUDI TERTIARY CONTEXT

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Title: Exploring and Understanding of Administrators', Teachers', and Students' Expectations and Actual Use of Technology-Enhanced Language Learning in a Saudi Tertiary Context

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This study aimed at bringing administrators, teachers and students into the conversation of integrating TELL. By exploring their understanding and beliefs about using technology and by also making a connection to their actual practices, the study shed a light on the importance of considering all three groups into the planning and use of technology to enhance language learning. This study explored three different areas in relation to technology-enhanced English language learning within a Saudi EFL tertiary context. These three different areas included: The current state of technology use at this Saudi EFL Tertiary context; administrators', teachers', and students' expectations of using technology compared to their actual use; and how teachers, administrators, and students were supported/provided support to meet these expectations.

A single-case exploratory qualitative design was used utilizing interviews, document analysis, and classroom and site observations. A class of intermediate level students was observed and interviewed, along with the group teachers, and the English language program administrators over a period of two months. Six students, five teachers, and two administrators participated in the study.

Findings pointed to a gap that existed between expectations and actual use of technology due to many factors as discussed in the study. One of the main issues for this was the absence of considering other stakeholders when planning, supporting, training, or using technology. There needs to be a comprehensive understanding of how TELL is used by considering all involved parties in the teaching, and learning of a language. This is first achieved by involving

administrators, teachers, and students into the conversation about the planning and use of TELL. We cannot look at only one of these constituents in isolation, without considering all of them as they all play a role in the successful integration of technology into the learning and teaching of English. Even when considering all constituents, which is largely ignored in the field, other factors come into play as this study reveals. These include issues of power, dominant teacher methodologies, financial constraints, the power of self-learning over institutional learning, institutional administrators as a fourth dimension, and other factors within and beyond the institution.

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I started this journey right after my father died, so I would like to dedicate my success to his soul. He taught me what it means to strive for the best no matter how difficult one's circumstances. May he rest in eternal peace. I am also grateful for my mother, family, my wife Badriah and my kids Anas, Maria, and Mai, as they supported me through thick and thin. I could not have done it without you!

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CHAPTER ONE

INTRODUCTION

Technology is increasingly becoming part of our everyday lives. As Schmid et al. (2014) states, computing "impacts significantly on every aspect of our daily lives, whether we are directly aware of it or not." (p. 271). As the use of computers, the internet and other technologies is increasing worldwide, it is also affecting education as well (Ribeiro, Moreira & Almeida, 2010). This increasing availability is creating a "tremendous transformation in the philosophy of education[al] system[s] worldwide" (Sherly & Uddin, 2010, p. 446). Comparatively and while there is a rapid growth in using technology in higher education (Buchanan, Sainter, Saunders, 2013), the availability of computers also applies to schools;

> Over the past two decades, the presence of computers in schools has increased rapidly. While schools had 1 computer for every 125 students in 1983, they had 1 for every 9 students in 1995, 1 for every 6 students in 1998, and 1 for every 4.2 students in 2001 (Glennan & Melmed, 1996; Market Data Retrieval, 1999, 2001) (Cited in Goldberg, Russel & Cook, 2002)

Bennet (2002), has also pointed out that some states such as South Dakota has a computer ratio of 2:1.

Language learning and instruction is also affected by technology to a point where Hubbard (2013) considers it "to play a more central role in language teaching" (p. 163). Nevertheless, this increase in the use of technology in general as well as its increasing integration into English language learning in specific, calls for studies that would help in maximizing its use to benefit policy makers, teachers, as well as students. Although Hubbard (2013) argues that technology is taking a more central role in language learning, he argues that there are areas such

as the learner that has not received much attention. Even within the context of this study, Saudi Arabia, researchers argue for the importance of technology integration into English language learning albeit the need to consider barriers to its successful use (Al-Kahtani, Ryan, & Jefferson, 2006; Mahdi, 2013; Assiri, Mahmud, Bakar & Ayub, 2012; Shaabi, 2010, 2012). The statement of the problem follows in the next section.

Statement of the Problem

Using technology to teach English and its effectiveness is usually examined from either the perspectives of teachers, students or administrators. Rarely do all three come together in one study. Thus, any look at technology-enhanced English language learning from one and not all perspectives involved could create a gap that prevents maximizing the use of technology within any institution. By different perspectives, I mean looking at administrators, teachers and students when considering using technology to enhance language learning. The literature points to gaps that already exist between two or more of these constituents (Al Asmari, 2011; Dashtestani, 2012; Georgina & Olason, 2008). Al Asmari (2011) argues that there is a disconnection between what policy makers, at different levels, believe about technology use and the support and investment they provide to meet these beliefs. Dashtestani (2012), on the other hand, found out that teachers' expectations and beliefs of how technology would benefit their classroom instruction were mostly positive, but there were different barriers that prevented teachers from using Computer Assisted Language Learning (CALL)[1] tools due to different reasons including

[1] CALL defined by Levy (1997) as "the search for and study of applications of the computer in language teaching and learning" (p.1). Also defined by Beatty (2003) as "any process in which a learner uses a computer and, as a result, improves his or her language" (p.7).

"time constraints, lack of computer-based facilities, lack of financial and technical support, inadequate teacher training programs, and rigid curricula" (p. 65).

Even within the Saudi tertiary EFL context, that I plan to examine, exists a disconnect between what teachers believe about technology and what they practice in their own classrooms. Shaabi (2010), in a study about integrating technology into a Saudi EFL context, indicates that an "investigation of the participants' broader context revealed that there was a positive impact of technology on teaching procedures, but the level of use was inconsistent and the channels of coordination were absent" (p. 208). Students on the other hand are sometimes introduced to technology without considering their previous technology competence, with either a specific technological tool used or their technology competence in general (Aliweh, 2011; Alshumaimeri, 2011; Arslan & Sahin-Kizil, 2010; Fageeh, 2011; Zaid, 2011b).

So, an examination of how technology is used by the constituents compared to their expectations as well as measures that are taken to support technology enhanced English language learning could help us in gaining a better understanding of the how technology is used and how we might bridge any gaps that exist between administrators, teachers and students, in terms of technology use, expectations, and support.

Research Questions

This study aims at answering the following research questions:

1. What are the purposes and functions of technology use in Level 3 class housed in the Riyadh English Language Center (ELC) in Saudi Arabia?
2. How do the teachers define their course objectives in relation to their classroom practice and their understanding of students' needs with respect to professional preparations?

3. In what ways do teachers' self-understanding of technology expertise mediate and negotiate their classroom practice?
4. How do students perceive the use of technology to enhance their English language learning in this Level 3 class in relation to course objectives, available support, and previous experience?
5. A. How do administrators perceive how teachers & students are professionally prepared & supported to use technology in this Level 3 class? B. How do administrators view their policy and support to teachers and students in relation to the institutional policy and program goals?

A brief description about different terms that constitute the use of technology in learning and teaching is necessary at this point, and further details of these are included in chapter two. I use the term technology-based language learning, TELL, as an umbrella under which other terms could fall. This includes Computer Assisted Language Learning (CALL), Technology-based Learning (TEL), Computer Mediated Communications (CMC), Information Technology and Communications (ITC), Blended Learning, web-based instruction and learning, as well as other terms. The common ground between all these terms and why they fall under TELL is that they use technology to enhance language learning. (DuBravac, 2013; Walker & White, 2013)

Purpose of the Study

This study aimed at exploring three different areas in relation to technology-enhanced English language learning within a Saudi EFL tertiary context. These three different areas included: The current state of technology use at this Saudi EFL Tertiary context; administrators', teachers', and students' expectations of using technology compared to their actual use; and how teachers, administrators, and students are supported/provide support to meet these expectations.

By considering expectations, support, current state of technology use, and actual pedagogical implementation of technology to teach and learn English of all three constituents, a comprehensive understanding of any gaps that could exist between expectations and practice could inform administrators, teachers, and students on how to maximize technology integration into the teaching and learning English.

Research Approach

This study falls within the social constructivist approach as I try to understand the problem within this Saudi tertiary EFL context from the subjective perspectives of the participants to gain meaning that is negotiated from their interactions with each other as well with their social and historical norms (Creswell, 2013). To conduct the study, I used a single case study design (Yin, 2009). This study utilized qualitative data sources (interviews, document analysis, and classroom and site observations) to explore technology-enhanced language learning and instruction at the study's context. One of the reasons for using qualitative data sources for this study was because the aim was to gain rich details and depth to understand participants' experiences.

After receiving IRB approval, I started by recruiting an intermediate level class including all teachers and students in this group. Then, I conducted intimal interviews which were followed by classroom, lab, and site observations. After the observations, I conducted follow-up interviews to further understand participants' experiences. All administrators at the ELC were recruited as well as class teachers, and the cohort of students in this class. Document analysis was also an important part since an examination, for example, of guides, goals, and curricula shed a light on how TELL is/is not integrated and supported into the teaching and learning of English language. Follow-up interviews concluded the data collection stage. Overall, a

qualitative case study design is intended to provide rich and deep meaning of how constituents understand TELL use in this context.

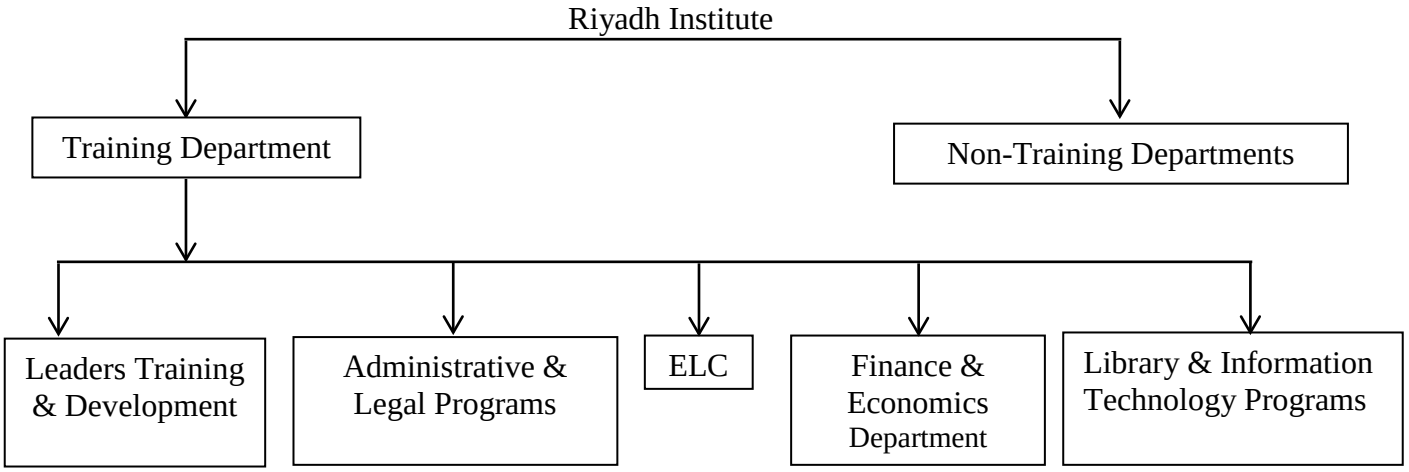

Figure 1. Riyadh Institute structure.

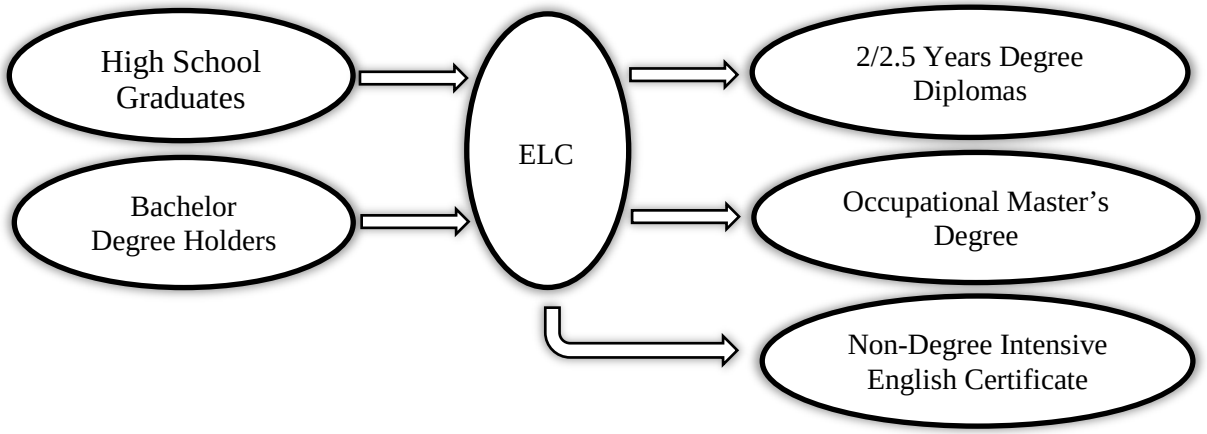

Figure 2. ELC as a language preparatory program.

The study site, Riyadh Institute (a pseudonym) is a government-funded institution where its main goal is to provide on the job training for government employees in different fields and provide certification ranging from short training session programs to advanced post bachelor degree diplomas. In addition to serving the government employees, the institute trains high school graduates in different majors where they have to pass through a one-year intensive English language program at the English Language Center within the Riyadh Institute (hereafter

referred to as the ELC) before they join their majors and later graduate with degree diplomas in their respective majors. See Figures1 and 2 above for an overview of where the ELC falls within the Riyadh Institute. The study is conducted within the ELC's intensive English language program and by examining one class (a cohort) of level three (intermediate). The intensive English language program within the English Language Center prepares students to study different majors in English after successful graduation from this program which consists of four quarters (two months each) corresponding to four levels. The medium of instruction in which the majors, after finishing from the ELC, is in English. The majority of the students are graduates of high schools who go on to get a two and half year degree program diplomas. Participants in this study are administrators, EFL teachers from different nationalities (e.g. American, British, Greek, Arab, South African among others), and Saudi students at this Saudi tertiary institution. Further details of the research methodology, context, and participants are explicated in chapter three.

The selection of the participants in this study falls under purposive sampling since it is necessary to include students, teachers, and administrators who can best help answer the research questions. Creswell (2011) defines purposive sampling as when "researchers intentionally select (or recruit) participants who have experienced the central phenomenon or the key concept being explored in the study" (p. 173). This leads to the selection of participants that have been at the ELC for a period of time which allows them to use technology to enhance their learning and instruction and therefore potentially provide a better understanding of using TELL at this site. Including students or teachers who have not been at this site for a reasonable time or are new could provide experiences that don't necessarily come from interacting with the study site. This is true for sampling administrators as there are only three and the best two for this study are

approached. The best two here are determined based on their administrative involvement/power within the ELC. Further discussion of sampling is in chapter three.

As students typically spend four levels, of two months at each level, studying English to prepare them for their majors, only ones who hold at least a high school degree and who have studied, at least, one level or session in the Intensive English Language Program are considered. This is why considering classes that are level three (intermediate), or level four (advanced) should include students who have had experience using TELL at the study site. The second group of participants is the teachers who have at least spent six months within the English language center and who teach different skills at the ELC. All teachers meeting this criterion the chosen class will be invited to participate. The third group is the administrators at this language center, which include the program director, coordinator and CALL lab coordinator. Further details of the participants and their roles within the institution under study are detailed in chapter three. I now turn to the significance of the study. Further details of the sampling rationale and process are discussed in chapter three.

Significance of the Study

This study's significance falls within its contribution to four areas which are theoretical knowledge, methodological practice, pedagogy and curriculum development, and policy. First, this study contributes to theoretical knowledge in the area of technology-enhanced language learning specifically in the teaching and learning English. It does that by bringing an examination of administrators, teachers, and students into one study which is rarely examined together in the literature albeit their constant interaction together within academia and the fact that it is difficult to determine a comprehensive understanding of how technology should be used in teaching English without considering all three groups together (Mahdi, 2013; Shaabi, 2010).

Secondly, this study contributes to methodological practice because, as I mentioned earlier, it examines three constituents that to the best of my knowledge have never been examined in one study with the aim of understanding possible gaps that could exist because of the lack of consideration of one or more of the three constituents; the administrators, the teachers, and the students. The study also informs pedagogy and curriculum development since the interaction between the three constituents is bound to affect technology use. Mahdi (2013), for example, argues that the level of success of technology integration into language learning depends on the level of support, financial incentives, and institution policies. Shaabi (2012) also argues that successful integration of technology depends on the relationship between individuals within institutions. This study in particular, responds to the call proposed by the findings of Shaabi (2010) and Mahdi (2013).

The study also helps in linking policy practiced by administrators to its actual use and support by teachers and students. This study provides a better understanding of how policy is either changed or linked to practice, rather than being disconnected from actual classroom practice due to various reasons such as lack of support. In the next section, I briefly discuss English language education in Saudi Arabia to understand the educational landscape for this study.

English Language Education in Saudi Arabia

The educational system in Saudi Arabia can be divided into two different parts, the primary education and the post-secondary one. As figure 3 below shows, the primary education is based on a three-level system; a six-year elementary level, a three-year intermediate one and a three-year secondary one. This 6-3-3 system was approved in 1958 by the Saudi government along with other Arab league countries (Ministry of Higher Education, 2006). English language

instruction was introduced in Saudi Arabia in public schools since 1925 (Al-Ahaydib, 1986). Until 2004, English language was only taught in the intermediate and secondary levels, but was then introduced to some elementary schools and only for sixth grade (Alamri, 2008). In May 2014, Prince Khalid Alfaisal, the minister of the Ministry of Education, announced that English language will be taught in all elementary schools starting fourth grade and in all Saudi public schools starting the 2015/2016 academic year (Alrashidi, 2014).

In public schools, students take four classes of English language a week, for forty-five minutes each. The teachers are from a wide range of nationalities and usually hold bachelor degrees in English. There are also private schools that teach English language starting in kindergarten (Al-Omrani, 2008). Teachers use textbooks that are developed and printed by the Ministry of Education. Reading, writing, listening, speaking with a focus on grammar is used in public schools. Public schools in Saudi Arabia rely heavily on traditional teaching methods and according to Elyas and Al Grigri (2014) suffer from the "overuse of traditional teaching methods, scarcity of using teaching aids and modern technology" (p. 74).

In higher education, English language is taught at different levels and for different purposes. According to the Ministry of Higher Education (MOHE) (2011), there are twenty-four universities that are funded by the government. There are also eight private universities. This compares to only seven government funded universities and no private ones by 1990. In addition to universities, higher education includes private as well as government funded university colleges, technical colleges, military institutes as well as other post-secondary institutions that students earn degrees from upon graduation. From these higher education institutes, students can earn two or three year diploma degrees, bachelor degrees, postgraduate diplomas, masters, doctorate degrees, and fellowships (MOHE, 2011). The institute in this study is an institution

that students earn a two-and-half year diploma degrees upon graduation. Further details of this institution are detailed in chapter three.

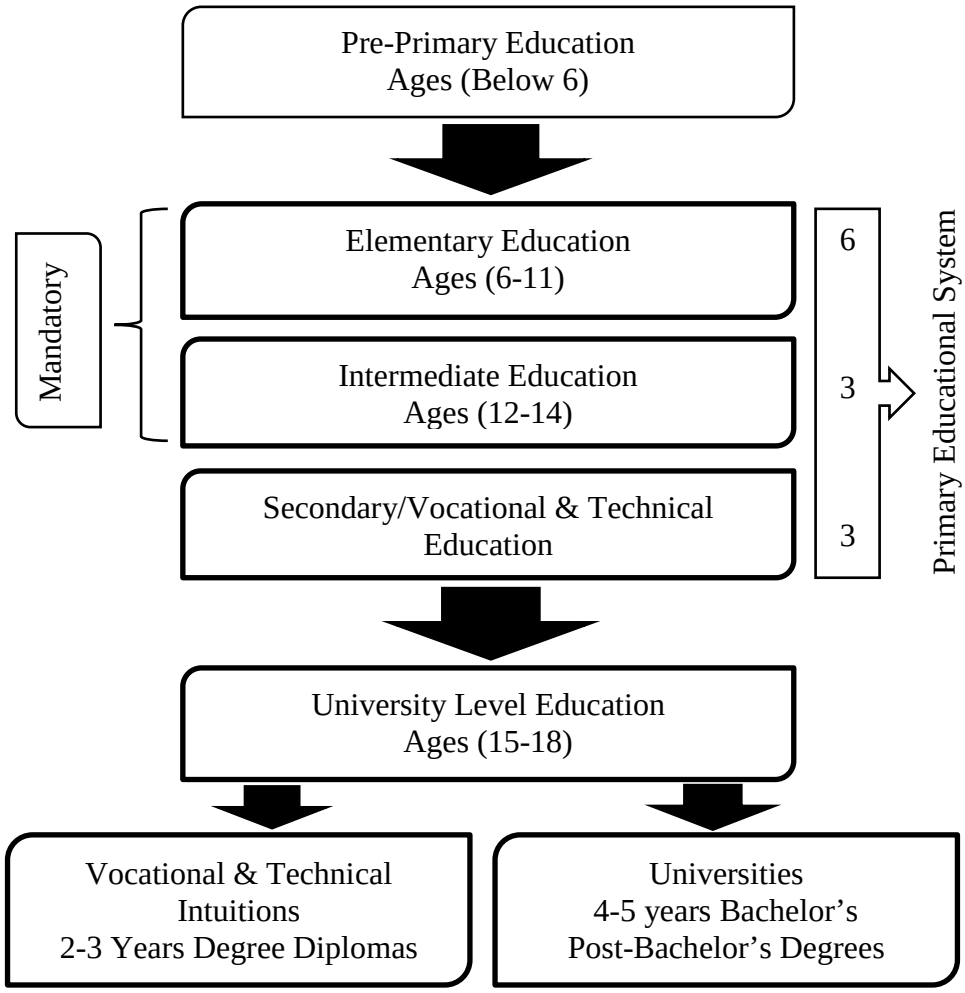

Figure 3. Saudi educational system.

In Saudi higher education, English language is taught as an elective for different majors, as part of an English language degree, or as part of preparatory intensive language programs usually spanning over an academic year at different higher education institutions to prepare students to study their degree programs exclusively in English. Al-Seghayer (2014) points out that

> policy-makers, stakeholders, and other decision-making bodies in Saudi Arabia view the English language as an important tool for the development of the country in terms of both international relations and scientific-technological advancement. In Saudi Arabia, English has the official status as the primary foreign language, and the country continues to show considerable interest in English language programs. (p. 143)

Therefore, English language has and continues to receive an increased attention and inclusion in Saudi Education. In addition to English being the medium of instruction in many university programs such as in sciences and technical majors, many higher education institutions now require students to go through an intensive English language program as part of a foundational one-year program before joining their majors.

Globalization has affected the adaptation of technology into the teaching and learning of English in Saudi Arabia. Different language centers franchises such as Direct English, Wall Street Institute, and the British Council are available in all major cities in Saudi Arabia. The institutes bring in a curriculum that is designed aboard into the Saudi market including their TELL components. Government language institutions also utilizes technology that originated in other countries such as Smartboards, digital learning content, learning management systems, as well as other online educational suites such as English First. However, the effect of globalization on adapting technology is sometimes faced by barriers such as implementing active policies (Archiburgi & Pietrbelli, 2003) and critical level of planning (Shaabi, 2010), and cultural resistance (Elyas & Picard, 2012; Rose & Straub, 1998; Shaabi, 2010).

Overview of the Dissertation Chapters

The first chapter introduces the study, statement of the problem, research questions, purpose of the study, the research approach, the significance of the study, English language

education in Saudi Arabia as well as an overview of the chapters. Chapter two is concerned with reviewing related literature which includes a review of literature related to Technology-enhanced language learning (TELL), Technology-enhanced language learning and instruction in Saudi Arabia, and the expectations of technology and its actual use as it relates to students, teachers, and administrators. Chapter three discusses the research methodology. It discusses the research questions, the research design, research context, data collection methods, data analysis, and member checking. Chapter four analyzes the data and presents findings while chapter five discusses the findings, its implications, and directions of future research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In the previous chapter, I argued for the need to examine technology-enhanced English language learning and instruction not only from the perspectives of students, teachers or administrators separately, but from the perspectives of all three constituents at a Saudi tertiary EFL institution. As introduced in chapter one and further detailed in chapter three, My proposed study focuses on students who complete a one year intensive EFL program before beginning their respective majors in various fields. In this particular program, teachers are individuals who hold terminal degrees in teaching English or have at least received training in teaching in EFL/ESL contexts. Training includes experience in teaching at EFL/ESL contexts, certification of teaching English as a foreign or second language, or degrees directly relating to English language which includes literature, teaching, and education. Administrators in this particular program include the program director and different coordinators within this English language center that set rules, guidelines and oversee the application of the overall institution's policies within which this language center falls. The role of each constituent (students, teachers, and administrators) is further detailed in chapter three.

By only examining one constituent and not the others, there may be an increased risk of a disconnect among the constituents. In relation to technology-enhanced language learning, administrators, for example, could invest in a Learning Management System (LMS) like Blackboard but do not consider that teachers need training as well as a revamp of syllabi to utilize such system efficiently. At the same time, students might have problems getting access online due to lack of facilities on campus or even at home that renders such investment

ineffective. This is why my study calls for an examination of all three constituents when examining TELL as looking at only one could create a disconnect resulting in a gap that minimizes the utilization and integration of technology to teach English as a foreign language. Shabbi (2010) and Mahdi (2013) have called for the examination of all three constituents for a better integration of technology to enhance language learning. But, before delving into what this chapter reviews, I reiterate my research questions:

1. What are the purposes and functions of technology use in Level 3 class housed in the Riyadh English Language Center (ELC) in Saudi Arabia?
2. How do the teachers define their course objectives in relation to their classroom practice and their understanding of students' needs with respect to professional preparations?
3. In what ways do teachers' self-understanding of technology expertise mediate and negotiate their classroom practice?
4. How do students perceive the use of technology to enhance their English language learning in this Level 3 class in relation to course objectives, available support, and previous experience?
5. A. How do administrators perceive how teachers & students are professionally prepared & supported to use technology in this Level 3 class? B. How do administrators view their policy and support to teachers and students in relation to the institutional policy and program goals?

In this chapter I review literature related to technology-enhanced language learning, and technology-enhanced English language learning and instruction. I also review literature that is concerned with students', teachers', and administrators' expectations toward the use of

technology for learning and instruction. This includes students' expectations and actual use, teachers' expectations and actual use, and administrators' expectations and the measures and support they provide to see their expectations met. Finally, I conclude with a summary. I will first start with a definition and discussion of related terminology.

Definition of Terminology

There are different terms that constitute the use of technology in learning and teaching. I use the term technology-enhanced language learning, TELL, as an umbrella under which other terms could fall. This includes Computer Assisted Language Learning (CALL), Technology-based Learning (TEL), Computer Mediated Communications (CMC), Information Technology and Communications (ITC), Blended Learning, web-based instruction and learning, as well as other terms. The common ground between all these terms and why they fall under TELL is that they use technology to enhance language learning.

Walker and White (2013) argue that within TELL, technology is more than just a computer and provides more than simply assisting as the term CALL suggests. They explain that TELL "includes a wider range of devices than 'computer', in particular, phones, game consoles, and tablets. We feel that, in many ways, the devices we might want to use in TELL are largely normalized in daily life" (p.10). Bush and Terry (1997) argued for the use of the term TELL rather than using CALL as used by Flint Smith and other authors in the early 1980s when technology was at an early stage of development. Bush and Terry argued that

> [t]he difference stems from the fact that the computer component has at the same time become less visible and more ubiquitous. The change in emphasis from *computer* to *technology* places direct importance in the media of communication made possible by the computer, which itself often remains unseen, rather than on the computer itself (p. vii).

Beatty (2010) lists different terms that he considers peripheral to CALL and these included the ones mentioned earlier and include many others including TELL. Although, TELL was considered a peripheral term to CALL, Michael Bush (1998) argued that there is a terminology shift from CALL to TELL. Healey et. al (2008) on the other hand state, in the TESOL Technology Standards Framework, that "[o]ver the past 25 years in language teaching and learning—both within and beyond the Teaching English to Speakers of Other Languages (TESOL) community—the discussion of electronic devices and systems in language teaching and learning has relied most heavily on the acronym CALL" (p. 3). In the same document, technology is defined as "systems that rely on computer chips, digital applications, and networks in all of their forms" and which are not limited to desktops and laptops but include devices such as DVD players, projectors, and interactive Smart boards (p. 3). For the purpose of this study, the term TELL is used to refer to any technology that is used to enhance language learning.

History of TELL

After I have discussed some of the most common terms related to technology enhanced language learning, I review the historical background of technology development to enhance language learning. This includes stages of development as suggested by different researchers (Bax, 2003; Warchauer and Healey, 1998; Warchauer and Kern, 2000). As researchers, we can't understand the interlinks that exist in the field of TELL without understanding how technology integration progresses from its inception into a program until its successful integration. As a researcher and to better understand the context of this study, I need to understand where technology use falls in relation to the development of TELL and its stages as a field and whether this development is suitable to the needs and teaching methodologies employed in the research

context. The term successful integration of TELL is a very general one and which varies by context.

Although computers have been in use as early as the 1930s and even earlier depending on how you define a computer, its use for language teaching dates back to the 1960s (Warschauer and Healey, 1998).Warschauer and Healey (1998) suggested that CALL history can be divided into "three main stages: behaviouristic CALL, communicative CALL, and integrative CALL" (p. 57). All these stages were affected by different language learning models that were dominant at each of these stages as suggested by Warschauer and Healey. This is important when considering the current state of TELL at the study site as the language learning model could influence how technology is used.

The first stage, behavioristic CALL, which was later called structural CALL (Kern & Warschauer, 2000), was affected by the dominant stage of language learning during the 1950s through the 1970s, the behavioristic model. According to Lightbown and Spada (2006), behaviorism is "learning in terms of imitation, practice, reinforcement (or feedback on success), and habit formation" (p. 34). Behaviorists theory of learning languages relies on the idea that learning is based on habit formation and that by conditioning learners through repetition and reinforcement or punishment, learning will occur. VanPatten and Williams (2007) explain that according to behaviorism "[t]o learn a second language (L2), one must imitate correct models repeatedly" (p. 19). These characteristics of behaviorism affected how language learning was viewed by CALL at its early stages. Although, this stage is followed by another two as we will see, some English language programs are still within this stage as Bax (2003) explains. This is something that I want to examine in my study when I look at the current state of technology enhanced language learning at the study site.

This view of language learning made CALL focus on drill programs where a learner would keep practicing language using the computer until the tutee either gets tired or scores high on discrete, and mostly grammatical language exercises. According to Warschauer and Healey (1998), one of the best tutoring software at that time was PLATO. PLATO stands for Programed Logic for Automated Teaching Operations and it was developed at the University of Illinois. Ahmad, Corbett, Rogers and Sussex (1985) explained that the program was designed to cater for the needs of teachers in different disciplines. Ahmad et al. pointed out that the first teachers to use PLATO for language teaching were Curtin et al. (1972) where it was used to help students learn to translate from Russian to English. The course and the use of PLATO by Curtin et al. focused on vocabulary drills, grammar explanations and drills, and discrete translation tests (Ahmad et al., 1985). This system was following the grammar translation and audio-lingual teaching approaches dominant at that time (Walker & White, 2013).

Although one might think that these stages are behind us and that no one uses characteristics of behaviorisms/structural CALL, many software including phone apps today still utilize the same drill and practice style of learning languages. One example is the Practice English Grammar, a nominee for 2014 best education app as stated on the app's description page, and which was downloaded over one million times from Google's Play Store. Another is the Grammar Lite app. Both of these apps use characteristics of the first stage of CALL where grammar drills were dominant. Yang (2010) explains that "there are still a great many grammar and vocabulary drill programs available" albeit the increase use of multimedia (p. 911). This is why such lag between the development of technology in enhancing language learning and its actual use is an area that needs to be examined, something that I hope to explore through my study.

The second stage is the communicative CALL which, according to Warschauer and Healey (1998), came when behaviorism was under criticism and when new personal computers were much better in their capabilities than previous ones. This stage emerged in the late 1970s and was dominant until the late 1980s. As the name of this stage suggests, it was affected by the communicative language teaching methodology (Walker & White, 2013). The focus at this stage was on what happened inside the learner's brain rather than only focusing on discrete and isolated items external to the learner. Kern and Warschauer (2000) affirmed this by indicating that this generation of CALL programs "tended to shift agency to the learner" (p.9). Warschauer and Healey (1998) stated that this stage was affected by cognitive theories "which stressed that learning was a process of discovery, expression, and development" (p. 57). As Lightbown and Spada (2006) suggested, "second language teaching was in transition from approaches that emphasized learning rules or memorizing dialogues to approaches that emphasized using language with a focus on meaning" (p.38).

The third stage is the Integrative CALL (Warschauer & Healey, 1998). This stage was a transition from Communicative CALL after the later came under criticism in the late 1980s. The Communicative stage, according to Warschauer and Healey (1998), received criticism because it was being used as "an *ad hoc* and disconnected fashion" (p. 57). Kenning and Kenning (1990) also criticized the communicative CALL for failing to focus on core elements of language learning and focusing on marginal elements instead. The Integrative stage was therefore one that shifted the focus from language learning to social/socio-cognitive theory. The focus here was on having learners engage in learning languages in authentic contexts. Some of the approaches that utilized this integrative aspect of language learning were "[t]ask-based, project-based, and content-based approaches" (Warschauer & Healey, 1998, p. 58).

This stage sought to use technology as an ongoing process of language learning integrating different language skills rather than using technology to aid language learning in an isolated way. The development of this stage came when technological advancements in computers were different to previous computers and technological tools. New computers utilized multimedia allowing for a greater interaction between learners and language materials. Interaction was not only limited to learners and computers but also to learners and other humans using computers (Kern & Warschauer, 2000). Networking and the Internet added another dimension and allowed for further integration of learners, skills being learned, and authentic contexts. For a summary of all three stages see table 1 above. These three stages were critiqued by Bax (2003) as I will discuss in the next section.

Table 1

The Three Stages of CALL

Stage	1970s-1980s: Structural CALL	1980s-1990s: Communicative CALL	21st Century: Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English-Teaching Paradigm	Grammar-Translation & Audio-Lingual	Communicate Language Teaching	Content-Based, ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally-constructed system)	Socio-cognitive (developed in social interaction)
Principal Use of Computers	Drill and Practice	Communicative Exercises	Authentic Discourse
Principal Objective	Accuracy	Fluency	Agency

Note: Table from Warschauer (2004)

Warschauer and Healey argued for three stages where each one is followed by a different stage bound in time. Although these stages can help researchers such as myself in understanding how a certain program falls within the development continuum, I feel that Bax's model of CALL development which came in response to Warschauer and Healey's serves my research better since it does not treat stages as separate entities but rather as ones that could coexist at any given time. This is important since Saudi Arabia, the context of my study, and as explained in the section on TELL in Saudi Arabia, is a country that invests on improving education and integrating technology but still lags in terms of integrating technology into its curricula. This creates different levels of technology integration into TELL. Bax's CALL approaches are next.

Bax's CALL Approaches

Although Warschauer and Healey (1998) have suggested that CALL developed historically in three stages, their model was critiqued by Bax (2003). Walker and White (2013) argued that while Warschauer's model suggested stages that are linear and where one follows another, Bax suggested 'approaches' that could exist at the same time. They also explain that Bax considered elements that Warschauer did not consider in his model. These included considering "the location of computers (in the lab, in the classroom, 'in every pocket'), the role of the teacher, the type of activity, and the type of feedback provided within each approach" (p. 2). This is something that relates to how TELL is used nowadays at least at the research site in this study where there is a CALL lab in addition to tools available in classrooms.

One of Bax's critiques of Warschauer' model was that it included inconsistencies. These inconsistencies as Bax (2003) stated include dating the stages differently as well as having different names for the stages in different publications. For example, the stage named Structural CALL was called Behavioristic in Warschauer and Healey (1998). As Bax has discussed, the

stage Structural CALL was first described by Warschauer and Healey (1998) as a stage that was implemented in the 1960s and 1970's, and where communicative CALL emerged in the 1970s and early 1980's (Bax, 2003). These stages were later dated differently in Warschauer (2000). Structural CALL was dated as 1970s-1980s and Communicative CALL in the 1980s and the 1990's. Bax (2003) also argued that this inconsistency happened with first saying that in 1998 the stage Integrative CALL "was said to be in already in existence" while dating it in 2000 as a 21st century stage (Bax, 2003, p. 15).

Another critique by Bax was in regard to Warschauer calling these stages as 'phases' and attaching dates to them suggesting that they are historical phases in which one stage precedes another. Bax's argued that although Warschauer decided to call them phases and attach times to them, he "offered disclaimers as to the historical validity of these phases" (p. 16) by stating that these three stages "do not fall into neatly contained timelines. As each new stage has emerged, previous stages continue" (Warschauer and Healey, 1998, p. 58). Bax argued that this calls for ambiguity of whether these stages are phases bound in time or not. He further argues that Warschauer used different terms for these stages such as paradigms and perspectives which, in his opinion, adds to the "conceptual confusion" (p. 16). This is important for my proposed study as it means I need to consider that these stages could coexist in my study site which could potentially add to the complexity of integrating TELL especially when my proposed study examines three interacting parties; administrators, teachers, and students.

Bax has also argued that the stages as laid out by Warschauer and Healey (1998) were not necessarily representatives of the dominant methodologies at the time of their emergence nor did they exist in stages bound by time. He argued that apart from the Behavioristic CALL, the other stages had unclear criteria. One example that Bax suggested to explain this variation between the

dominant methodologies at that time, the name of each 'phase', and what the software used at that time in reality provided is that of the communicative CALL. He suggested that evidence from those working in the CALL field at that time as well as an examination of the software used at this stage had little if any to do with communicative language learning (Bax, 2003). He further argued that this true of integrative CALL. Calling this stage a separate phase that replaces communicative CALL, as Bax suggested, has little evidence since communicative language teaching nowadays still uses approaches that Warschauer and Healey have suggested as characteristic of integrative CALL (Bax, 2003). Bax argued that

> Warschauer and Healey's discussion implies that this was part of computer use in the 1990—though again, evidence is difficult to come by. I shall discuss this in some detail below, but suffice it to say here that the evidence that CALL use changed significantly at some point in the 1990s, so as to warrant a new label of 'integrative', is contentious to say the least, and calls for more support. I suggest that the 'once a week' model still prevails in most institu- tions throughout the world (Bax, 2003, p.19)

Although Warschauer and Healey's model helped start the discussion of CALL stages, phases, or approaches, Bax (2003) called for an alternative analysis of CALL suggesting a new model. At first, Bax opted to replace the term phases that suggested "a greater historical validity that is warranted" with the term approaches as it is a more general one. The three stages that Bax suggested are: Restricted CALL, Open CALL, and Integrated CALL.

Bax (2003) indicated that Restricted CALL as the name suggests refers not only to the underlying theory of learning under which this approach falls but also refers to the software used, activities, teachers' roles, feedback, among others in being restricted. The second approach is Open CALL which Bax described as being "relatively open in all dimensions—from the

feedback given to students, to the software types, to the role of the teacher" (pp. 21-22). The last approach is the Integrated CALL which according to Bax (2003) differs from Warschauer and Healey in that it does not "exist to an significant degree, but represents instead an aim towards which we should be working" (p. 22).

The argument Bax (2003, 2011) makes in regard to the third stage is that when technology becomes "normalised" and part of our daily life and is used as if we are using text books without thinking much about the technology since it becomes "invisible". Then and only then is CALL truly integrated (pp. 22-23). According to Bax (2003), we are still working within the second stage, Open CALL. However, Walker and White (2013) argue that partly, we are in Bax's third stage, at least when it comes to technology being part of our daily life. Still, they argue that "in teaching, technology is still somewhat disruptive and there are many teachers who feel that educational technology is still an area that they need to learn" (p. 2). These three stages is something I need to consider when collecting data as it affects how TELL is integrated. For example, using technology only in labs means it falls within restricted CALL even if the curriculum calls for integrating technology.

This historical review hopefully informs my study. By understanding the development of technology use in language learning and the characteristics of the different stages/approaches, I could examine my study context with better understanding of similar stages/approaches that may coexist at the study site especially when I am considering administrators, teachers, and students who each could plan, act, implement, think within one or more approaches. As these three constituents have never been included into one study, I hope I can add to Bax's , and Warchauer

Table 2

Bax's CALL Approaches (Restricted, Open, and Integrated CALL)

Content	Type of Task	Type of Student Activity	Type of Feedback	Teacher Roles	Teacher Attitudes	Position in Curriculum	Position in Lesson	Physical Position of Computer
Restricted CALL Language System	Closed drills Quizzes	Text reconstruction Answering closed questions Minimal Interaction with other students	Correct/incorrect	Monitor	Exaggerated fear and/ or awe	Not integrated into Syllabus—optional extra Technology precedes syllabus and learner needs	Whole CALL lesson	Separate computer lab
Open CALL System and Skills	Simulations Games CMC	Interacting with the computer Occasional interaction with other students	Focus on linguistic skills development Open, flexible	Monitor/ facilitator	Exaggerated fear and /or awe	Toy Not integrated into syllabus- optional extra Technology precedes syllabus and learner needs	Whole CALL lesson	Separated lab-perhaps devoted to languages
Integrated CALL Integrated language skills work Mixed Skills and system	CMC WP e-mail Any, as appropriate to the immediate needs	Frequent interaction with other students Some interaction with computer through the lesson	Interpreting, evaluating, commenting, simulating thought	Facilitator Manager	Normal part of teaching-normalised	Tool for learning Normalised integrated into syllabus, adapted to learners' needs *Analysis of needs and context precedes decisions about technology*	smaller part of every lesson	In every classroom, on ever desk, in every bag

Note: Table From Bax (2003)

and Healey's understanding of technology integration through the context of my study. The next section reviews literature discussing TELL.

Technology-Enhanced Language Learning

This explosion in the use of technology in every aspect of our lives is happening quickly as Bauerlein (2011) affirms. He states that it not only speeds up communication among other aspects of our lives, but also speeds up studying. This has to be taken into consideration when we, as educators, take into account teaching in this new era. Although technology has been here for a while, and it certainly has been experienced in education including language learning, we live in a time where we are beyond the basic use of technology in education as we are in the midst of Web 2.0. Web 2.0 brings user generated materials, interactivity, and the world of social media with its great implications on everything including language learning. Guetl, Chang, Edwards, and Boruta (2013) argue that "one of the most significant factors contributing to education on the Internet has been the development of Web 2.0 technologies" (p. 16). They however explain that these technologies have been mostly used in an "*ad hoc* manner permitting language learners to acquire knowledge through interaction, but not through a more structured manner as these technologies were not developed to help lea[r]n languages as such" (p.16).

Chang, Pearman, and Farha (2012), in their discussion of language learning and Web 2.0 point out that many experts believe Web 3.0[2] is already in use. This rapid development in technology and its effects on the field of TELL, requires more studies and effort to maximize the benefits of using technology in language learning. Although, there could be different reasons for

[2] "Web 1.0 started as a Read only medium; the next version Web 2.0 established itself as Read/Write medium. Now the currently evolving version of web, viz., Web 3.0 is said to be a technologically advanced medium which allows the users to Read/Write/Execute and also allows the machines to carry out some of the thinking so far expected only from the human beings." (Rajiv & Lal, 2011, p. 335)

why technologies in the field of TELL have not been optimized nor specifically geared for the enhancement of language learning, I think neglecting having multiple lens when examining different contexts of language learning as my study argues for, only exasperate the issue of using TELL effectively. These lens as I have mentioned before are the administrators, teachers, and students. Studies as mine hopefully shed light on the interaction between three very important elements of language learning. As educators, we need to invest more into the planning of curricula, make changes to pedagogy, and be part of the evolution of learning and teaching in general and in languages more specifically.

Prensky in his article "Digital Natives, Digital Immigrants" states that "[o]ur students have changed radically. Today's students are no longer the people our educational system was designed to teach" (Prensky, 2001, p. 1). So, students look at learning differently while educational systems are still lagging behind. Maryanne Wolf (2007) calls for a reflection on this evolving world, a world where electronics are replacing non-digital learning tools. Learning languages is part of this change and there is a lot to be done to bring the teaching and learning of languages into sync with the new digital generation and advancements in technology. As I have mentioned earlier, with Web 2.0 and Web 3.0 students are not tied to classrooms for learning but can learn anywhere outside schools using different technologies such as smart phones, LMS (e.g Blackboard), social media, etc. But, is this the case is today's classrooms? I aim at exploring this at the study site while including administrators, teachers, and students in the conversation of integrating TELL.

Many studies have shown positive effects of using technology to enhance language learning (Zhao, 2004; Li, 2005; Mhfouz, 2010). Zhao (2003), for example, conducted a meta-analysis encompassing studies that examined the use of technology to enhance language learning

and which were published in refereed journals between 1997 and 2001. The researcher argued that one of the reasons for limiting the review to only five years is to keep the studies relevant as technology changes rapidly every few years. This study was conducted to address three very important questions at that time and which are still important today. The first was to help policy makers as well as the public to make decisions on what they should invest in terms of technology. The second was concerned with helping researchers as well as developers know the current state of the field and guide their future developments and research. The third reason was to help educators know which technologies work in order to include it in their teaching (p. 8). Although there were many limitations to the studies that were included in this meta-analysis, such as the small number of studies that were well-designed empirically, Zhao concluded that the overall findings show that "technology-supported language learning is at least as effective as human teachers, if not more so" (p. 7).

Although technologies tend to change rapidly and therefore their application and use could vary greatly from one context to the other, different studies show positive effects of using technology to enhance language learning over time and using different tools (Al-Jarf, 2004; Alshumaimeri, 2011; Arslan & Sahin-Kizil, 2010; Behjat, 2011; Chuo, 2007; Fageeh, 2011; Zaid, 2011a). Still, there were other studies that found no significant effects of using technology (Aliweh, 2011; Ho & Savignon, 2007; Lin et al., 2011; Lee et al., 2009; Oxford, 2006; Schuetze, 2011; Zaid, 2011b).

One study that found no significant difference between students who used technology and students who did not is one by Aliweh (2011). In this study, Aliweh aimed at examining whether using e-portfolios as well as internet search and discussion boards had positive effects on students writing or not. He compared the writing products of students who used e-portfolios with

students who produced traditional pen and paper portfolios. The study was conducted over twelve weeks and findings showed that there was no significant difference between students who used technology to produce their portfolios and students who did not. While Aliweh's (2011) study found no significant difference of using technology to improve students writing, my hope through the design of my proposed study is to find better answers to why technology does not work. By only examining, for example, what students did without considering the teachers training and involvement, the curriculum, and even the support the administrators provide for both the teachers and the students, the judgment of TELL misses many important factors.

The use of technology to enhance language learning is a field that is developing rapidly (Egbert, 2005) and therefore requires continuous exploration and adaptation in pedagogy and curricula as well as understanding of changing policies, educators, and students as these technologies and their functions evolve. What could seem to be farfetched in terms of technology development during one period of time could be realized beyond imagination in the future.

TESOL Technology Standards

Albeit using technology in the teaching and learning of English as well as other fields for a few decades now and the fact that their use is increasing yearly and so is research related to TELL, there has been a lack of similar attention to having guidelines for using technology in TESOL. Gonzalez (2012) has argued that until recently "there have not been clear guidelines on how to successfully implement technology to promote language learning" (p. 31). This issue needs attention in order to create standards for using technology in the teaching and learning English. Such standards would not necessarily be the only way to create some form of order in the use of technology but could at least provide guidelines to better benefit those implementing the use of technology in teaching and learning English language.

There have been some efforts in making guidelines and standards for using technology in education. One of these efforts was the National Educational Technology Standards (NETS), issued by the International Society for Technology in Education (ISTE). These standards, which are now referred to as the ISTE Standards (1998, 2007), provide well-rounded guidelines for different stakeholders in education. It provides standards for students, teachers, administrators, coaches, and computer science teachers. These standards were first introduced in 1998 and then revised in 2007 (ISTE, 2012). Although these standards cover a wide range of stakeholders, they were specific to education and therefore there was a need, still, for standards specific for using technology in EFL/ESL. This lead to the initiation of the TESOL Technology Standards project that lead to the TESOL Technology standards framework in 2008 and later to issuing the standards in a textbook in 2011.

I feel that by reviewing the TESOL Technology Standards that relate directly to the field of teaching English, a better understanding of how technology at the study site compares to these standards. Albeit having a different context and therefore potentially different use of TELL, by working from where the others have ended, I hope to gain a better understanding of my study's context. In addition to reviewing the standards which contribute greatly to the field, I point to the lack of consideration of an important factor in using technology in TESOL, which is having guidelines for administrators along with teachers and students. My study includes administrators when examining the state of technology use. This will be discussed in the next section.

The TESOL Technology Standards came as the increase in using technology in teaching and learning English was met with difficulty in knowing the best practices to use it efficiently. Healey, Hegelheimer,Hubbard, Ioannou-Georgiou, Kessler, and Ware (2008) worked on creating

a framework for these standards which was published in 2008. Healey et al. (2008) described the importance for having standards by explaining that:

> Teachers have long used technology in teaching. The pace and extent of change in technology for teaching, however, have made it difficult for many teachers, teacher educators, and administrators to know how best to employ computers, other forms of digital technology, and the global interaction enabled by the Internet in language teaching.(p. 2)

Although the standards came in to fill in this gap, Healey, D., Hanson-Smith, E., Hubbard, P., Ioannou-Georgiou, S., Kessler, G., & Ware, P (2011) explain that the work on the standards was not from scratch and that the framework was strongly influenced by the first version of the ISTE standards for students (ISTE, 1998) and for teachers (ISTE, 2000).

Nevertheless, these standards differ from the ISTE ones in that the TESOL Technology Standards focus on language learning while the ISTE ones focus on "all educational fields" (Healey et al.,2011, p. 129). The TESOL standards also cover a wide range of users at different levels of proficiency with different levels of technology access and resources as well as at different ages while the ISTE standards, as Healey et al. describe, suit a centralized institutions' structure that implements learning over a long period of time such as in a K-12 educational system.

Although the TESOL Technology Standards, according to Healey et al. (2008) "focus on how English language teachers, teacher educators, and administrators can and should use technology in and out of the classroom" (p. 2), there are only explicit standards for learners and teachers. However, in the TESOL Technology Standards book, Healey et al. (2011) dedicated a chapter explaining how these standards "affect administrators of English language programs and

programs that include English language learners and teachers" (p. 153). Still, the standards framework in 2008 and later in the book in 2011 did not include standards for administrators as the ISTE standards did. This is something that my study hopes to bridge by including administrators along with teachers and students to better understand how technology use can be maximized.

The TESOL Technology Standards include two sections, one for learners and one for teachers with the former including three goals and the latter including four. According to Healey et al. (2011), the Technology Standards for Language Learners include the following overall goals:

- Language learners demonstrate foundational knowledge and skills in technology for a multilingual world.
- Language learners use technology in socially and culturally appropriate, legal, and ethical ways.
- Language learners effectively use and critically evaluate technology-based tools as aids in the development of their language learning competence as part of formal instruction and for further learning. (p. vi)

These three goals have a total of 11 standards and in addition to the goals and standards, there are anywhere between four to six performance indicators that apply to different learning settings, age groups and proficiency levels.

The second section of the TESOL Technology Standards is for language teachers. This includes four goals (listed below), fourteen standards, and 95 performance indicators. The difference between the performance indicators in the teachers' section and the students' is that

the former includes additional performance indicators for "technology experts" (Healey et al., 2011, p. 71). The technology standards for language teachers include the following goals:

> • Language teachers acquire and maintain foundational knowledge and skills in technology for professional purposes.
>
> • Language teachers integrate pedagogical knowledge and skills with technology to enhance language teaching and learning.
>
> • Language teachers apply technology in record-keeping, feedback, and assessment.
>
> • Language teachers use technology to improve communication, collaboration, and efficiency. (p. vii)

The TESOL Technology Standards offer useful guidelines that can help improve the utilization of technology to enhance language learning, something that my study looks to examine. Although the standards have goals for learners and teachers without specific goals to administrators as in the ISTE standards, it still offers willing administrators a chance to use these standards to support the integration of technology into language learning at language programs. This support could include evaluating learners' and teachers' use of technology, providing training, technical support, investment in infrastructure, and the hiring process among many other possible types of support. As the standards are being revised, edited and expanded, including specific goals for administrators, software developers and trainers should help in catering for more stakeholders. In the next section, I discuss the status of Technology-enhanced English language learning and instruction in Saudi Arabia.

Technology-Enhanced Learning & Instruction in Saudi Arabia

Saudi Arabia's use of technology in general has seen a big boom in recent years (Alfahad, 2012). Alfahad's study that looked into the effectiveness of using information

technology in Saudi Arabia showed that over sixty percent of students use electronic devices in their course activities. He explained that the growth of using information technology in education is “evidenced in: the increase use of computers and Internet in Saudi Arabia” as well as” the growth of the on-line economy” and “the broader public policy environment regarding the learning society and the use of educational technology” (p. 1269).

The International Telecommunication Union (ITU, 2012) shows that half the Saudis are online (p. 32). This means that access to learning environments and technologies also increases along with the number of devices used to do so. This is a huge leap especially when one realizes that according to the Communications and Information Technology Commission in Saudi Arabia, Internet was first introduced in Saudi Arabia in 1997 (CITC, 2009). CITC also found that, in Saudi Arabia, there was one computer for every 21 students in higher education in 2008, a growth from one computer for every 35 students in 2007. According to the same report by CITC this increase in the number of computers in Saudi higher education universities, technical colleges and institutions was surprisingly met by a decrease in the number of computers used by administrative staff and teachers, while students’ use increased between the years 2007 and 2008 (CITC, 2009, p. 13). This is something that my study hopes to look into within the study’s context. The increase in the number of computers and access to internet in general and in education specifically is also coupled with a wider integration of technology into education and language learning in Saudi Arabia (Mahdi, 2013).

The increased access to internet, computers, and technology in general in Saudi Arabia is also met with an increased interest and use by academics in Saudi higher education institutions. In a survey by Colbran and Al-Ghreimil (2013) that included higher education professors from seven Saudi universities, 95% of respondents showed interest in receiving information about

educational technologies. However, Colbran and Al-Ghreimil argue that "if Saudi Arabia aspires to have a number of leading universities by world standards, it will need to invest heavily in technology, infrastructure, and skilled human resources" (p. 81).

Technology-Enhanced English Language Learning & Instruction in Saudi Arabia

The use of technology in Saudi higher education institutions to enhance English language learning has increased as considerable parts of their budget has been allocated to introduce new technologies in Saudi Arabia (Mahdi, 2013). Various research has looked into the use of technology in teaching English in Saudi Arabia. This included the integration of Technology into teaching English (Al-Maini, 2011; Bingimlas, 2009; Mahdi, 2013; Shabbi, 2010), teacher training (Al Asmari, 2011), web-based and e-learning (Al-Jarf, 2004; Alshumaimeri, 2011; Fageeh, 2011), factors affecting using technology in teaching English (Al-Kahtani & Al-Haider, 2010; Al Mulhim, 2014), attitudes, perceptions and expectation towards technology-enhanced language learning (Ali, 2013, Alqurashi, 2009, Al-Shammari, 2007).

Very few research looked at administrators and the use of TELL albeit their important role in realizing plans and teachers' needs. Shaabi (2010), for example, examined an ESP context in Saudi Arabia in transition to include ICT in its English Language program. In his study, he interviewed teachers as well as their administrator examining their perceptions and use of ICT and the changes it has brought to their context. Among different factors that Shaabi found to be important in successful integration and use of technology to enhance language learning were the institutional, sociocultural and technological factors especially when provided by the administrators. Shabbi (2010) argued that "effective ICT integration requires a critical level of planning, commitment, and cultural adaptation" (p. 210). He concluded that "successful

implementation of ICT in ESP teaching is closely related to the role of the administrator and other executive positions" (p. 221).

Al-Kahtani and Alhaider (2010) also looked at factors affecting the integration of technology at four intuitions in Saudi Arabia and findings were gleaned from interviewing faculty at these institutions. Although their study looked at faculty, they found out that "to successfully integrate CALL technology into ESL/EFL classrooms, institutions need to understand the issues that most strongly affect technology use and to provide their faculty members with the support required to integrate CALL into their teaching methods" (p.153). These two studies point to the fact that whenever we look at faculty's use of TELL, we end up going back to administrators as an important element of successful use of TELL. This is something that my study hopes to achieve by including administrators as well as teachers and students into the conversation of using TELL to better understand any missing links between the three that are otherwise neglected when examining only one of these constituents.

Some researchers have found that including technology in their instruction or their students' learning had a positive effect on English language learning and performance (Al-Jarf, 2004; Al-Shammari, 2007; Alshumaimeri, 2011; Fageeh, 2011; Zaid, 2011a). Alshumaimeri (2011), for example, found that by introducing wikis to writing instruction, students improved their writing accuracy and quality suggesting positive effects of introducing this web-based learning tool. Others have found that there are barriers to the use of technology (Alwani & Soomro, 2010; Al-Jaraf 2005; Bingimlas, 2009; Mahdi, 2013; Shaabi, 2010, 2012).

Although an increasing number of researchers examined the use of technology-enhanced language learning in Saudi Arabia as mentioned above, more studies are needed to account for different aspects of TELL such as how the increase in users is affecting language education,

barriers that affect technology use, and how the interaction between policy makers, teachers, and students affect its use as well as other topics.

Albeit the increased use and integration of technology to enhance language learning, Al-Kahtani and Al-Haider (2010) argue that Saudi universities are still "in the process of integrating CALL into their curricula" (p.154). This integration, therefore, needs to consider all involved constituents and although Al-Kahtani and Al-Haider called for considering all involved parties in addition to the infrastructure, curriculum, and pedagogy, they only examined the factors that affect using CALL in EFL learning and teaching as perceived by faculty only. Similarly, different studies looked at students, teachers, or rarely administrator's but none to the best of my knowledge looked at all three in one study.

Globalization & Technology in Saudi Arabia

Globalization has allowed the easy access of information, goods, and cultures between people in different locations making the world a small village. Knowledge and education has also been affected by globalization allowing countries to have access to knowledge that was previously only concentrated in developed countries. This includes effects of globalization on technology. However, Archibugi & Pietrbelli (2003) argued that "Developing countries are not automatically excluded from the advantages. They can benefit from globalisation of technology if they implement active policies designed to increase learning and improve access to knowledge and technology" (p. 880). In Saudi Arabia, a developing nation, it seems that although globalization increased its citizens access to technology in different fields including education, integration and use of technology in education still lacks active policies. Shaabi (2010), for example, argued that technology integration to teach English requires "a critical level of planning, commitment, and cultural adaptation" (p. 210).

In addition, having easy access to technology that is created by globalizations faces additional barriers. In addition to policy, culture plays an important role of limiting the effects of transfer of technology. Rose and Straub (1998) suggested that Information technology transfer in Arab countries including Saudi Arabia was affected by cultural beliefs. Elyas and Picard (2012), have also argued that English teachers in Saudi Arabia face a struggle between accepting Western values being educated in the west and the view of western ideology in comparison to their conservative Islamic and nationalistic values. This seemed to also affect the access to certain content on the internet, for example. Although all sexual content is censored in Saudi Arabia, other educational materials are censored too. Zittrain and Edelman (2002) pointed out that even some of the blocked content on the internet in Saudi Arabia included "web pages providing education and reference content".

Saudi Arabia is investing a lot of technology into education and the teaching of English (Saqlain, Al-Qarni, Ghadi, 2013). Globalization and the availability of different resources worldwide that contribute to this integration is affecting Saudi Arabia as well. Not only do goods, media, and the internet has contributed to the way technological tools and information is transferred, but so are educational tools. The Ministry of Education and under the guidance of the late King Abdullah have launched different initiatives to integrate technology into education. One of these projects is the Intel program.

Saqlain, Al-Qarni & Ghadi (2013) explained that "[t]he main purpose for Intel Program is to integrate technology into education. Therefore, students and teachers will involve into the process of teaching and learning" (p. 147). In addition, many educational tools that are used in English teaching and learning in higher institutions use tools transferred from other countries such learning management systems, digital language textbooks, multimedia, and various aiding

devices such as Smartboards. With social media and the boom of the internet, learners also have access to many online programs, language learning applications, and media. Although, as I mentioned above culture seems to be a factor affecting technology adaptation, globalization has allowed people in countries like Saudi Arabia to open up to other world culture and ways of learning.

Social media and opening Arab countries to the world resulted in many changes, of which were the toppling of governments during the Arab Spring. However, how much does globalization affect learning English through TELL in Saudi Arabia is still an area that requires further research. I now turn to how administrators', teachers' and students' expectations are either met or not when technology is used.

Expectations of Technology and Actual Use

In this section, I review research that looks at students', teachers' and administrators' expectations of technology-enhanced learning and instruction and their actual use. As some studies looked at perceptions, attitudes and expectations and did not link it to actual use, I include studies that examine the perceptions, attitudes and expectations in relation to the actual use as well as studies that examine either of the two without linking them together. This puts my research into context as Mahdi (2013) stated the importance of considering all three constituents when technology integration in teaching English is considered.

To the best of my knowledge, there are no studies that examine all three constituents (administrators, teachers, and students) in the same study at least not in the study's context. Studying all three constituents, as has been suggested by Mahdi, 2013; Shaabi, 2010, and McCarthy, 1999, and discussed earlier, is critical in gaining a better understanding of the effects of using technology-based language learning. One cannot understand how TELL is working by

only looking at only one of the constituents since all three affect how technology is used. An enthusiastic teacher cannot utilize technology to enhance language learning if she does not have the resources for it. Similarly, an administrator who invests in software that no teachers, or students can use because they have not been trained for it or because the software does not enhance the curriculum is doomed to fail. But, to get a better understanding of TELL use which should inform my study, an understanding of the parts should be addressed first and hence the need for this review.

Students' Expectations and Use

Amicucci (2013) has argued that there is a need to bridge students' use of technology within academia with their use outside it. This gap between what students know and might not know needs to be understood if we are to build our instruction with what students already know and compensate for what they lack. By doing so, we can maximize the potential use of TELL within academia and in the case of this study, in an EFL context. Part of students' expectations of whether technology will enhance their learning comes from their own perceptions and attitudes about technology. There are different studies that point to students having positive attitudes or perceptions to using technology in learning English (Al Shammery, 2007; Ayers, 2002; Chen, 2003; Fageeh, 2011; Wu & Wu, 2011).

Al Shammery (2007) examined EFL students' attitudes towards using CALL in Saudi Arabia and found out that students had a positive attitude towards using CALL and accepted the use of technology in learning English. He argued that "the attitudes of learners are the foundation for the success of any learning process" and that attitudes toward the use of computers are key to the success of its use (pp. 120-121). Similarly, Fageeh (2011) examined students' attitudes on using blogs to improve their writing in a Saudi university. He found out that students had a

positive attitude towards blogs and thought that it helped improve their writing. These two studies, as many others, show that students' positive attitudes towards technology helped in one way or another in improving their use of technology to learn English. But, one wonders is this enough? Fageeh (2011) argued that it was important that the instructor in his study guided the students to "ensure their active and rich engagement in the activity" (p.37). This is something that my study argues for and calls for its examination. Studying only students is no measure of TELL's success.

As studying only students is not enough for TELL to be successful, so is their positive attitudes. Although positive attitudes are an indication of possible success in using technology in learning English, it is not enough to indicate how students will actually use technology for learning within their schools. Alzahrani (2012), for example, found that students at a Saudi university had positive attitudes towards using Wikis in learning. But this positive attitude was met with difficulty in using technology in general and wikis specifically in their university. Alzahrani found out that a significant number of students "indicate the popularity of learning via traditional learning style", "do not understand the full concepts behind wiki-based learning", and feel that "the University does not have the required service for the use of the internet" (pp. 7-8). Some of the issues that prevented students from using technology included the traditional lecturing mode preferred by faculty, large number of students, lack of access to computers and the internet on campus, and the lack of knowledge about the use of Wikis in learning. In my study and to fill in the gap in studies examining technology use from only one perspective, I aim to examine these factors in terms of their relationship to administrators, teachers and students. As we have seen in Alzahrani's study and others looking at technology use holistically is important.

Similarly, Grant, Malloy and Murphy (2009) found out that college students in a US university had some difference between what they expected of themselves, in terms of using word processing, presentation software, and their use of spreadsheets, and what they actually know. The study was done to improve the curriculum in a business class and the researchers argued that educators "must understand the skills entering students possess in order to adjust the curriculum" (p. 155). Similar to this study was one conducted by Al-Khaldi & Al-Jabri (1998) that discussed the relationship between Saudi undergraduate students' attitudes and computer utilization. They found out that computer experience, degree of access to computers, number of courses offered as well as class performance had a significant effect on students' computer use. This was although students had a positive attitude towards using computers.

This difference between what students believe and actually know is not the only issue here, but so is teachers' lack of consideration of students' previous experience with technology when introducing new tools (Aliweh, 2011; Alshumaimeri, 2011; Arslan & Sahin-Kizil, 2010; Behjat, 2011; Chuo, 2007; Fageeh, 2011; Ho & Savignon ,2007; Lee et al., 2009 ; Li , 2006 ; Lin et al. , 2011 ; Zaid, 2011b) and/or lack of support provided to students when using technology (Al-Jarf, 2004; Fageeh, 2011).

Aliweh (2011), for example, examined the effects of using e-portfolios on Egyptian college students' writing and found out that there was no difference between students who used e-portfolios to the ones who used traditional ones. He stated that his study aimed "to boost Egyptian college students' writing competence through the incorporation of electronic portfolios into face-to-face instruction" (p. 103). Still, the findings did not support his endeavor and some of the reasons to why this did not work was because students were not provided with enough

access and training in using e-portfolios in addition to the limited access to computers outside class time.

Similarly, Lee et al. (2009) examined the effects of a web-critiquing system which was developed by the researchers in the study, on students' writing. This system delivered feedback on content and organization of students' writing but the researchers concluded that there was no significance difference between students who used this feedback system and those who did not. Although, time was invested in designing this critiquing system, very little time was given to training students and allowing them to familiarize themselves with using this tool.

Fageeh (2011) examined the effects of blogging, email, and discussion boards on intermediate college EFL students' writing in Saudi Arabia comparing them to traditional writing classrooms. Findings suggested that students had positive attitudes towards using this technological tool. This study showed that a high level of involvement of instructors in preparing students to use new technological tools was helpful. The experimental group's instructor guided students to "ensure their active and rich engagement in the activity" (p. 37). Students received training on how to use blogs, something some of the other studies lacked. Still, students' attitudes were measured but not their actual tool competence. Neglecting students' previous experience and/or technology literacy could have affected the findings. By considering students and teachers as well as administrators, as my study suggests, a better understanding of how technology is linked to all involved constituents could improve the quality of TELL and maximize its benefits. This leads us to Faculty's own expectations and actual use which I now turn to next.

Teachers' Expectations and Use

Teachers' expectations about technology use and their perceptions are as important as students'. After all, teachers are the link between what the administration requires and what students need. Teachers, although an important part of utilizing technology in teaching languages, are still without a major say in what technologies are chosen. Levy (2009) summarizes the situation by stating that "broadly speaking, language teachers still lack a "major voice" in determining which technologies are chosen for their use and technology integration remains an issue" (p.769). Shaabi (2010) is his study of ICT integration in a Saudi EFL institution, found that this major voice was lacking because administrators did not consult teachers on matters of the implementation and choice of CALL software. In his study he found that there was a "confusion of responsibilities and a sense of isolation from participation in planning and development were noticed in this research environment" (p. 208).

An examination of how teachers view technology-enhanced language learning and connecting that to their own practice will help in understanding whether the two meet each other or not. It also allows for a better understanding of what could affect TELL utilization.

Dashtestani (2012) looked at barriers to the implementation of CALL in EFL courses in the Iranian context. He examined teachers' attitudes as well as their perspectives. He found out that teachers had a positive attitude towards the use of CALL and perceived it as beneficial for their teaching of English as a foreign language. Nevertheless, the teachers thought that there are "serious barriers" for its use. Some of these difficulties included "time constraints, lack of computer-based facilities, lack of financial and technical support, inadequate teacher training programs, and rigid curricula" (p. 65). The study also noted that there was "a discrepancy between teachers' attitudes and their actual use of computers in EFL courses" (p.55).

This disconnect between what teachers expect of technology and how it could be beneficial was also similar to what El Semary (2011) has concluded. El Semary examined possible barriers to the effective use of technology in education in the UAE. He found out that although 89% of faculty believed that classroom technology aided learning, 61% did not use it frequently. Some of the reasons for this included not receiving adequate training, having few technicians, lack of a clear plan of how to use technology as part of the curriculum, lack of students' training to use technology, and having untrained technical support aimed at their needs. El Semary concludes that "a major discrepancy exists between the level of technology use expected of educators and the actual use and integration of technology in the classroom" (p. 22)

Al-Kahtani and Al-Haider (2010) also found that factors such as the minimal availability and superficial use of computing facilities, lack of technical and financial support, lack of training, and lack of time due to curricular constraints, disinterest of teachers, insufficient computers per student, lack of suitable software, and lack of experience in using computers affected the use of CALL by faculty negatively.

Although, there are technical related issues that affect teachers' use of technology to enhance their teaching, there are other socio-demographic factors that could affect their use too. In a study by Kumar, Rose and D'Silva (2008) examining factors that affect Malaysian teachers' use of technology, they found that some factors such as gender, age, teaching experience, subject taught, and training received affected technology use. Although this research showed that there is investment by the government in technology, there was no adequate professional training to aid in maximizing the benefits of technology inclusion in education. Teachers in this study "had a strong desire to integrate ICT" but "they encountered many barriers" (p. 235). This indicated a gap between investment and expectations and actual use, something that requires further

investigation where a connection between teachers, administrators as well as students is made. This an aim of my study, that I hope to explore and shed light on as the literature shows a continuous disconnect between what is expected, and what is actually done when using technology.

Next, I turn to administrators' expectations and whether they provide support to see their expectations as well as the educational policies come to fruition or not.

Administrators' Expectations and Support

To the best of my knowledge there seems to be little research that looks at administrators' expectations and the support they provide to meet these expectations and those of their institutions. It would be difficult to have a successful utilization of TELL without considering administrators since students' and teachers' utilization is dependent on the investment and support that is provided by administrators.

As discussed in the previous section in the study by Kumar, Rose and D'Silva (2008), the national policy and investment of the government of Malaysia in technology was not sufficient due to the lack of adequate professional training in using technology. Similarly, Al Asmari (2011) argued that while national policies in Saudi Arabia encourage technology integration, "the evidence is mixed as to whether universities' policymaking has notably been influenced by these policies" (p. 133). He called for bridging the gap between national and university policies in terms of technology integration and suggests providing adequate training for teachers and students. This is a point that I keeping coming back to as part of what I want to investigate in my study.

Alqurashi (2009) examined problems that encountered teachers when technology-based instruction is used in teaching English. One of the issues that encountered teachers included lack

of recognition by institutions of the fact that using technology and preparing computer instructional materials is time consuming. One professor that was interviewed in this study talked about obstacles in “using up-to-date technology, maintenance problems, budget problems, and little space assigned for extra labs” (p. 5).

Even when universities are invested in training faculty on using technology, the details of such training could greatly affect its benefits. One example of a disconnect between the training provided in using technology by universities and their actual benefit is in a study by Georgina and Olson (2008) where 94.9% of faculty answered yes to whether universities offered faculty technology training, but only about 7% stated that they attended training to “a very great extent”. Part of this was because about third of the teachers preferred not to use technology. The researchers suggested that this creates a question of what type of training is offered and whether it is a general one, or one that is geared to departmental and pedagogical use rather than a university wide one.

Even when teachers are highly invested in utilizing technology to enhance students’ language learning, lack of support and investment by schools and their administration could exclude students who cannot use technology, for example, off campus and have no access to it on campus. Al-Jarf (2004) who examined the effects of web-based learning on struggling EFL college writers found out that there were positive benefits of web-based instruction over a traditional one on students writing. Still, students could not access computers on campus due to “wiring” problems which resulted in the exclusion of some students from the study because they had no computers at home and could not have access to ones on campus. This exclusion could have been avoided if adequate support and access was available on campus.

As the literature shows, there is a disconnect on different levels between what policy makers want to achieve in terms of technology integration and what they provide to support this integration. This does not stop at the next level, the teachers, but also continues to students. There is seems to be a gap between administrators, teachers and students where one of them at times, is either neglected when considering the use of technology, or inadequately examined during the planning and application stages.

Regardless of the actual effects of technology on language learning and instruction, its introduction and integration is increasing every year. This puts researchers, policy makers, educators as well as students under pressure to make sure that this integration and use of technology is maximized. One way to bring this into fruition is not only by studying the benefits of using technology tools in improving language learning but also by including all stake holders; administrators, teachers, and students, into this examination. This calls for a much needed examination of how the stake holders as well as pedagogy interact to affect the use of technology. By only examining one or some, we fail to provide a comprehensive look that includes all parts of the jigsaw rather than focusing on one that might not provide a complete understanding of the issues that could hinder the utilization of technology as an integral part of learning in today's world.

Diffusion of Innovations Theory

The diffusion of innovations theory was developed by Rogers in 1962 to explain how any innovation is adopted by a population at large, or within a social system. In this study, this social science theory provides a theoretical framework to better understand how innovations and the case of this study, technology, is integrated into an organization and the possible effects, pace, or rejection that might assist or prevent technology from being utilized. Although research on

diffusion dates back to Gabriel Trade in the nineteenth century, the "diffusion paradigm" was formed by Gross in 1943 (Rogers, 2003). Research into the diffusion of innovations started in the field of sociology, but was adopted by different fields such as in education, health sciences, and TESOL among many others.

Diffusion is defined as "the process by which an innovation is communicated through certain channels over time among the members of a social system" (Rogers, 2003, p. 5). The previous definition includes four main elements of diffusing any innovation and those are: the *innovation, communication channels, time,* and a *social system*. Rogers defined innovation as "an idea, practice, or object that is perceived as new" by an individual or a social entity such as an organization (p. 12). This new element needs to be communicated between individuals, organizations, or between either or both. The third element is time which according to Rogers, most behavioral science research ignores, since its research is considered timeless. Time here includes knowing about an innovation, accepting, or rejecting it, the number of innovation adopters over time, and the rate of adoption within a social system. The fourth element is the social system which Rogers defines as "a set of interrelated units that are engaged in joint problem solving to accomplish a common goal" (p. 23). The social system plays a big role in the rejection, acceptance, and rate of adoption of an innovation (Rogers, 2003).

Innovations are not automatically adopted in a social system or an institution, but rather goes through a process of generating an innovation and the decision to adopt it. I will cover the latter since this study is concerned with adoption and use rather than the innovation of technology. The innovation-decision process is defined by Rogers as "the process which an individual (or other decision-making unit) passes from first knowledge of an innovation, to forming an attitude toward the innovation, to a decision to adopt or reject, to implementation of

the new idea, and to confirmation of this decision" (p. 169). *Knowledge* of an innovation is something that researchers don't agree on when it comes to whether people know or seek knowledge about innovations first and then find a need for it, or have a need and then seek to find an innovation to meet it. *Persuasion* follows knowledge of an innovation and during this stage, the adopters develop a positive or negative attitude towards the innovation. This can be affected by uncertainty about the innovation, how information is gained about it through different communication channels, its relative advantage, compatibility, and complexity (p. 175)

Individuals in a social system adopt innovations differently. Some embrace innovation early on while other lag behind. Rogers (2003) suggests adopter categories with different characteristics of each category that is affected in shape and volume by the social system that the adoption occurs in. These categories are innovators, early adopters, early majority, late majority, and laggards. Understanding how innovations are adopted in the form of adopter categories is helpful when examining any site's, as in this study, integration of technology especially since we cannot expect everyone within any social system to adopt innovations simultaneously and with the same efficiency. Next, an overview of Rogers (2003) adopter categories.

Innovators, the first category which constitutes 2.5%, are the first group to adopt innovations since they can tolerate high degrees of uncertainty of innovations, the skills to explore its use, a network of likeminded individuals as well as communication circles that allow them to know about innovations early on. *Early adopters*, as Rogers explains, is a group that is respected in their social network, leaders, and ones that people usually refer to when it comes to innovations and other change agents. Hence these adopters are the first ones to be approached during the process of diffusing an innovation. In other words, "early adopters put their stamps of approval on a new idea by adopting it" (p. 283). This category of adopters constitutes 13.5% of

all adopters. The third adopter category is the *early majority*, constitutes a large percentage of all adopters, which is equal to one third of all adopter categories. These adopters are important in connecting the early adopters with late ones, but they usually take longer than innovators and early adopters to adopt an innovation. They also "interact frequently with their peers but seldom hold positions of opinion leadership in a system" (p. 283). The fourth category, *the late majority*, also makes up a third of all adopter categories and fall below the average number of all adopters. In this category, adopters are skeptical of innovations which increase their uncertainty about it. For this reason, among others, they adopt innovations after the average number of adopters have done so. Their adoption may also be affected by "economic necessities" and "increasing peer pressures" (p. 284). Rogers suggest that because they lack the resources about new innovations, their uncertainty about anything new needs to be removed to help them adopt it. The last adopter category, *the laggards*, are the last group to adopt new ideas and constitutes 16% of all adopters. To a large degree, they also hold traditional values and are very skeptical of change. As rogers explains, their "point of reference …. is the past" (p.284). This group requires longer time to adopt innovations, and change agents need a long time to lower their uncertainty.

However, these categories of adopters progress through adopting an innovation at different speeds, and are affected by different elements. Rogers (2003) calls it the *rate of adoption* which he defines as "the relative speed with which an innovation is adopted by members of a social system", but the question is how does this rate of adoption differ in different contexts? Rogers points that "the perceived attributes of an innovation" are important in determining the rate of adoption (p.221). These attributes are: *the relative advantage*, *compatibility*, *complexity*, *trialability*, and *observability* of an innovation. In addition to the perceived attributes, Rogers mentions whether the type of innovation-decision is *optional*,

collective, or from an *authority*. Communication channels, nature of the social system, and the extent of change agents' promotion efforts also play a role on the rate of adoption (Rogers, 2003).

Relative advantage is important in the adoption of innovations. This is done by deciding whether an innovation is better than the practice or idea that it is replacing or complementing. Teachers, for example, may not adapt a new methodology if they do not see it as better than the one it supersedes. Compatibility is defined by Rogers (2003) as "the degree to which an innovation is perceived as consistent with existing values, past experiences, and needs of potential adopters" (p. 240) . An example that he provided was how Peruvian villagers rejected the idea of boiling water to lower contamination because it contradicted their belief of classifing things as hot-cold and where only sick people, for example, avoid extreme cold or hot items. Therefore, water, which is considered very cold, is only boiled if a person is sick.

Complexity is when potential adopters view an innovation to be difficult to understand and use. This attribute is important as not all adopters have the knowledge, time, experience, or willingness to adopt a new innovation. Word processing, for example, might seem easy to understand for someone who has used typewriters while it would be more difficult for someone who has never used a computer nor a typewriter before. Another important attribute is the trialability of an innovation. Trialability is defined by Rogers (2003) as "the degree to which an innovation may be experimented with on a limited basis" (p. 258). It is important to allow potential adopters time, under no pressure, to experiment with an innovation to reduce their uncertainty about it and help find a use for it before expecting them to adopt it. *Observability* is the level to which an innovation has advantages that can be seen by potential adopters. Teachers,

for example, would be more inclined to try a tool in their own classrooms if they observe its successful use with other teachers.

Most of what Rogers (2003) discussed was in relation to adopting innovations within a social system, but on an individual level. Overall, innovation decisions fall in one of the following types: *optional innovation-decisions*, *collective innovations-decisions*, and *authority innovation-decisions. Optional decisions* are made by an individual without being affected by others who decide to adapt or reject an innovation. *Collective decisions* are when the decision to adopt or reject an innovation is made collectively by a social group. In the third type, *authority innovation-decision*, which fits organizations, or systems of hierarchy, the decision to adopt or reject an innovation is usually made by a small group of individuals who have power over the other members of the organization. Rogers (2003) adds a fourth one as it relates to innovation in organizations; the *contingent innovation-decision* which is when a decision to adopt or reject an innovation happens after another decision to adapt it. An example of this is when a teacher decides to use a learning management system only after the school purchases it.

Innovation in organizations is more concerned with collective and authority innovation-decision, and the process is more complicated compared to individual innovation adoption. According to Rogers (2003), studies into organizational innovations had their shortcomings for several reasons. Among these were gathering data from administrators and top executives and assuming the data represents other members of the organization. Rogers also points out that studies that looked at the relationship between independent variables and depend variables of innovations, to understand the characteristics of innovative organizations, only made small correlations between innovations and organization (Rogers, 1983, 2003).

Rogers (2003) points out that there are variables that affect innovation in organizations either positively or negatively. In a study by Mahler and Rogers (1999) of innovation that included 324 German banks, size and assets correlated positively with innovation. That means the larger the organization, the better it was at adopting innovations. Other independent variables include attitudes toward change (individual leadership), centralization, complexity, formalization, interconnectedness, organizational slack, and size (internal organizational structure, and system openness (external characteristics of organizations). Attitude towards change, complexity, interconnects, organizational slack, size and system openness have positive effects on organizational adoption of innovations. On the other hand, centralization and formalization have negative effects on it.

However, discussion of innovation into organizations focuses more on the adoption and not the successful integration of such innovations. For example, a school could buy a new learning management system (LMS), but neglects the need of the teachers, students, support, training, infrastructure, access to the LMS away from school, and other reasons. So, it is important to consider both adoption of innovations and successful integration.

Chapter Summary

This chapter examined three areas as they relate to recent literature. The first section reviewed literature related to TELL and its importance and discussed different terms under which TELL is an umbrella for. The second section reviewed literature that relates to TELL in the Saudi context. The third section reviewed literature that examined expectations, perceptions and beliefs of technology-enhanced learning and instruction form the perspectives of administrators, teachers, and students. It also reviewed literature that discusses these three groups' actual use of technology. As I have shown in this chapter, a disconnect exists between

administrators, teachers, and students when using technology. This disconnect is something I hope to examine in my study in order to bridge any gaps that could exist between what technology is expected to do and how it is actually used in TELL. This includes linking all stakeholders in the planning, and application of TELL. The following chapter discusses the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This single qualitative case study aimed at exploring and understanding the expectations and use of technology-enhanced English language learning at an intensive EFL program in a tertiary institution in Saudi Arabia that prepared students to enter specific academic majors using English as the medium of instruction. Specifically, this study aimed at exploring administrators', teachers' and students' expectations and beliefs about the use of technology to enhance English language learning and teaching in an intermediate level class. Another aim was to also examine the measures and support that each constituent (administrators, teachers, and students) received and/or provided to meet their expectations of TELL. Furthermore, this exploration aimed at understanding and therefore bridging any gaps that emerged from integrating technology into the teaching and learning of English. An explanation that takes into account all three constituents as researchers have recommended instead of just examining one or two as has been critiqued by Mahdi (2013).

This chapter includes seven sections. The first section reiterated the research questions and the dimensions they cover. The second section focused on the theoretical framework grounding the study. The third section discussed the researcher's positionality. The fourth section described the research context which included the research site, and the prospectus participants. The fifth section presented the data collection methods while the sixth explained data analysis. The seventh section looked at trustworthiness. I concluded this chapter with a summary.

Research Questions

The following research questions guided this study:

1. What are the purposes and functions of technology use in Level 3 class housed in the Riyadh English Language Center (ELC) in Saudi Arabia?
2. How do the teachers define their course objectives in relation to their classroom practice and their understanding of students' needs with respect to professional preparations?
3. In what ways do teachers' self-understanding of technology expertise mediate and negotiate their classroom practice?
4. How do students perceive the use of technology to enhance their English language learning in this Level 3 class in relation to course objectives, available support, and previous experience?
5. A. How do administrators perceive how teachers & students are professionally prepared & supported to use technology in this Level 3 class? B. How do administrators view their policy and support to teachers and students in relation to the institutional policy and program goals?

These research questions include four different dimensions since I sought to include administrators, teachers, and students at this intermediate level class as well as their context, and the English language center to bridge the gap in existing research exploring technology-enhanced language learning. The context of Saudi EFL tertiary institutions is also important since it affects the dynamics of how these three constituents interact and therefore affect how technology is utilized to enhance language learning and instruction. The next section looks at the research design of this study.

Research Design

The research design of this study uses a single case study design, with qualitative approaches, that falls within the social constructivism paradigm. Although constructivism is normally linked to qualitative research as Creswell and Plano Clark (2011) explained, they "feel that four possible worldviews can inform mixed methods research" (p. 40). According to Creswell and Plano Clark, "the understanding or meaning of phenomena, formed through participants and their subjective views, make up this worldview" (p. 40). This section discusses case studies and the rationale for choosing quantitative and qualitative approaches.

Qualitative Case Study

This study uses a research approach, that uses qualitative data sources, which is defined by Creswell (1998) as

> an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducted the study in a natural setting (p. 15).

Qualitative research contributes to this study by providing depth and further explore the research questions examining constituents' expectation towards technology use and the types of support they receive to meet these expectations. To do this qualitative research aids this study in examining and collecting data within a "natural setting", by "examining documents, observing behavior, and interviewing participants", considering the meaning the participants hold about the issue under research, positioning the researcher in the study, developing "a complex picture of the problem or issue under study" by including different perspectives and by "identifying complex interactions of factors" in different situations (Creswell, 2013).

Using qualitative research gives inquiries more depth and description something which other research approaches find it difficult to achieve (Roshan & Purmessur, 2009). Denzin and Licoln (2000), argued that each practice within qualitative research results in viewing the world in different ways. This is why they called for "using more than one interpretative practice in any study" (p.4). In this study I used different qualitative sources to achieve this. These included interviews, examining documents, observations, and context analysis in order to "describe routine and meanings in individual's lives" (p.4).

To gain a better understanding of administrators', teachers', and student's expectations and use of TELL, I used a social constructivist qualitative framework. Under this framework, researchers "rely as much as possible on the participants' views of the situation" and "individuals seek understanding of the world in which they live and work" (Creswell, 2013, p. 24). Qualitative research allows me as a researcher to examine the constituents' understanding of their TELL use within their context in depth and with details without neglecting their contribution to this understanding.

The qualitative approach in this study fall within a case study design (Yin, 2009). A case study is defined by Robson (2002) as "a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence" (p. 178). Stake (1995) as explained by Creswell (2003) considers case studies as when a "researcher explores in depth a program, an event, an activity, a process, or one or more individuals. The case(s) are bound by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time" (p. 15).

Since this study involved different constituents with complex relations within the academic institution under study and which also included different social interactions, a case study design was used. Yin (2009) argued that "the distinctive need for case studies arises out of the desire to understand complex social phenomena" (p. 4). Yin has also argued that case studies provide a holistic overview of research, which is needed for this study (p. 4). Additionally, contemporary events that are not manipulated are also examined (Yin, 2009).

This section examined the research design of this study. This study draws on the strengths of qualitative research within a single case study design to provide breadth and depth in answering the research questions within this EFL context. I now turn to the research's positionality.

Researcher Positionality

The research questions are fueled by the desire to explore and better understand the context of this study especially since I worked at this institution in Saudi Arabia and will return to work at this location upon the completion of my degree program. In addition to a practical relationship to the context of the study, my interests and part of my expertise fall within the use of technology to enhance language learning. By identifying my positionality to the research, a better understanding of any possible bias and drive to the research is highlighted.

When the internet was first introduced in my hometown Abha in the mountainous southern Saudi Arabia, it was only available at a few Internet Cafés. I remember how I used to save money just so that I can spend an hour every now and then using Microsoft Chat (MS Chat) so that I can text-chat with the 'natives'. English felt different than what I was used to at school. I remember that this made me love learning English more as it added another dimension to learning English the traditional way. This passion grew with me as I designed my first website in

English to connect with the world. I used computers and technology available at that time and later innovations to not only improve my English but also to learn about the world using English and technology as tools. This passion later helped me when I started evaluating CALL programs and conducting training for using different technological tools to enhance English language learning at the institution in this study. So, as a researcher and in addition to practical reasons that drive my research, I feel I know enough about technology through my experience to help me conduct this study.

The institution that I work for has four satellite locations, one of which is the main campus. The site of this study is the main one. I did not work at the main campus but worked at one of the satellite locations. I started working, in 2003, as a teaching assistant with a bachelor degree in English education during which I taught different skills at this satellite location and was an assistant to the English Language Program coordinator. I was also involved in different committees within the English Language Department which included syllabus design, testing, and scheduling. After working at this institution for two years, I left to the US to get a master's degree in TESOL (2005-07) and then returned to the same branch and worked for four more years. I spent two of those (2009-2011) as the head of the English Language Program (ELP Coordinator) and my job included recruitment, training, teaching, delegating various work between different committees and also work as a liaison between faculty and higher administration.

My relationship with the main campus included writing reports, working with joined committees, and also asking for help or suggesting changes to the English program at the satellite location. Some of the joined projects between the satellite locations and the main campus included drafting new syllabi and including a TELL element in it. This included assigning hours

for each course to be spent in CALL lab. One of the first things that drew my attention to this process was the lack of actual integration between CALL labs and different subjects. Even these courses did not explain the role of technology in them; not even include course goals in some courses. It has been almost four years since I last worked at the satellite location and interacted with the ELC in the main campus and things could have changed. Still, what drives me as a teacher, a technology enthusiast, and as an evolving language learner is to examine this site to see whether there are any gaps between vision and use that includes all involved constituents in this quest.

My drive for this study is of a practical one as one day I could end up in a managerial position facing the same issues other language programs face. Also, I am a language teacher by trade and face the issue of integrating TELL in way that maximizes its benefits. By brining different involved parts into the planning, training, designing, and using of TELL, and by discovering where these interactions cause a disconnect between planning and use, I hope to explore how TELL use can be maximized. In this study, my role was a researcher as non-participant site-observer. I now turn to the research context.

Research Context

As discussed in chapter one and two, the Saudi educational system is divided into two different parts. The first is primary education which consists of a 6-3-3 system; elementary, intermediate, and secondary stages. The second is the post-secondary system which includes government and private higher education institutions. These include four-year colleges, two-year colleges, specialized universities, and technical colleges among others. In public schools, English language is taught from sixth grade but will be introduced from fourth grade starting the academic year 2015/2016. English language is taught in higher education as an elective for

different majors, as part of an English language degree, or as part of preparatory intensive language programs usually spanning over an academic year at different higher education institutions to prepare students to study their degree programs exclusively in English.

According to Mahdi (2013), the use of technology in Saudi higher education institutions to enhance English language learning has increased as considerable parts of their budget has been allocated to introduce new technologies in Saudi Arabia. However, public education and albeit increased investment into technology to enhance education, suffers from limited technology integration "due to lack of hardware and unavailability of Internet access during the school day" (Al Mulhim, 2014, p. 488) and the "overuse of traditional teaching methods, scarcity of using teaching aids and modern technology" (Al Grigri , 2014, p. 74).

Public schools in Saudi Arabia typically have a Learning Resources Center in each school that has a PC along with other electronic devices that teachers can use in their schools. There are also schools that has a projector and/or SMART Boards in their classrooms. Still, there are regions where schools lack internet access and the required hardware to use technology to enhance learning and teaching. Universities and higher education institutions are usually better equipped in terms of technology hardware availability. They have Internet access along with PCs in each lecture room as well as CALL labs for language programs. Albeit the increase use and integration of technology to enhance language learning, Al-Kahtani and Al-Haider (2010) argue that Saudi universities are still "in the process of integrating CALL into their curricula" (p.154). The institute under study is one that invests well in technological resources and the ELC at these institutions is no different. There are computers, projectors, and SMART Boards in every lecture room, along with a number of CALL labs. Further details of the research site as well as the resources available are discussed in the next section.

The Institution

To better understand the different interactions between the different constituents in this study, a description of the study context is important. This section describes the institution within which the English Language Center (ELC), the site of this study, falls. Then a description of the ELC and the participants follows.

This institution was established to provide in-service as well as pre-service training to government employees in Saudi Arabia, conduct research and provide consultations to government agencies in different fields, provide administrative documentation, and publication. The institute is unique when comparing it to other higher education institutions in Saudi Arabia. Unlike universities, technical colleges, and various other academic bodies that fall under the ministry of education or the ministry of higher education, this institution is an independent body. It was established in the 1960s with different aims, among which was the aim of increasing government employees' competency through special training programs. These training programs could be anywhere between three days and two years and cover a wide range of programs from language training to courses in various administrative fields.

The institution has a main campus with four satellite locations, two of which are located in coastal cities. The main location as well as three of the satellite locations train only men while the third satellite location, located in the capital as the main campus, only train women due to the gender segregated nature of most of Saudi Education. The first satellite location, the Eastern Region branch was established in 1973 while the second satellite location in Mecca Region on the Western Coast was established the following year in 1974. The women's branch was established in 1983. The last satellite location, the Asir Region, in the southern part of Saudi Arabia has just been opened in Fall 2014. The institution provides two/two-and-a-half-year

degree programs, leading to a diploma, during which students need to go through a one year intensive English language program before joining their majors.

In addition, this institution provides intensive English language programs for government employees who either need to be competent in English in order to perform their jobs, or prepare them for studies abroad as well as prepare high school graduates to study different majors with English as a medium of instruction. The English language center where this study takes place is housed within this institution.

Some of the different majors that students can join after passing the one-year intensive English language program, include accounting, hospital administrations, executive secretary, sales, and tourism. Students who hold bachelor degrees prior to joining this institution can get a graduate diploma (Occupational masters) that is equivalent to a master's degree. But in order for students to get their diplomas whether after undergraduate or mainly high school degrees, they need to go through a one-year intensive English language program at the English Language Center which is the focus of the next section.

English Language Center

Similar intensive English language programs are offered at all locations but for the purpose of this study, only the ELC at the main location are discussed. The satellite locations are three men branches in Dammam, in the eastern province, Jeddah, in the western province, and recently Abha, in the southern region. There is also a Women's branch in the capital Riyadh, in the central region. The ELC at the main site has its own building, classrooms, labs, administrative offices, and a director in addition to different coordinators. This is different in the satellite locations as they are located in buildings along with other teachers of different majors. They also share different recourse with other departments along with the classrooms. This is true

in the Riyadh's women's branch as well as the other men's satellite locations. Although the satellite locations had some degree of autonomy, the ELC at the main location supervises these locations and is working to unify curricula in all sites. Therefore, the main ELC is chosen for this study as it directly affects the other satellite locations. One of the other differences between the sites is that the main ELC has programs that are not offered at the satellite locations such as the intensive English language program for in-service government employees.

The ELC at the main campus teaches students English in a one-year intensive program. After passing the English language program, students join their respective majors in different fields where the medium of instruction is English. By passing the fourth level students automatically join their major programs and there is no exit test. The program consists of four levels conducted over four sessions where each session lasts for eight weeks (a quarter). These four sessions are usually completed within one academic year especially if students don't repeat any levels. Students are allowed to repeat two times within the first three levels with an additional chance if they reach level four and fail to pass it the first time.

The four levels are beginner, elementary, intermediate, and advanced. During the first two terms (quarters), students study English for General Purposes and once they reach levels three and four (intermediate and advanced), some of the courses focus on English for Specific Purposes. There are five courses that are taught in each level. They are Grammar, Writing, Reading, Oral, and Listening. The writing and reading courses become ESP in levels three and four. Each course is out of 100 and students need to score 60 in their final course grade to pass each course. If a student scores lower than 60 he fails and repeats the entire level regardless of passing other courses. Oral and Listening although taught by different teachers are considered one course in terms of grading with Listening weighing 40 points and Oral 60. In order for a

student to pass these two, the total score of both needs to be 60 or above. Table 3 below shows courses, grades' weight, and hours dedicated to each course.

Table 3

Courses, Weight, and Hours

Course	Participation	Homework	Quizzes	Midterm	Final	Total	Hours
Grammar	10	10	20	20	40	100	6
Writing	10	10	20	20	40	100	5
Reading	10	10	20	20	40	100	5
Oral	10	--	20	--	30	60	5
Listening	--	--	12	12	16	40	3

Students spend two hours in each course (Oral/Listening is one course) in CALL labs practicing targeted skills matching each language skill. The practice time is open and is not graded. The main program that is used in the labs is Longman English Interactive which is a complete network curriculum with interactive elements. As the table above shows the number of hours that the students spend learning English is 24 hours a week with 8 of those spent in CALL labs. The syllabi are also mandated as midterm and final exams are also the same for all students in each level regardless of who teaches the courses.

The ELC admits around 1700 to 2000 students each year. Some of these students are high school graduates and some are government employees. Government employees are admitted based on recommendations by their respective employers and they take a placement test prior to admission to decide which level they should be placed in. High school graduates compete for

admission based on their high school GPA as well as a national exam that students take to enter post-secondary, higher education institutions. The admission requirements include having a high school diploma with GPA of *Good* or above. Students also need to take the National Aptitude Test (NAT) and The Standard Achievement Admission Test (SAAT), which are tests required for admission into higher education institutions. Students must apply for a degree program in their major of choice and these majors require different weights of high school GPA, the NAT and the SAAT. After admission, all students take a placement test that decides what level they can join at the ELC. The standard class size is 25 students but can be up to 30 especially at the beginning levels because there is a trend of students dropping in later levels to below 25 per class.

In this study only the ELC at the main campus was considered since it has programs that are not available at satellite locations, includes various participants with varying degrees and backgrounds that are not represented at all locations, and because decision making is made at this ELC. For example, curricular changes, hiring, and training are decided by main campus. Although, ELCs at satellite locations have some degree of flexibility in regard to scheduling, hours spent in labs, among other things, most decision are made at the main ELC.

TELL facilities. The ELC uses technology to enhance language learning at all levels and in all classrooms. Each classroom is equipped with a SMART Board that is connected to a teacher's computer station. The SMART Boards are interactive and in most classes, replace the old white boards. In addition to the SMART Boards, each classroom is equipped with a computer that is connected to the institutions intranet, allowing access to different electronic resources such as personal files, ELC main folder containing syllabi and exams, as well as

scanned copies of textbooks. Each class is connected to the internet. There are also overhead projectors in each classroom.

Additionally, there are twelve CALL labs that are used for introducing TELL materials allowing students language practice time. These labs include separate computer stations for each student (25 in each lab) and a main computer for teachers. The Lab computers are all connected to the same network allowing teachers the ability to monitor, change, and aid students when handling CALL materials. There is a number of different English language software in labs including: Longman Interactive English, New Dynamic English, and Tense Buster. The software is updated or replaced regularly. Each lab contains a *SMART Board*, a printer, and a projector. Students can only go to labs during allocated hours as part of their schedule. The labs are connected to the internet, but mostly connection is limited to the teacher's station. Both the labs and the classrooms have phones for easier access to teachers or support when needed.

Other technical resources available at the ELC include the printing and materials office. Each teacher has an office equipped with a computer connected to the institute's network as well as the internet. Only the ELC's head and coordinators have printers in their offices. Technical support at the ELC and the institution as a whole is provided by a dedicated department and all teachers need is to contact the department for help using any of the available phones in their offices, classrooms, or labs. In the next section, the three constituents: administrators, teachers, and students are reviewed.

Participants

This section explains who the participants are and details their roles at the study site. The participants are divided into three groups. The first includes students at the ELC, the second the EFL teachers, and the third the administrators. Now each group is detailed.

Students. There are anywhere from 1700 to 2000 students at the English Language Center at any given time. At each class, the maximum number of students is twenty-five. Sometimes this number is exceeded when there is lack of enough teachers to teach twenty-five student classes. Students are high school graduates who have met the admission criteria mentioned earlier. These students go through a one-year four-level intensive English language program to prepare them for studying their major in their second year at this institution. All the students are Saudi men with a few occasional students from Arab countries in the Gulf. After students are admitted, and at the beginning of the academic year, they take a placement test where the results decide what level they are placed in. Table 4 below shows the scores required for each level.

Table 4

Placement Test Scores and Matching Level Placement

	Placement Test Score /100	+ 90	80-89	70-79	69 & lower
Level Placement		Level 4	Level 3	Level 2	Level 1

Students' role at the ELC is basically to attend classes, meet requirements, and avoid being expelled for absences. Students are expelled from the program if their absences reach 15% of the total class hours for the duration of a term. Students are also required to participate, do their homework, attend lab classes, and take quizzes and exams. Each course requirement is

different depending on each syllabus. Sample syllabi was added after IRB approval and data collection.

Since this study is classroom based focusing on one class at the ELC, all students at a level three class were invited to participate in this study by using classroom announcements where the study goal and the purpose of participation were explained after IRB approval. As there was no level four in session during my data collection, a level 3 class (intermediate was recruited). Informed consent forms were discussed and secured before conducting interviews and class observations. Participation was voluntary and consent forms are required by all participants.

Teachers. There were five teachers at each group at the ELC since there are five skill courses that are taught; reading, writing, grammar, listening, and oral. Teachers were hired with a minimum degree requirement of a master's degree in TESOL, applied linguistics or related field to teaching English as a second or foreign language. The ELC also has teacher assistants who hold bachelor degrees and who spend two years at the institution before pursuing a master's degree in teaching English abroad. Teacher assistants with bachelor degrees are all Saudi.

There are also teachers who hold bachelor degrees and who either hold a related degree to teaching English and/or certified in teaching English in the US or the UK. These teachers are not hired directly by the institute but mostly hired through an outsourcing agency. The ELC is only allowed a certain quota of teachers that the institute can hire annually as allowed by the Ministry of Labor. But, as the number of students increases, the teaching load becomes extremely high affecting teaching quality. The institute and as a workaround, can use part of its training budget to hire teachers through an outsourcing company. This not only allows for a workaround for hiring the needed number of teachers but also allows for hiring teachers with

bachelor degrees which is something the institute does not allow through direct hire. These teachers are usually on one-year contracts and are hardly part of the different committees at the ELC. Teachers at the language center include Saudi nationals as well as teachers from the United States, Britain, Australia, South Africa, The Arab World as well as other countries. See figure 4 below for an overview of teachers' qualifications.

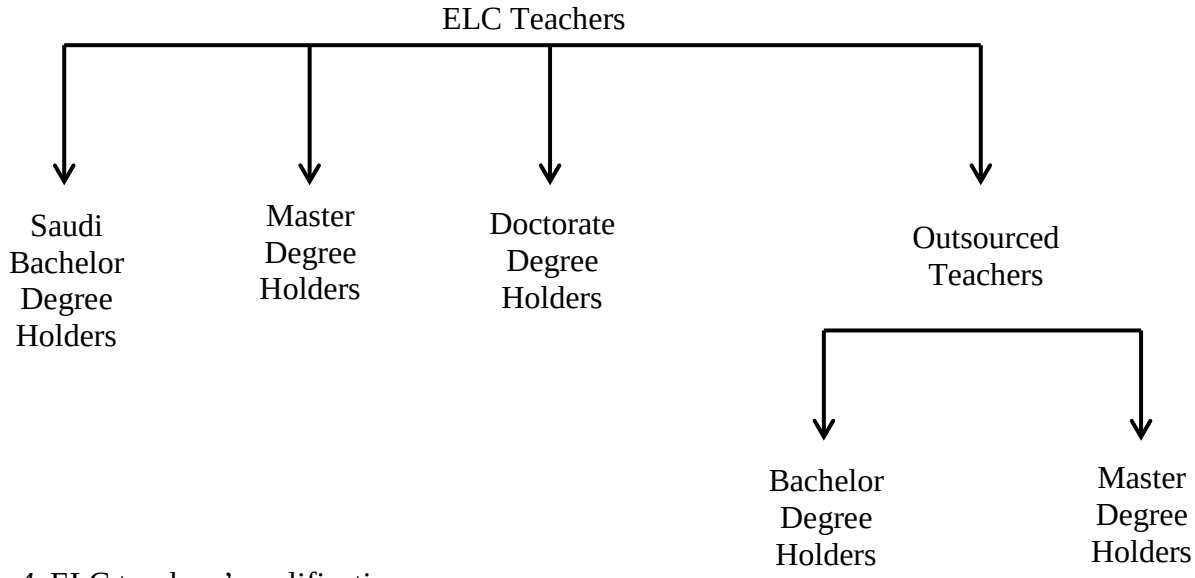

Figure 4. ELC teachers' qualifications.

Teachers are involved in daily teaching activities that include teaching different language skills in designated classrooms, use of technology-equipped classrooms and CALL labs as well as work in different committees if assigned such as in testing and syllabus design committees. Not all teachers are part of committees, but some are assigned by the ELC director and go through a rotation. In a committee such as the testing one, assignments are decided by the ELC director or the ELC coordinator and are sent to the committee head who then delegates the work load to committee members. In a testing committee for example teachers would assign writing exams to different teachers, write guidelines, review the written exams, prepare and chose exams for midterms and finals, print and distribute exams for all classes during midterms and finals.

Other responsibilities of teachers include preparing course materials (especially as part of the Syllabus Committee), exams, review syllabus, train other teachers on using technology if they are experts, attend quarterly meetings, conduct orientations, conduct exams, and grading.

New teachers receive an orientation packet and are oriented by the program coordinator, CALL lab coordinator and the ELC director when they first join the ELC. Courses are assigned separately, and teachers are expected to teach any course or skill assigned to them and these skills are: Reading, Writing, Grammar, Listening, and Oral in addition to lab hours. Usually, when the program coordinator assigns courses, a grouping of similar skills and levels are assigned to help teachers focus on fewer preparations but that is not guaranteed.

Teachers are not observed by administrators and are only evaluated by the students at the end of each quarter. These evaluations are conducted by the registration department at the institute and then evaluations become accessible in the institute's network allowing teachers as well as administrators at the ELC and the institute to view them.

For this study, all teachers in this level three group were invited to participate in this study since each one teaches a different skill and could provide a different experience using TELL. Teachers were recruited through email and asked to participate in this study. Each participant received a consent form that needs to be signed before data collection; interviews, and observations.

Administrators. The administrative body of the ELC consists of the ELC's department director, and different program coordinators. The director oversees the entire language center, sets plans for improving language learning and instruction, delegates administrative tasks, works as a link between the ELC and the institution's higher administration and different department heads, and apply the institution's policies and decisions. There is also a program coordinator who

works under the department director and handles the work and supervision of various committees. Additionally, there is a CALL lab coordinator who oversees lab teaching assignments, scheduling, and technical needs. Figure 5 below shows how the ELC administration is connected to teachers and higher administrations.

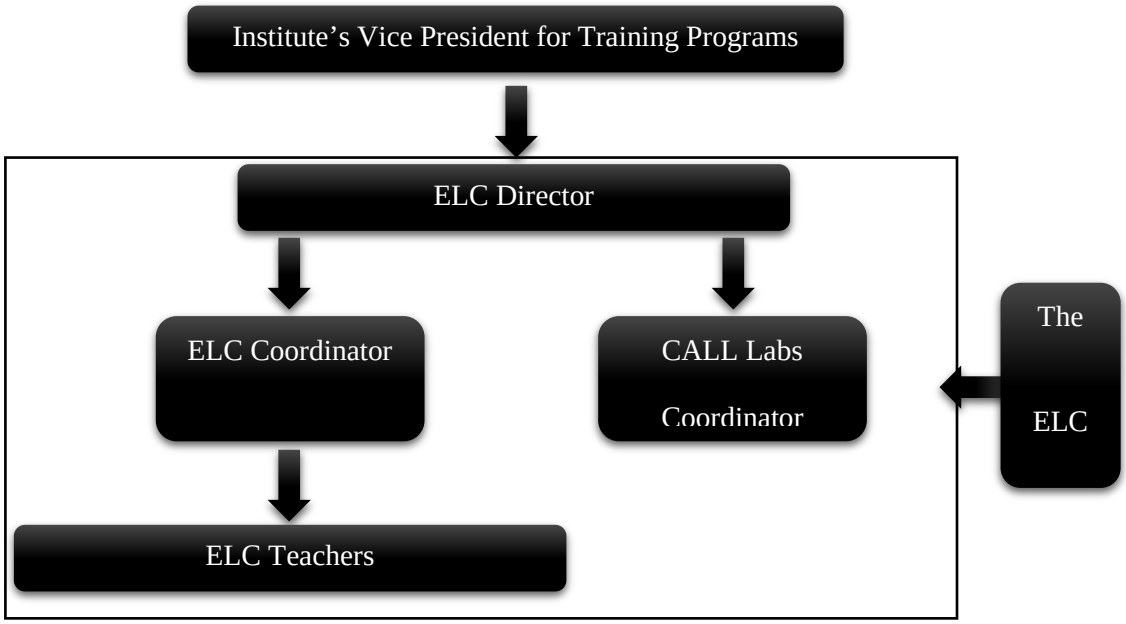

Figure 5. Administrative hierarchy.

Since there were only three administrators with roles and responsibilities within the ELC, their participation was crucial for this study and therefore they were approached individually for participation. The director has previously offered to volunteer for any research that I conduct.

Sampling. As the study uses interviews, and observations in collecting data, different populations, and data collection methods require purposeful sampling to enrich inquiry. Creswell (2011) defines sampling as a

> procedure that involves determining the location or site for the research, the participants who will provide data in the study and how they will be sampled, the number of

participants needed to answer the research questions, and the recruitment procedure for participants (p. 172)

Onwuegbuzie and Collins (2007) add that sampling is "an important step in the research process because it helps to inform the quality of inferences made by the researcher that stem from the underlying findings" (p. 281).

The population in this study consisted of three groups. The administrators at the ELC and they are three, class teachers and they are five, and the students who were supposed to be no more than twenty-five in any class. Sampling was done using purposeful sampling to decide which class was to be recruited for this study and one that has been at the ELC for some time to understand services and practices offered. Creswell (2011) defines purposive sampling as when "researchers intentionally select (or recruit) participants who have experienced the central phenomenon or the key concept being explored in the study" (p. 173).

As for students, first level students were excluded from the study as each level is only 8 weeks which was not enough to experience TELL facilities and use at the ELC. The exact number of students in any class could not be known until IRB approval but the assumption was that there were no more than twenty-five students in any class since this is the ELC's advertised optimal number. Students are grouped in classes based on their future major of study when they are in levels three and four. These are Business, hospital administration, and scholarship. Within Business groups students with any business majors are grouped together such as accounting, secretarial work, and banking.

All administrators, teachers, students in the recruited class were invited to participate in the study. Although administrators do not actually teach in the classroom, their decisions and activities affect both students and teachers as well as all aspects of the program including TELL

elements. Hence, they were included as I have explained earlier. This should provide a comprehensive understanding of how TELL is used at the study site. As I mentioned earlier, all participants needed to sign the consent form after I explained the study before interviews and observations commenced. To summarize this is how the participants were recruited:

- Cohort of one class
- Level Three or Higher
- All teachers in this class (+6 months' experience at ELC)
- All Administrators at the ELC

Data Collection Methods

I used interviews, classroom observation as well as the institution documents to collect data for this study. The length of each session (quarter) is 8 weeks which was the length of this study, during which interviews, and classroom observations took place. Table 5 on page 71 summarizes how each method contributes to research questions. In the next section, I discuss the various data sources employed under each research question.

Interviews & Follow-Up Interviews

Each of the participants in the three groups were interviewed with interviews and follow up interviews. Between interviews, observations took place. The interviews followed a semi-structured structure to allow for elaboration and more detailed and in-depth responses.
Using interviews as Creswell (2003) suggests are "useful when participants cannot be observed directly … can provide historical information, and allows researcher "control" over the line of questioning" (p. 186). Still Creswell points out to limitations for using interviews because they:

- Provide "indirect" information filtered through the views of interviewees.
- Provides information in a designated "place" rather than the natural field setting.

- Researcher's presence may bias responses.
- People are not equally articulate and perceptive.

Therefore, including classroom observations and document analysis along with interviews provide triangulation.

The interviews were divided into two parts. The first was conducted before classroom and lab observations. This included interviewing all volunteer participants in the three constituent groups. The second part used follow-up interviews that follows classroom observations, and included all three constituents as well. The follow-up interview protocol was added after initial interviews, observations, and document analysis to create follow-up interviews that expand on previous data collected. See appendices D, E, and F for the interviews protocols.

The interviews were numbered as: Interview I Students, Interview II Teachers, Interview III Administrators. Similarly, the follow up interviews are numbered as: Follow-up Interview I Students, Follow-up Interview II Teachers, Follow-up Interview III Administrators. Each of the interviews include sections surveying demographic information, types of available technologies/computer access, expectations about TELL, technology/computer use, support and an open section for any additional comments. After the initial interviews are conducted, observations follow.

Observations

Creswell considers observations as "one of the key tools for collecting data in qualitative research" (2013, p. 166). Observations included classrooms, and CALL labs. A description of how technology was used to enhance English language learning and teaching was gained through observing different sites that the constituents used. This included libraries, support centers, access to computers, technical support departments and so on. Please see appendix G.

Table 5

Research Questions, Data Sources, and Research Instruments

Research Questions	Information Needed	Data Sources	Data Analysis Method
Q1: What are the purposes and functions of technology use in Level 4 class housed in the Riyadh English Language Center (ELC) in Saudi Arabia?	How technology enhanced language learning is used in a Level 4 class?; What infrastructure is available?; How is TELL linked to curriculum and how is it used by the participants?; Actual use of TELL	Observations Document Analysis Interviews	Qualitative analysis (Emerging Themes Coding)
Q2: How do the teachers define their course objectives in relation to their classroom practice and their understanding of students' needs with respect to professional preparations?	Teachers' view on the use of TELL in this level 4 class, Relationship between curriculum and TELL, and understanding of the relationship between students' needs and professional training/support available.	Interviews Follow-Up interviews Document Analysis Observations	Qualitative analysis (Emerging Themes Coding)
Q3: In what ways do teachers' self-understanding of technology expertise mediate and negotiate their classroom practice?	Perceptions about TELL, expectation of TELL in general and in this class, measures taken by teachers to match their understanding of technology expertise and professional development	Interviews	Qualitative analysis (Emerging Themes Coding)

Q4: How do students perceive the use of technology to enhance their English language learning in this Level 4 class in relation to course objectives, available support, and previous experience?	Students' perceptions about TELL in general and in this class, student's educational and technical background, and available support	Interviews Follow-up Interviews Observations	Qualitative analysis (Emerging Themes Coding)
Q5: A. How do administrators perceive how teachers & students are professionally prepared & supported to use technology in this Level 4 class? B. How do administrators view their policy and support to teachers and students in relation to the institutional policy and program goals?	Administrators educational and technical background, their perceptions on the use of TELL in general and in this class, support and professional development provided to students and teachers	Interviews Follow-up Interviews Document Analysis	Qualitative analysis (Emerging Themes Coding)

Document Analysis

Document analysis as defined by Bowen (2009) is "a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material" (p. 27). Documents were collected from the study site to help gain a better understanding of current state of TELL at the ELC. This included examining sample syllabi, orientation guides, technical support documents, instruction of using different technological tools, as well as any documents that helped in understanding how TELL was used and supported at the study site. Bowen (2009) argues that "[d]ocument analysis is often used in combination with other qualitative research methods as a means of triangulation". Document analysis also helped in designing the follow-up interview questions for all three constituents since it added to

the initial interviews, and observations generated questions that needed to be answered in the follow-up interviews. Document analysis spanned over a year. The documents collected were selected from the institutes website as well as from the ELC network drive that all teachers and administrators share.

Pilot Testing

According to Fink (2013) “a pilot test is a tryout” which help in providing the researcher with what his study aims at answering (p. 7). Turner (2010) argues that an important part of conducting interviews “is the implementation of a pilot test” where it will assist the researcher “in determining if there are flaws, limitations, or other weaknesses within the interview design” (p. 757). This is why the interviews were pilot tested before administration. Since pilot testing is recommended to have participants who are similar to the target population, each interview protocol was piloted at one of the satellite locations, where pilot testers provided feedback to improve the interviews. See figure 6 for a summary of data collection steps.

Data Analysis

In this section, I discussed how the collected data was analyzed. As my study used qualitative data collection methods, the data analysis includes qualitative analysis methods. Creswell (2003) explain that the “plan for analyzing the data might have several components” (p. 190). I therefore discuss the intended stages for data analysis below. I do this while having in mind that data analysis is a fluid process that requires alteration and expansion when necessary.

Table 6

Stages of Data Analyses

Stage	Tasks
1. Data Organization	Transcribing interviews, scanning materials, cataloguing visual materials, sorting & arranging data into different types
2. Looking at Data	Read & get sense of data, reflect on meaning, record thoughts
3. Coding Data	Organizing data by bracketing chunks, writing word representations of chunks, creating categories, labeling categories
4. Describing Data	Detailed information about people, places, or evens, use major themes or categories, include multiple perspectives, include quotes, add additional layers of analysis
5. Representing Themes	Use narrative, discussion, chronology of events, interconnect themes, add visual figures, descriptive tables, and sub-themes,
6. Data Interpretation	What does this data mean?, personal interpretation, literature vs findings, future research, theoretical lens, adapt different types of design.
7. Validity & Reliability	Data triangulation, member checking, rich description, clarify bias, present counter themes info, spend prolonged time in the field, use peer debriefing, use an external auditor

Note. Adapted from "Research Design – Qualitative, Quantitative, and Mixed Methods Approaches" by Creswell (2014), pp. 197-203.

Although data from qualitative methods can be analyzed in different ways as Creswell (2011) argues; "data analysis can occur at a single point …or at multiple points" (p. 212). For my study for example, I needed to consider observations, document analysis and initial interviews before designing the follow-up interview protocols. For the data analysis of this study, I used the stages suggested by Creswell (2014). These stages however could be altered as the need arise during data analysis. I created table 6 below from the description of the stages by Creswell.

Gibbs (2011) suggests using different software packages of which is NVivo which I used for data analysis. But, before using NVivo, I needed to transcribe the interviews, include description of documents, and reduce observations into themes in order to facilitate thematic analysis as suggested by Creswell (2014), shown in table 6 above. See figure 6 below for a summary of the research collection and analysis (the research design).

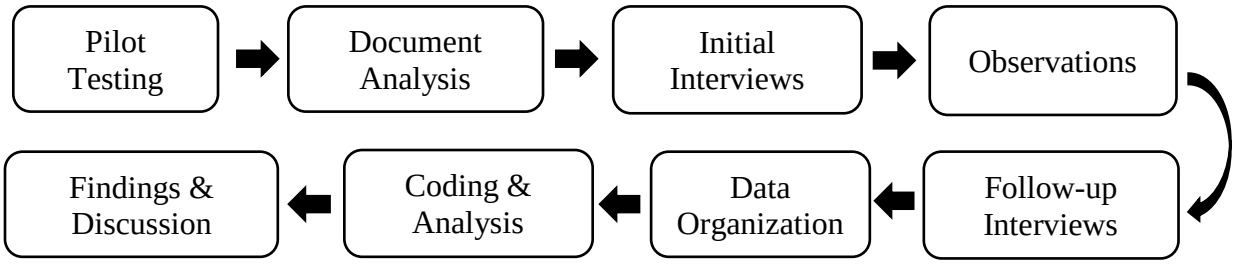

Figure 6. Research design: data collection & analysis steps.

I coded the data into categories with NVivo using similar words, constituents' vocal points, and my own understanding of their interaction. Then, and due to the rich and complex nature of the data since there was three constituent groups in addition to observations, and document analysis, I created data representation groups for each of the constituents to focus the data and help draw lines between the interactions of these constituent groups. Although, the data was represented into priori groups, the coding itself and later the themes in chapter five were emergent from the data itself. So, in short, a combination of coding, predetermined organization of the data in chapter four based on the literature review, the research questions as well as to emergent codes from the data, and then emergent themes in chapter five focused the data presentation and discussion. As Stuckey (2015) has explained, coding could use either priori coding or emergent, and as he suggested "most often" both are used. The main codes in the data were built out of smaller codes that had a similar meaning family. For example, where students talked about their preference of learning with technology away from school, this was coded

under a larger node of *Disconnect between tech use on and off campus.* In turn, this node and others were represented under data groups in chapter four and later as a theme (that included teachers and administrators) such as *Socio-Cultural Factors influencing the use of TELL* and *effects of personal beliefs and perceptions on TELL*.

Member Checking

After the data is analyzed, participants were contacted through email. A file with the data analysis was included for each interviewee to review. A time frame of one week was given to the participants to read the analysis and provide feedback. Changes were then made based on the feedback received from interviewees.

Chapter Summary

This chapter included seven sections. The first section reiterated the research questions and what dimensions they covered. The second section focused on the theoretical framework which the study is designed within. The third section discussed the researcher's positionality. The fourth section described the research context which included the research site, and the participants. The fifth section presented the data collection methods while the sixth explained data analysis. The seventh section looked at member checking while the last one provided a summary of the chapter.

CHAPTER FOUR

FINDINGS: DATA REPRESENTATION

This study was designed to explore and understand the expectations as well as the actual use of TELL at a higher education language center by administrators, teachers, and students. The study also examined the interaction between policy, curriculum, and support as it related to these three constituents. The importance of this study was derived from the need to look at all three constituents in one study and how their perceptions and application affected TELL collectively. TELL is affected not only but how each of the constituents understand their use of technology separately, but how their perceptions and use is affected by each space they interact within. This brings several factors that shape their use, and hence since all three collectively are key elements in the understanding and successful integration and use of TELL.

This chapter presents the qualitative data, that was collected through interviews, observations, and document analysis. Due to the rich data collected in this study and the complexity of having three constituent groups, this chapter serves as a representation of the data collected for this study. This displays the data in a more focused way and allows for the generation of themes for the next chapter. The representation of data is guided by the research questions and the literature review as well as by vocal points in data collection. Each of the constituents was represented in a data group to get a better understanding of their perspective especially when their needs differ due to different roles, expectations, and perceptions. However, each of the constituents and as this study suggests have an effect on each other and this is visible within each data group. The themes in chapter five also bring the three constituents closer to understand their interaction and how they understand and affect each other. To recap here are the research questions that guided this study:

1. What are the purposes and functions of technology use in Level 3 class housed in the Riyadh English Language Center (ELC) in Saudi Arabia?
2. How do the teachers define their course objectives in relation to their classroom practice and their understanding of students' needs with respect to professional preparations?
3. In what ways do teachers' self-understanding of technology expertise mediate and negotiate their classroom practice?
4. How do students perceive the use of technology to enhance their English language learning in this Level 3 class in relation to course objectives, available support, and previous experience?
5. A. How do administrators perceive how teachers & students are professionally prepared & supported to use technology in this Level 3 class? B. How do administrators view their policy and support to teachers and students in relation to the institutional policy and program goals?

The data representations are presented following the chronological order of the research questions. The first group presented data as it relates to research question one. The second group presented data as it relates to questions two and three (teachers). The third and fourth groups relate to questions four (students), and five (Administrators), respectively. In the next part, I discussed the participants to better understand the following groups in this chapter and the following one.

Overview of Participants

The participants in this study were divided into three groups: administrators, teachers, and students. Two administrators, five teachers and six students participated in the study. The

teachers and students were part of a level three group that had classes in regular classrooms in addition to classes in language labs. All participant names here are pseudonyms to maintain confidentiality. An overview of the participants follows.

Administrators

The English Language Center, had two senior administrative positions. The first participant, Tariq, was the director general of the center, which he described as something comparable to a dean in a university setting. The second participant, Ali, was the director of the sector, which Tariq described as a head of a department. Tariq and Ali are both Saudi and they have served at the ELC, and the institute for 17 and 16 years, respectively. Similarly, they have been at their current posts for a year. Both administrators received their masters and Ph.D. degrees in related fields to TESOL from the US and the UK. Tariq and Ali hold a Ph.D. in applied linguistics. Their master's degrees were in TESOL too.

Tariq who is 41 years old, indicated that his role within the ELC was mostly supervisory. He also worked as a link between the ELC and the higher management of the Institute. He explained that his job also included shaping up "policies, strategic plans, yearly reports, and this kind of thing". (Interview, February 4, 2016). Ali's, 43, role was more hands on since he handled every day to day work involving teachers, students as well as classroom and teaching assignments.

Experience wise, both administrators spent most of their careers, since finishing their bachelor degrees, at the Riyadh Institute. They did however teach part-time at local universities. Tareq held positions outside the ELC, but within the Institute. These included working at the Translation and the Planning and Development departments. As for Ali, all his experience within the institute were at the ELC. He was the testing coordinator for two years before leaving to the

States to get his Ph.D. As for knowledge about TELL, Tariq indicated his familiarity with the term while Ali explained that he has never heard of it. Further details about this are in the fourth data representation group.

Table 7

Teachers' Background Summary

Pseudonym	Age	Nationality	Qualification	Time at the ELC	Familiarity with TELL	Course Taught	TESOL Certification
Martin	29	South African	Bachelors	Less than a year	No	Listening	Yes
Sami	53	Jordanian	Masters	14 years	No	Grammar	Master's
Tim	33	British	Bachelors	Less than a year	Yes	Oral	Yes
Bill	33	British	Bachelors	Less than a year	No	Writing	Yes
Omar	43	Saudi	Masters	11 years	No	Reading	Master's

Note: TESOL Certification include training programs usually four weeks geared to train individuals on the basics of teaching English to speakers of other languages. Such as, the CELTA (certificate in teaching English to speakers of other languages)

Teachers

There were five teachers at this level three class at the ELC. All five were invited to participate in the study and all agreed to. Their participation was important to get comprehensive details about the use of TELL by different teachers, especially when they not only taught different skills, but also brought different backgrounds, whether educational or otherwise. The

teachers ages ranged from 29 to 53, which is summarized along with other biographical information in table 7 below. Three of the teachers had bachelor degrees in unrelated fields while two held master's degrees in related ones. Additionally, the bachelor degree holders only received short training in TESOL. Two of the teachers' first language was Arabic while the other three were native speakers of English. As for knowledge of TELL, only one teacher indicated his familiarity with the term. Further details about the teachers are included in the second data representation group.

Experience wise, the teachers had varied teaching and non-teaching experiences. Sami, for example, taught at a well-established private K-12 school system. He worked there for 10 years before moving to the Riyadh Institute to teach at the ELC. The school focused on preparing students to study in English after graduating from high school. Omar worked at a blended-learning university before joining the ELC. The university combined online teaching and learning with some on-site classes. Bill, Tim, and Martin, on the other hand, had limited English language teaching experiences. This was probably because they had degrees in unrelated fields. Bill, who had a degree in film studies, video production, and drama worked for a TV channel for a few years before deciding to try teaching. He then went to teach in Spain before coming back to England to get his English language teaching certification, CELTA (Certificate in Teaching English to Speakers of Other Languages). After that, he moved in Europe, Fiji and finally Saudi Arabia. Martin and Tim taught English for a few years before teaching at the ELC. Further details about how this background information was helpful in understanding teachers' expectations of TELL and how it was used is discussed in the following groups.

Table 8

Students' Background Summary

Pseudonym	Age	Early-Age TELL Use	Courses before ELC	Major	Familiarity with TELL	English language courses + ELC's
Ahmad	19	No	Yes	HR	No	Yes
Riyad	23	Yes	Yes	HR	No	No
Rami	19	No	No	HR	No	No
Mohammed	19	No	No	HR	No	No
Abdullah	23	Yes	Yes	HR	Yes	Yes
Saeed	23	No	Yes	Banking	No	Yes

Students

There were thirty-one students at the level three class at the ELC, which was higher than the cap of twenty-five students per class. I invited all students to participate in the study, received eight responses, but ended up interviewing six since the other two decided not to continue participating. The students were in level three and had level four to finish before finishing the intensive language program and starting their majors. Five students majored in Human Resources (HR), and one in Banking. All students started formal exposure to English language learning starting sixth grade in elementary school. In addition, four students had language learning experiences before joining the ELC and three also indicated that they were enrolled in English language classes at other places in the evenings. As for ages, students ranged between 19 and 23. Table 8 above summarizes the students' backgrounds. Further details about students are included in the third data representation group.

This data group, as well as others, contributed to the following themes which are discussed in chapter five: *Considering previous experience, and socio-economic* and *demographic factors influencing the use of TELL.*

Data Representation Group One: Purposes and Functions of Technology Use in The Level 3 Classroom

To understand how technology use functioned within the curriculum at this class, a look at what courses and textbooks were offered, and how the curriculum played a role in inviting the use of technology is discussed first. This is followed by what infrastructure was available, the link between the curriculum and TELL, and how technology was used in this class. Although as the other sections show, purposes and functions are not only defined by the syllabi and the program goals, but also by each constituent's understanding of the role of technology in their own lives which is defined by their immediate contexts, educational norms, how they understand technology in their social context, the background they come from, and how they engage in technology when outside school. Further details of this are in the rest of data representation groups in this chapter and the themes in chapter 5.

Link Between TELL and Curriculum

This section covers the structure of the program as it relates to this class to help understand how TELL fit within the syllabus. In this level three class, five courses that correspond to language skills were offered. These courses were grammar, writing, reading, oral, and listening. Grammar took up 6 weekly hours while writing, reading, oral, and listening took up 5,5,5, and 3 respectively. All these classes had allotted hours in CALL labs, except for listening. The allotted hours were part of the overall course hours, which were two lab hours for grammar, and one each for writing, reading, and oral. As Figure 7 below shows, there were

different ways for assessing students for each course. Each course had a total of 100 points, but oral was 60 and listening 40 as they were regarded as one course logistically, albeit being taught by different teachers and having their own textbooks and syllabus.

Each course has a unified syllabus that was followed by all teachers since students were tested on the assigned materials for each course. By examining the syllabi (see appendices L-P), it was clear that the level of detail was varied. For example, the grammar syllabus included almost no details, except for what pages should be covered before and after the midterm with a note that there were extra exercises and tests on a CD with an online practice element. The writing syllabus, however, offered more details as it included course description, purpose, course outcomes, evaluation, and content. The reading syllabus offered course objectives and textbook pages to be covered. The oral syllabus only included page assignments from the textbook while the listening offered goals, target vocabulary and skills, class activities and page assignments.

By referring to the syllabi, there were no clear indications of what technology elements were to be used for each course. The grammar syllabus only noted that there were extra exercises and tests on a CD and that there was an online practice. The writing syllabus, under purposes, indicated that the course helps students learn “to get comfortable writing various style emails, faxes, etc. in a professional environment”. It also indicated that at least 75% of the final exam should test students on writing emails, but neither the syllabus nor the textbook included any use of technology to achieve this. Writing was also traditional in the classroom as discussed in the following groups. The reading and oral syllabi did not include any indication of technology use either. On the other hand, the listening syllabus included audio and visuals under class activities. Apart from the limited details regarding the use of technology to enhance language learning in

the classroom, there were no available guidelines on what to be used in the classroom apart from what teachers were told at the beginning of their orientation when they first joined the ELC. The next section looks at the technology infrastructure available.

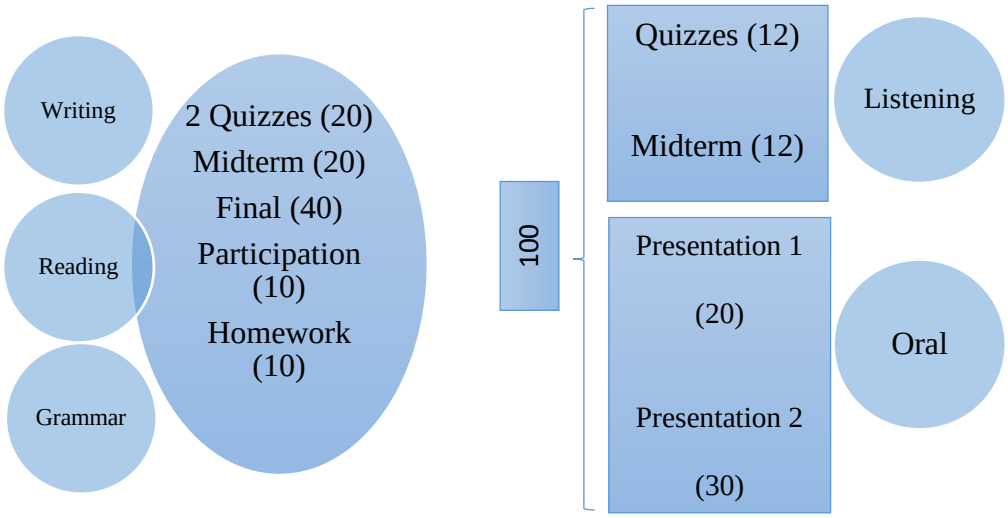

Figure 7. Grades distribution.

Infrastructure Available

There were three different areas that I reviewed when it came to the infrastructure available. The first, what was available in the classroom and CALL labs. The second, what was available outside the classroom but within the ELC and the institute, and lastly what infrastructure linked the students to the ELC when they were off campus.

In the classroom, there was a Smart Board that connected to a classroom computer and helped display materials. The Smart Board also allowed direct interaction with text and multimedia, with and without the use of the computer. An overhead projector was also available along with a traditional white board. The computer connected to the local institute's network as well as to high speed internet. The computer included different software such the Office package,

Smart Board software, and a local drive containing digital copies of the textbooks, syllabi, different ELC forms, and textbooks' audio and video files when available. Classroom audio speakers were also available and were fitted in the ceiling. These were available in the different classrooms that the students moved between. Some of these classes included the iTools, which was software that came with the Oxford textbooks for teachers' use. The iTools worked with the Smart Board by providing a digital copy of the textbook with interactivity options. Using the iTools, students, as well as teachers, could, for example, interact with gap filling exercises, listen to audio, watch video, write answers using digital pens, or play games. The rest of the classroom had traditional chairs with desk arms for students' use.

In the labs, and similar to classrooms, a Smart Board, white board, speakers, a projector, and a main computer station for the teacher were available. Additionally, there were twenty-five computer stations for the students. All computers had a connection to high speed internet. The computers at the students' stations had the Office suite software, a browser to surf the internet and the institute's system software for students' access. There were no educational or language software installed. Similarly, the teacher's terminal had the institute's system software, Office suite, Smart Board software, projector software, access to the ELC drive, and NETOP student monitoring software. The NETOP software allowed teachers to monitor students' work on their terminals, interact with them, control computers, and broadcast to a single student computer or to the whole classroom. The NETOP was not used during this study while the other tools were used and are discussed in the next theme.

Away from classes, teachers and administrators had office computers which included access to the ELC drive containing digital copies for textbooks, syllabi, guidelines for new teachers, as well as different teaching and administrative forms. Additionally, each computer

included the Office suite, Smart Board software, access to high speed internet, institute's system software, Outlook as an email client. While teachers needed IT permission, using administrative passwords, to install software such as the iTools in the classroom and labs, they did not need permission to install it on their office computers.

The ELC building was separated from the main institute building and many of the support units along with the CALL labs were inside the main building, and not the ELC's. Teachers' offices, regular classrooms, and the ELC's administrative offices were in the ELC building. At the main building, students could use the library, stand-alone computer stations, or access the labs. The IT department and the Student Services Department were in the main building as well. In the library, students could use iMac and Windows computers to search for books, use the Office suite, or browse the internet. There were no educational software on any of the computers in the library. The stand-alone computer terminals scattered around the main building provided students with access to the institute's system, where they could check their absences, view schedules and any other important notifications.

Off Campus, students could access the students' services through the institute's website or through an app on their smart phones. Students could also access the same information available through the computer terminals at school. These services included viewing their schedule, absences, grades, library books renewal, emails, or stipend information. They could also edit their personal information as well as request other student services. There were no educational services that related to learning English or that linked students with the materials that they studied in the classroom. The institute also provided access to Blackboard, a learning management system (LMS), on their website and through smart devices, but it was not used by any of the teachers or students at the level three class.

How is TELL Used

The previous sections talked about the link between the curriculum and TELL, and the infrastructure which was available at the ELC/institute. In this section, I look at how TELL was actually used inside the classroom and labs. Teachers and students used the TELL resources at the ELC/Institute differently and teachers utilized these resources more than students did.

TELL use in the classroom. All teachers used the Smart Board, projector, and teacher's computer in the classroom. Although the Smart Board included many interactive elements, some teachers only used it as a display screen. In the grammar class, Sami used the computer to display a digital scanned copy of the grammar textbook on the board. He usually started by taking attendance using a paper roster instead of using the e-attendance system. Afterwards, he started explaining the lesson while the book was displayed on the board. During my observations, Sami used the Smart Board a few times by writing explanations on it using the Smart Pen. He used different colors and invited some of the students to come to the board and write answers digitally. Although students could use the Smart Pen to write on the Smart Board, some opted for using their fingers since the board responded to touch. Rakan, one of the students in this class, went to the board and answered an exercise digitally and then returned to his seat. He was called back to correct something but he did not. When I asked him later why he did not, he said that it was too much work for something he could answer while in his seat. In the classes that I observed, the teacher did not assign homework but during the interviews, he mentioned that he did sometimes. However, students did it directly in their books. There were no other TELL tools used in the grammar classes. Additionally, students did not work on anything digitally, away from the classroom.

In the writing class, Bill, and similar to Sami, used the computer, the projector, and the Smart Board. However, the computer was only used to start the projector and open a PDF version of the book. This digital copy was displayed on the Smart Board which was not used at all apart from being used as a display screen. Students did not use any TELL tools in the classroom and rather listened to the teacher introduce the lesson and then worked in groups while the teacher walked around providing feedback. The students did a couple of homework assignments writing emails, but they did that on paper instead of doing it digitally.

In the Oral class, there was more use of TELL tools since students gave presentations in all the classes that I observed. Students had to give presentations every week with each student presenting for a short 3-5 minutes. Tim, the teacher, used the projector, the Smart Board as a display screen and the computer to open Power Point files that the students used for their presentations. He also used the white board in the classroom. Students had to prepare their presentations digitally using Power Point and were graded on aesthetics as well as on delivery. Ahmad, a student in this class, gave a presentation that included still images and a lot of text and his delivery was mostly reading while Abdullah included more visuals including imbedded videos into the Power Point slides with very little text. Abdullah seemed more knowledgeable about using Power Point than the other students in this study. Oral had no homework assignments apart from asking students to prepare Power Point presentations weekly.

Omar, the reading teacher was similar to the oral, writing, and grammar teachers in that he displayed a digital copy of the book on the Smart Board and took attendance using a paper roster. He also used the Smart Board as a display and there was no interaction with it on his part or the students. He did, however, ask students to use electronic dictionaries on their mobile phones during their silent reading. All students in this study had smart phones and used the e-

dictionaries to look up new words. Although the reading textbook had audio files that were available on the ELC drive, they were not used. Homework was assigned and done directly in the textbook.

The listening teacher, Martin, used the most TELL tools among all the teachers. Although the listening textbook has a digital element through the iTools software that I talked about earlier, Martin was not able to use it since he mentioned that he had contacted the IT department to install it and they did not albeit his numerous requests. This was why he accessed the ELC drive which contained the digital copy of the listening textbook as well as its individual video and audio files as a workaround to using iTools. Martin, like the other teachers, used a paper roster to take attendance and used the projector, Smart Board and the computer. He was the only teacher that I observed that made use of the speakers in the classroom to play audio files. Martin displayed a digital copy of the textbook and played video and audio files as they related to each lesson. He was also the only teacher to use the Smart Board's Notebook software. This software, opened several blank pages for the teacher to write digitally on either by using the Smart Pen or directly using the computer. He used the Smart Notebook to answer questions on different parts of the lesson. He also used the Smart Pen and different digital colors to highlight, underline, and write on the digital textbook pages displayed on the screen. However, the students only worked from their seats and used their textbooks and notebooks to answer different classroom assignments.

TELL use in the labs. Although the CALL labs were different in shape than regular classrooms, most teachers treated it as a regular one. Originally, and according to teachers and administrators, the labs included software such as Dynamic English and Longman English Interactive which provided supplemental work to what was taken in the class. Students were able

to work with software that had voice recognition, multimedia and many other language enhancing tools. It also included interactive elements such as voice recognition-based exercises where students needed to speak an answer that the program could identify as the correct on. It provided them with a chance to practice their language with the teachers being facilitators.

However, for different reasons that I have discussed in the following sections, this stopped two years ago. However, CALL lab hours remained, but with no clear purpose as the teachers and administrators have explained. On the ELC's website and its goal statement, it was indicated that the Center followed the latest in modern technology to enhance language learning, but there were no guidelines on the website nor on the ELC drive that explained how teachers should use such technology as in the labs.

However, lab hours were still scheduled and teachers complied albeit using the labs differently. The labs, as I mentioned earlier, included twenty-five computer stations for students, one main station for the teacher, a projector, and a Smart Board. The software on the computers were similar to those in the classroom. Tariq, the director general of the ELC, explained that the labs had the iTools software installed on all computers and that

> Since we don't have a software for the English labs now, the point here is that we have something that's called iTools that comes with the books. For each book we have software and already they're in the labs. It's up to the teacher to decide whether to use the software or to use the lab as a regular class. (Interview, February, 4, 2016)

This explained that the purpose of the labs is left to the teachers. This was why different teachers used the labs differently, as discussed next.

Grammar had two hours out of six assigned to the labs. Sami, the grammar teacher, used the labs as a regular classroom. However, he used the Smart Board and wrote examples and

explanations as a revision for what the students took in the regular classroom. As for the students in his class, no tools were used at all. They just sat in their computer stations with the computers shut off and faced the Smart Board moving away from the computer stations to be able to see the teacher. This was because the student stations faced the walls since the lab layout was not designed for a regular lecture style classroom.

Similarly, Bill and Tim, the writing and oral teachers used the labs as they would use a regular classroom. Bill started by switching on the main computer, the projector, and the Smart Board and then displayed a PDF version of the book. In one of the lab lessons, he reviewed a lesson that was explained in the classroom about informal emails, but he just lectured the students and none of them used their computers at all. Tim, the oral teacher, was different than the previous teachers in that although he used the lab as a regular classroom, he played YouTube videos to engage students. He wanted students to see how other people gave presentations which he thought would help them when they presented, themselves. However, when I asked how going to the lab was different than the regular classroom and why he was asked along with other teachers to spend time there, he answered “to be honest with you, I don't know the answer to that question unfortunately. I've asked the same question, the very same questions” (Interview, February, 16, 2016).

The listening course did not have an assigned lab hour for the reason that I mentioned earlier. Reading, however, was the only course where students used computers in the labs. Omar, the reading teacher seemed to prefer open practice whenever the students were in the labs. During my observations, he asked students to go online and read text, for example from a newspaper’s website. He asked them to read any article that they liked and encouraged them to use online or phone dictionaries to look up words. He only provided support for students who

needed it. However, the majority of the students did not ask for any help. In another lab hour, he asked students to read a specific online article, look up new words, and then he turned the class into a discussion about this article. Some students however, opted for surfing the internet instead of reading online. For Omar, the lab hour was a chance for students to do some free reading by going online and using e-dictionaries which according to him was intended to help students expand their vocabulary repertoire and be exposed to authentic text.

This data group contributed to the following themes:

- Level of TELL Integration at the ELC: Hindrance of Teacher-Centered Methodology as a Cultural Element of the Overall Educational System
- An Incomplete and Limiting Program Structure
- Support & Training: Key Elements in TELL Success or Failure
- Learning Away from School: The Missing Component

Data Representation Group Two: Teachers' Perspective

In this group, teachers' interviews, observations, and document analysis were explored. The sections in this group align with research questions two and three since they relate to teachers. I interviewed all five teachers with interviews then follow-up ones after I observed their teaching in the classrooms and labs. Between interviews, I also examined documents such the syllabi, guidelines, and textbooks before conducting follow-up interviews. Some teachers preferred that the initial interview was broken into segments. For example, I interviewed Tim, the Oral teacher, twice in shorter interviews instead of a long one. Before moving on to this group, here are research questions two and three:

2. How do the teachers define their course objectives in relation to their classroom practice and their understanding of students' needs with respect to professional preparations?
3. In what ways do teachers' self-understanding of technology expertise mediate and negotiate their classroom practice?

Teachers' Understanding of Course Objectives and Its Effect on Classroom Practice

Through analyzing the data different parts emerged as more vocal in relation to this main group. These were course objectives and the syllabi, teachers' classroom practice and the role of the labs.

Course objectives and unified syllabi: empowering or limiting. By examining the syllabi, I have found that not all of it had detailed goals to guide each course. Grammar and oral, for example, only included the assigned textbook names and page numbers to be covered before and after the midterm exams. However, there was a note on both that mentioned the availability of an online practice. In addition, the grammar syllabus noted that there were extra exercises and tests on the CD that came with the textbook.

On the other hand, the writing, reading, and listening syllabi included different details about course goals. For example, the writing syllabus included course purposes and outcomes while the reading syllabus included only course objectives. Listening was similar in that it included course goals, just a line, but it included target vocabulary and skills that each chapter aimed to achieve. However, all three did not include any mention of technology use in this course albeit the listening textbook, for example, including the iTools software. The listening syllabus, however, listed audio and visuals as class activities for each week.

Apart from the syllabi and the partial course goals available, there were no general guiding class/level goals, or clear program goals. It seemed that what teachers needed to do was to cover the materials that the students were tested on with little supporting details leaving the decision to teachers on what to do in the classroom. Table 9 below summarizes syllabi goals and technology use solely based on what was on each syllabus.

Table 9

Syllabi Goals & TELL Components

Course	TELL Component Mentioned	General Goals & Objectives
Grammar	Exercises & Tests on CD Online Practice	No
Writing	No	Yes
Reading	No	Yes
Oral	PowerPoint Presentations (by students) Online Practice	No
Listening	Audio Visuals No mention of iTools or online practice	Yes

Although the syllabi did not include much details on utilizing technology especially in textbooks where it was a component of each lesson, teachers asked for more details on the syllabi regarding technology. Bill, the writing teacher, complained that they needed to sit down

with administrators and ask for details on the use of technology in his course. He suggested that although he was teaching students on how to write emails, paper was being swapped in class. He suggested that students could at least write emails on computers during labs hours.

Tim, mentioned that he used technology in his previous job but that “over here we're not really utilizing this technology. We're not really utilizing and something needs to be done about that” (Interview, February, 16, 2016). He did, however, mention that the oral syllabus gave him more freedom since it focused on presentations, which could not be said about other courses as teachers needed to focus on finishing the materials. Martin, also complained about the lack of details in the syllabus. He said “ I was like, "Can I get a detailed syllabus?" This is what I got. A one-page thing with a PS” (Interview, February, 1st, 2016).

The syllabi for this level Three class was new since the textbooks were changed starting the beginning of the academic year. All textbooks in this level were from one publisher, Oxford. Martin mentioned that two days before the end of the previous session, teachers received an email saying that they will have training on the new books by the publisher. A person from the publishing company showed up for the training but Martin was not impressed. He explained that

> this could be interesting. It was just basically day one of CELTA because the guy came and it was like, okay, these are the Oxford books that you’ll be teaching in the next session. Okay, cool. Give us some ideas like teaching tips on how to utilize this. He’s like, “No. I’m not here for that. I’m just here to go through the basics of approaching a classroom with learner centers.” I’m like, yes, I understand learner-centered classrooms. (Interview, February, 1, 2016).

Although other teachers have also agreed that they did not receive training on the new books and needed more detailed syllabi especially on how to utilize technology to enhance language

learning, some went even further to suggest that there is no need for the syllabi at all.

Omar explained that the midterm and final exams used to be unified but it was not the case anymore. Teachers wrote their own exams for the courses that they taught. This is why he thought that skills such as reading at this level 3 class should not have a syllabus. He explained that there was no one textbook that improves students' reading skill on its own. He believed students should read a variety of books and texts and that it should not be bound to one textbook. Hence, he did not believe in a unified syllabus for the reading skill. He also mentioned that although the oral syllabus gave him more freedom compared to other courses because it focused on presentations, the number of presentation was too much. Students had to do presentations on a topic every week and with thirty-one students in this class, there was little room for teaching as Tim has suggested.

Tim, the oral teacher, felt the same. He mentioned that he did not follow the syllabus and focused more on improving students speaking skills in any way he thought benefited them. The other three teachers, Sami, Bill, and Martin followed the syllabus since it was required by the school, but had more to say about the technology component of the courses.

Talking to Sami, the grammar teacher, he mentioned that all courses had course objectives detailed in the syllabi. This was not true, at least for grammar since the syllabus included no goals at all. It only included page numbers to be covered before and after the midterm. When I explained this to him, he said that this was a trial period for the new textbooks and hence it might explain why there was a lack of detailed syllabi. He was not also sure whether the ELC had general program goals that suggested what students should achieve in each course and in each level in regard to the whole program. This was something that all the teachers I have

interviewed had in common, they were not aware whether there were general program, level, and course goals.

As for using technology for this class, the overall picture was not clear. First, the syllabi as I have mentioned had no or little information on what each course offered. Second, teachers had different opinions about whether tools such as iTools, online practice, and CDs/DVDs were or were not required by the ELC. Sami mentioned that students "had" to go to the textbooks' website and register. He believed this was true not only for grammar but also for the other courses. All the other teachers said the opposite as they have considered these tools to be optional. Even Sami when asked about technology requirements by students, said that PowerPoint is the only thing required.

Teachers' classroom practice and the role of labs. The syllabi and course objectives, when available, seemed to control what teachers did in the classroom and labs. As I have mentioned earlier, the classrooms and labs were equipped with different technological tools. Some of the textbooks also included tools that could be used such as iTools, online practice, CDs, DVDs with audio and video files as well as images. Still, since there were no clear guidelines on how to utilize technology, teachers used classrooms and labs differently.

Overall, teachers used the classroom with a teacher-centered teaching style. They used the computers to project digital copies of the books. The Smart Board was used mostly as a display screen for the projector and teachers sometimes wrote on it using the digital pen. However, students' engagement with the tools in their classes were minimal and were mostly just writing a few words on the Smart Board when there was an exercise that required participation.

Since the syllabi did not require the use of technology tools in cases where it mentioned its availability, teachers rarely considered it in their classrooms. Sami only used the computer to access the ELC drive and view the digital copy of the book. Sometimes, he asked students to come to the Smart Board and write on it, which he did himself sometimes. That was all what he did with technology in the classroom. In the labs, he also taught the same way that he taught in regular classrooms and students never used computers in the labs.

Technology was, sometimes, considered when a teacher had extra time on his hand. Omar, for example, thought that the syllabus covered very little in terms of materials. This lead him to end up with extra hours every week where he did not have anything to do with the students. He sometimes "enjoy[ed]" going online and viewing reading materials for the class such as newspapers and having discussions about it. He did this not only when he had extra time, but also when students were bored. It was still however, a teacher-centered style and the students did not engage with anything other than the text being displayed on the board. Omar also mentioned playing YouTube videos about topics in the books to provide students with a different voice.

Martin liked using technology in his teaching in class. The textbook that he used for listening came with iTools and although he faced problems getting IT to install it in all his classrooms, he still found a way to use it. He got a copy of the iTools folder from the ELC drive and put it on a flash drive that he carried to class. Since he could not install it in class without the IT password, he displayed the digital copy of the book and then navigated to the related video and audio files in the folder manually. His belief in using technology even when there was nothing mentioned in the syllabus, lack of guidelines, and problems installing the software by IT, drove him to find alternatives for using it. However, technology was mostly used by teachers in

the classrooms, and the students were passive. Marin confirmed that although he used technology to teach, he did not require students to use anything electronic in class.

Bill acknowledged that students had online materials that came with some of the class textbooks, but he explained that “this is the only time where technology is really used, apart from using the smart board and using the projector, that's the only real time that the students kind of learn English online” (Interview, February, 1, 2016). It is important to mention that teachers said they did not know whether students used the supplemental materials, since there was no way for them to assess or view what they have worked on.

In the labs, some teachers used it as a regular classroom since there was no clear role for labs in the program at the moment. Other teachers used it as a free space for students to practice learning English albeit being mostly unguided and unsupervised. Omar, for example, sometimes asked students to go online and choose an article form a newspaper and look up new words. This was either free reading for students or guided by the teacher when they read the same article. However, as I have observed in the lab, this was mostly unguided and some students preferred surfing unrelated websites on the internet, mostly in Arabic.

This is why Bill thought that allowing the students to use the computers when it was not part of a structured program or without proper software was unproductive and distracted students since they often viewed web materials that had nothing do with learning English. This is why he preferred to teach a regular class in the lab albeit the unsuitability of the lab seating design to be used as a regular one.

Sami used the labs as he did in a regular classroom since he said there was no software available. He preferred to use the lab hours to finish the materials for each week and when he had some extra time, he revised each week’s progress with the students. This was all done

without the students using any of the computers in the lab. Similarly, Tim did the exact same thing in the labs as well. Students did not seem to be using any technology when they were in the labs for most of their assigned lab hours.

Overall, teachers covered the materials that the students were going to be tested on based on what each syllabus detailed. As for technology use, there were no guidelines of what or how it was used in relation to the materials. Some syllabi mentioned technology tools but did not provide any details. Teachers did not understand the role of labs and this affected how they used it. Some teachers believed that the lab hours were there for logistics only. Teachers who were at the ELC when they had learning software in the labs talked about how the software used to match skills taught in the classroom and provided a practice space that made sense of lab use. Although the teachers used the labs as a regular classroom for most of the time, according to Omar, the ELC required that teachers use the computers when the students were in the lab. However, this was not what actually happened.

Teachers' Understanding of Students' Needs and Professional Preparations

Under this section, two areas emerged as the most vocal among data collected from interviews with teachers. The first was how teachers perceived their students' needs specifically as it related to TELL. The second area was how teachers perceived students' support, whether through teachers themselves or through the ELC and the institute in general.

Teachers' understanding of students' needs. Throughout the interviews, teachers have varied in their understanding of students' needs. Some of the most important issues that they have talked about were students' needs in relation to the syllabus and ELC policy, social factors affecting students' utilization of technology, and how they perceived technology to help students learn better.

One of the issues that seemed to affect teachers catering for students' needs was how the teachers perceived their main goal to be. This was basically to finish the syllabus and stick to what the administration wanted to be accomplished. When I talked to Omar about the technology tools that were available with the grammar textbook, he seemed not to know about it. I told him that there was digital content on the ELC drive that contained materials from the textbook's DVD with different guides on how to gear the book to cater for students' needs. One of which was the availability of a video and different forms that suggested that teachers should conduct a needs analysis for students before starting the course. Omar responded that he did not think he could do that because teachers are "instructed to stick the syllabus we have from day one" (Interview, February 11, 2016).

Although most of the teachers did not use any of tools that were either mentioned in the syllabus or that came with the textbooks such as iTools, Martin suggested another issue that related to students. He mentioned that although he used iTools for his listening class, he felt that this tool was geared more towards students who, for example, are European. He explained that the tool was better suited for students with knowledge of the Roman alphabet and that the iTools along with the accompanying textbooks were geared for European markets, and not for Arabic speakers.

Tim responded differently in regards to students' needs and how they engaged with the syllabus. He argued that the syllabus did not relate to the students and that this caused them not to pay attention to the materials being taught and forget it as soon as they leave the school. However, he suggested that it was each teachers' job to try and make students engage in learning English with passion even if the syllabus did not relate to them. He stated that this was why he incorporated technology, such as using YouTube, into his teaching to engage students more. He

also mentioned that he required students to use Power Point in their presentations since using this tool generated interest in the topics that they were studying. In his opinion, the way the syllabus was structured and the lack of incorporating technology made students feel bored.

Although Tim asked his students to bring "something they are passionate about, something that the audience can take advice from", it seemed since the syllabus did not include a rubric for evaluating presentations, students did not know what their presentation should or should not include. I asked him whether he used rubrics that included criteria for evaluating visuals as well as content since he mentioned he encouraged students to do so, and he answered that he usually did. However, he did not measure students' knowledge about whether they can actually use Power Point in the first place. As I have discussed in the third theme group, students seemed to have an issue with this.

Something that kept surfacing during interviews was that teachers asked students to use resources that teachers did not know whether students had access to or knew how to use them. The previous example was about using Power Points. Another example was about using emails. Omar mentioned that he provided his school email to students to communicate with him when they needed to. Interestingly when, I asked him whether students had school e-mail accounts or not, he said he did not know. I even asked whether students used their personal emails, and he explained that he did not know if students had personal emails either. Not knowing whether students had school emails was something that all teachers shared except for Martin. He mentioned that there was a feature on the institute's system software that allowed e-mails to be sent to all students in the class. However, he said he never used it himself.

All teachers seemed to agree that students used more technology outside school than they did while inside it. They also agreed that the syllabus and tools that were being used needed to

relate to the students' own knowledge repertoire and build on it. Bill went even further to suggest that even students who were mostly quiet and hardly ever participated, seemed to do better when technology was involved.

Teachers talked about how they thought technology improved students' learning. For example, Sami mentioned that students used to read more while presenting using paper rather than speaking before Power Point was implemented although they were instructed otherwise. He added that students speaking vs reading during presentations improved since they were able to use visuals such as images. Tim also mentioned that in his listening class, and without using iTools, students would just read the materials in the book instead of listening to video and audio when iTools was incorporated. For him, using technology engaged students more with the targeted skill and with learning in general.

Interactivity is something that students needed, as Tim have explained. He said students needed more technology especially when there were a lot of applications and software available online, free or otherwise. He suggested that students would be more engaged as well when they interact with learning materials using, for example, applications on their phones or software in the labs. In addition to interactivity, Omar talked about the need for students to familiarize themselves with exams that use technology such as the Internet Based TOEFL. He argued for the need for a testing system that used technology since students were tested with it once they leave the program anyway. In addition to interactivity and familiarity that teachers believed technology brings, Omar also argued that speaking to native speakers using subscription-based online software or even free ones, can expose students to the target culture which was something they were not exposed to for most of the time.

One of the points that most teachers talked about was the importance of motivation in relation to technology use. Martin explained how regardless of whether one incorporated technology into teaching and learning, there were external factors such as motivation that affected their engagement. Omar agreed that motivation was an issue. He mentioned that although he encouraged students to read more online and to use search engines to read about specific topics, they did not. Martin explained that motivation to use technology for learning is related to students' desire to learn English. When he talked about his class, he suggested that a handful of students used the tools available to them to practice what they have studied when they went home. He suggested that students needed to have passion (motivation) for learning a language in order for them to utilize all the supplemental tools that were available to them.

However, Tim still thought that technology could solve the motivation issue. He suggested that by using tools that utilized games, social networking, or ones that had incentives for accomplishments, which were not related directly to learning, could help students use these tools more and subsequently learn English or any language for that matter. As an example, he mentioned *Memrise*, which is software that is available for computers and smart devices. This software helps people learn languages, or other fields such as geography, by utilizing visual cues that are mostly user-generated. The software adapts to "personal learning styles and performance" (Memrise, n.d.). It also included a competition style learning system where users gained points while competing with their friends and other community users. Martin thought that these elements, such as competing with friends, generating materials, and interacting with the community, could motivate students to learn more. He wished that similar tools were available at the ELC.

Tim also suggested that students faced barriers that prevented them from presenting, such as the fear of public speaking. He believed that by using technology, students could become motivated to overcome these barriers. This explained why he used YouTube to show sample presentations and why he recommended students to use visuals in their PowerPoints. He explained that technology not only aided students, but also took some of the eyes away from them while presenting, since other students focused on the slides when they were visually good, leaving the student with more time to speak. The next theme talks about support and professional development.

Support and professional development. Teachers are an important element in students' support (Al-Jarf, 2004, Fageeh, 2011), but they are only one of many other elements that provides support to students. Still, support and professional development needs a clear plan by any institution to best maximize the use of any tool technological or otherwise as Al-Khatani and Al-Haider have suggested (2010). In this section, teachers talked about the resources that were available to students, IT support, and what students needed in terms of training and overall support.

All teachers mentioned that apart from the resources that were available in the classroom, students could use the library, IT department support, Internet, school e-mail system, and computers in the labs to enhance their language learning. Omar suggested that students could use computers in the library to work on assignments such as PowerPoint presentations or just to explore materials available in the library and online. Sami mentioned that there was no clear role for the library, especially since the ELC had no technology tools to be used by the students for their assignments except for presentations. Similarly, Bill thought that the library was just large offices and students usually went there to surf the internet and not to search for books or improve

their English. Internet, however, was something that all teachers seemed to be happy about since its speed on campus was super-fast (+500 Mbps) compared to what students and teachers had access to away from school. Martin suggested that fast internet access, especially in class, supported teachers and students in teaching and learning.

Students needed support especially when they lacked the ability to use certain software or even have access to it. When I asked Bill whether students can get support in such cases, he said there was no support for students from the IT department and if students could not complete their assignments then they were failed. Omar said the same thing about IT support for students as he did not think this service was provided for them. Sami, however, thought the IT department provided technical support for students when they had problems with their personal devices or needed help using software, but this was not the case. The IT department provided support for teachers especially by installing or fixing school computers and tools, but they provided no such thing for students. Sami explained that students usually fixed their own problems. He suggested that because of this, students did not really need technical support.

Not only did students support themselves by fixing their own problems like Sami explained, but they also provided support and guided each other, as he suggested. He explained that students

> usually, especially those who have no idea, have no clue about PowerPoint or making a PowerPoint, it may be the first time for them to do such a task. We ask some good students to help them with this, to help them prepare a PowerPoint presentation (interview, January, 31, 2016).

Tim said that whenever he had students who did not have access to internet at home, did not have computers, or faced any other challenges, that he would solve this by giving them more

time to complete their presentations. As I mentioned earlier, Black Board LMS was available for use and the administration encouraged teachers to use it. Teachers, however, called for students' training first. Martin explained that "If they [administrators] are not going to do it then you are wasting your time by teaching us Blackboard if we're never going to use it" (Interview, February, 16, 2016). He suggested that there should be a training session at the beginning of each quarter so that students become familiar with the technology.

As for professional development for teachers and students, events seem to imply a need for further professional development. For example, training on how to use Black Board was still needed although teachers had received basic training on how to use it. Sami argued that although teachers had been asked to use it, they still needed training themselves and so did the students. Although the institute conducted regular workshops, teachers as well as students complained that it was usually related to other majors and not geared towards English or technology. Martin, mentioned that he received e-mails about workshops, as well as students, but it was written in Arabic and was usually not related to technology nor learning and teaching English. During my data collection, I received an e-mail about a Black Board training workshop, but unfortunately it was in Arabic and it was conducted at a time when students as well as teachers had classes. This was because Black Board was not only used by the ELC, but also by other majors at the institute as well.

Overall, teachers did not rate technical support favorably due to their limited engagement, lack of continuous training, and slow response in addition to providing no support for students. Teachers such as Tim and Martin have explained that they learned the latest in TELL by themselves and usually did only what was required by work. The next theme discusses challenges in utilizing TELL at the ELC.

Challenges Facing Teachers in Utilizing TELL

A good number of challenges presented themselves while talking to teachers. Some of these challenges that hindered the use of technology, according to teachers' opinions, included administrative decisions, lack of communication between administrators and teachers, issues with the program structure, social issues, and issues with support and training. Next, I talk about these challenges that have emerged while interviewing teachers.

Administrative issues. The most vocal point that teachers kept talking about whenever we discussed the use of technology was that financial constraints affected using TELL properly. Sami, a veteran teacher at the ELC, explained that TELL was the missing component in the program, especially in the CALL labs. He suggested that this was down to how much money the institute was willing to invest in it. Omar agreed with this point saying that the situation in the labs and the lack of any educational software being used was due to budget cuts that most government agencies are going through especially at a time when oil prices are lower than previous years. This was in addition to a war at the southern border against the Yemeni Houthi rebels that was straining the country's budget. Further, Sami said that money affected every aspect of technology use at the ELC and not just the labs.

Another issue, which not only was an administrative decision, but also a program structure one, was that most teachers had heavy teaching loads preventing them from engaging with self-improvement and exploration on the use of TELL. Even for Sami who was involved in some committee work, a heavy teaching load left little time even for that. Martin further argued that in addition to the teaching load, the number of students in each class added another challenge to the equation. He explained that

> when you have classes of 30-plus students, you have 6 classes a day so you're seeing 180 students. You can't stand behind each one and go, "Did you check the website? Did you check your emails? Did you do this?" I find it easier to just debrief and brief in classes (Interview, February, 1, 2016).

Bill, the writing teacher, added that at his previous job he used a Google Plus group for each of his classes where he put different links to websites and course materials among other things. However, he thought he did not have the time to do this at the ELC because of the heavy teaching load.

Teacher also considered the labs as wasted space since they used it mostly as a regular classroom, as Sami explained. On this issue, Bill believed it was a logistics issue which could only be dealt with by administrators. He even mentioned how the labs only held twenty-five students since there were so many computer stations. A writing class in the labs, in his opinion, where students could not have enough seats prevented students from learning. Bill believed that having more than the maximum number of students in each class (twenty-five) was an administrative decision that affected teaching and learning negatively.

Other teachers have also suggested that a manager's generation affected how they looked at technology and the level of integration they were willing to commit to. Prensky (2001), have pointed out that educational systems and the way they are designed does not suit today's students who have changed "radically" (p. 1). Bill, thought that although this was the case at the ELC, change will come as technology and the power of social media takes over. He explained that technology through social media has resulted in government change, and that educational systems were no different. Martin said that the ELC told them that students should not use their phones in classrooms. However, he disagreed with this decision, especially when he thought

there were a lot of benefits from students using their phones for educational purposes. He insisted that "you cannot stop technology" (Interview, February, 1, 2016).

Incentive was another issue that teachers linked to technology use at the ELC. Omar wanted all technology use to be included in the teachers' weekly work load. He suggested that teachers were not interested in using Black Board, for example, because it required a lot of work which was not being compensated by administrators. Tim said that teachers could do a lot on their own, provided that they had an incentive to do so. He believed that since there was no structured use of technology, especially in the labs, teachers won't do anything extra if they did not have the time for it unless there was some kind of incentive.

Communication related challenges. One of the issues that prevented optimal use of TELL at the ELC was that of absent or minimum communication between teachers and administrators and on a lesser degree with students, especially when students used little technology to start with. This sub-theme presented itself while interviewing teachers.

There were different committees at the ELC that dealt with exams, planning, curriculum design to name a few. Through these committees, different suggestions see light after being approved by the administration. Aside from committees, one teacher mentioned that he was consulted on testing, but none of the other teachers mentioned being consulted on using, adapting or buying new TELL software or tools. Sami even suggested that the administrators choose what they think was best for the program without consulting teachers especially when it came to technology. Additionally, four of the teachers interviewed, mentioned that they were not part of any committees. Tim, Bill, and Martin said they were never consulted on anything technological or otherwise. Martin even said he did not know if there were committees to begin with.

Sami explained that committees have selected people and was usually compromised of administrators from the main ELC and other satellite locations and that teachers only provided feedback when textbooks, software, or other changes have already been implemented. He mentioned that he was consulted on a project to make all testing electronic, but he was consulted on the content not the technology. When I asked Omar if he was consulted he said “If I'm going to be frank, no. They just say, for example, "Okay, do this and do that”. I'm saying the truth” (Interview, January, 31, 2016). Bill suggested the need for better communication with other teachers and the administration saying:

> Meetings about this would be great. We could maybe have some samples of different books and look at how they do work. Going into the classrooms, putting on the smart boards. Hearing about the possibilities of using this on a day to day basis or anything like that. We don't really (Interview, February, 11, 2016).

He also suggested that even if there was clear integration of technology into the curriculum, autonomy could work if teachers were given the green light and at least felt supported. Tim explained that the administrators required technology to be used at all times. Nevertheless, he did not think this was practical. He mentioned that administrators want the projector and the Smart Board to be on at all times. One day he was teaching without it when one of the administrators walked into his class and saw it was not on. The administrator was quiet surprised that it was not on, but as Tim told me the lesson then did not require the use of any tools.

Bill also suggested that it would be great if students were invited into meetings where at least they could know about what they can do at home or at school in terms of using technology. This would establish a kind of communication that was currently lacking between teachers,

administrators and students. Martin further explained how communicating with students was important when he mentioned that they have ELC emails which they never used because many of the students did not know about it. Additionally, when students first joined the ELC, their level of tool knowledge was never measured as Omar explained. He thought it was a good idea but the ELC did not do it.

Program structure challenges. A number of issues with the program structure were highlighted in teachers' interviews. Some of these were related to how the curriculum and the syllabi informed using technology. Others focused on the issue of time and teaching load while labs were a common area of discussion that teachers kept brining into discussion. It is however worth mentioning that although all teachers shared the challenges that they faced in using TELL, some though highly of technology tools available at the ELC. Sami was one of the teachers that brought my attention to this at the beginning of his first interview. Interestingly, and at the end of his last interview, he told me that, he then felt that the program was not really utilizing technology.

Martin was of the opinion that the structure of the program not only did not allow time for language learning, but also affected the planning and incorporating of technology. He suggested that the eight-week sessions were short and did not help build learning momentum. In addition to having eight-week sessions, having a midterm, final, and two quizzes forced teachers to focus on getting through what was required with little expansion.

Additionally, teachers complained that they had little time to even use tools that were available, because they were overloaded with classes. Similarly, Tim said they had many ideas that he would have liked to try, but he had a busy schedule. Sami thought that by making all exams digital, at least preparing for exams would take less time. Still, he argued that developing

exams to be taken on computers would take time, since it was not a matter of days. Like Tim and Sami, Bill said that having busy schedules in a short period of time prevented him from adapting more technology into his teaching. Tim also added that although his class textbook came with the iTools software, which he installed in his classroom, he did not use it because he had no time. In addition to time, Martin stated the importance of a program structure that trained students since the tools such as Blackboard required

> tutorials and training sessions and training weeks, it means nothing because even if they came in and taught all of us, we have such a limited time to get through the syllabus that we don't have time to dedicate to teaching the whole new batch of students how to use Blackboard (Interview, February, 1, 2016).

In addition, teachers thought that there should be a connection between Blackboard, as a tool, and the syllabus, and hence why it was not being used. Additionally, Martin argued that if Blackboard was to be used, students needed to have an incentive to use it. This could be by grading them on work done on the platform, for example. Omar faced a similar issue in his class when he asked students to read online materials related to a lesson, but no one did. He explained that without marking them, it was not going to work.

This was why teachers called for a more direct relationship between syllabi and work done using technology. Bill even called for the introduction of textbooks that would align with technology used in the classroom, such as the Smart Board. He stated that the writing book that he used did not even have any online materials like the other textbooks in this class. Sami added that any software used should be part of the family of the textbooks that are being used which was not the case. Additionally, teachers mentioned the lack of flexibility in the syllabi. Bill, who taught at another school in the evenings, mentioned that he could use materials from his ELC

course into his evening classes, but not the other way around. He felt that the lack of flexibility at the ELC prevented him from using other materials such as Google Plus groups.

Omar argued that one thing that the ELC lacked was an online element. Something that was already being used at other higher education institutions. Even with the tools that were being used such as the Smart Board, the ELC curriculum did not have a clear role for it. Bill talked about how he displayed a digital copy of the textbook and highlighted important stuff. Still, he thought this was not important since students had the textbooks and that he could just point them to what was important without the need for the Smart Board. Sami, mentioned that he did not know what he can do to use technology effectively as he was waiting for the ELC to provide him with ideas and training.

An important part of the program structure were the CALL labs. Each course had assigned lab hours, except for Listening. As I have discussed earlier Oral and Listening together weighed a total of one hundred points, but they were treated as separate courses with different teachers, syllabus, and schedule. However, the Oral was assigned a lab hour while listening was not. This was why Martin thought this did not make any sense. Martin, as the Listening teacher, thought a lab hour would be great since students could use their headphones to listen to listening materials. On the other hand, he thought, as the labs stand now, they were not being effectively used due to the lack of software, guiding materials, and even a proper lab design.

Bill, mentioned that one of the challenges that he kept facing in the labs, was having more students than the lab could hold. Each lab had twenty-five stations for students. This class had thirty-one students which was always an issue. In addition, the design of the labs focused on individual work since students were not facing the teacher when working on their stations. He

complained that even when he lectured, students at the back could not see him or see the board. He thought the students felt disconnected with the current design and use.

Another main challenge with the labs was that they were not used as they were supposed to. Martin explained that with lack of a link between the curriculum and the labs, learning and teaching was hindered. Sami argued that the missing component in the program was the labs since they lacked software and a link to syllabi. Nevertheless, he thought the labs could still be utilized without software and through the web if administrators included training and integration into the syllabi. Overall, Sami thought that a program that lasts for an academic year definitely needed this missing component. However, all teachers agreed that the labs in their current state were only there for logistics.

Social challenges. Social factors presented themselves as part of the challenges minimizing the adoption and utilization of technology to enhance language learning in this class. One challenge was how administrators viewed some technologies in relation to the overall culture. As I have discussed earlier, cell phones were not allowed to be used in the classrooms although they could be used for learning. Another issue that teachers brought to my attention to was that the ELC prevented the use of YouTube. Although some teachers used it anyway, some did not because some videos might have had elements which were considered socially unacceptable such as the idea of drinking alcohol that might be part of a conversation or a scene. Bill said that he did not use YouTube because it was frowned upon to enforce anything.

Bill also mentioned that a lot of the issues that they were facing about the program were not communicated because he felt it was a cultural thing to say everything was fine. He said

> I think it is also somewhat of a cultural thing as well. Everything's fine. Everything is working fine. No problems boss, so everything stays as it is. Who's going to be the man

who tells his boss, "This is not working. This system is not working."? (Interview, February, 11, 2016)

He also mentioned how students in his class seemed to like a lecture style teaching. They liked to be spoon-fed, as he explained. While students were used to traditional teaching styles prior to joining the institute which might explain why he thought that, it seemed teachers also sometimes identify themselves as such.

Omar, for example, when I asked him about what measures he took to improve his technology use professionally, answered that he did not do anything to improve his knowledge away from school. He described himself as a traditional teacher and that at school he was satisfied with his teaching style. Tim also suggested that improving oneself was a teacher's initiative in the first place. This was why he kept with the latest in utilizing technology not because he was asked to, but rather because he wanted to be a better teacher. On the other hand, Bill mentioned that he used technology more at his previous job that he did at the ELC because he was given autonomy there while at the ELC, he had to follow what the school required.

Support and training challenges. There were three areas that teachers were vocal about. The first was in relation to proper guides and instructions to use technology on one hand, and to properly use it for teaching and learning English at the ELC, on the other. The second was challenges brought forward by interaction with the IT department and their role in supporting teachers. The third was the lack of training on current tools available for this level three class, and the need for continuous training for professional development.

Teachers had access to an ELC drive that I have discussed before. However, teachers lacked a guide on what was available on the drive and how to use it. Some of the teachers that I interviewed did not know about some of the available materials on this drive until I brought it up

during interviews. Martin summarized it by saying "[i]t is a figure it out kind of thing" (interview, February 1, 2016). Omar and Sami also added that there were no guides on how to use the tools, such as the Smart Board, that could help them use it better. Omar added that even new teachers did not get proper orientation especially on how to best use the tools at the school. Bill mentioned that new teachers were assigned a teacher who has been at the ELC for some time to walk them through the program structure and tools. Still, these colleagues only covered the basics and teachers did not know where they can get more information. Omar explained that he depended on himself and that whenever he had a question, he would ask a colleague for information. Additionally, there were no guides from the IT department, which left teachers unsure of who to turn to for guidance and support.

IT support seemed to be another issue that teachers faced. According to Sami, the IT Department just provided maintenance more than anything else. They did not provide training or offer an explanation on how to best fix issues or use tools. However, Sami had a positive opinion of IT and suggested that they were right on demand. Other teachers, however, did not have positive experiences with IT. Martin explained that he needed the iTools to be installed in all his classrooms, but IT were slow and did not show on time, which forced him to carry a flash drive with the individual audio, video files to the classrooms instead of using the whole software. Similarly, Omar thought that the IT support got worse in the past few years.

Teachers also complained about not being able to go on some websites for educational purposes, because the IT department blocked them without providing an explanation. Additionally, non-Arabic speakers could not use the Institute's system effectively which included the ability to request technical support, view schedules, enter absences and grades as well as view other administrative information. Bill was not happy that the menus were only in

Arabic, and he said he worked his way around by trial and error until he got to what he needed, like printing a class roster.

Another issue was the lack of an IT solution when it came to connecting teachers and students on and off campus. Bill explained that there were no tools that could be accessed off campus. However, there was an online portal that teachers could access and receive mostly administrative information such as schedules, grades, and library search. Still, part of the menus was in Arabic too.

This data group contributed to all themes with varying degrees. This is almost repeated in the next data groups as well. This is because the core of this study was to understand how all the constituents affect each other when considering TELL. The themes that this group contributed to are:

- Expectations & Actual Use of TELL: The Importance of Considering the Other & Issues of Power
- Level of TELL Integration at the ELC: Hindrance of Teacher-Centered Methodology as a Cultural Element of the Overall Educational System
- Learning Away from School: The Missing Component
- Support & Training: Key Elements in TELL Success or Failure
- Lack of Communication Between Constituents
- Administrators: A Driving Force for TELL Successful Integration
- An Incomplete and Limiting Program Structure
- Socio-Cultural & Demographic Factors Influencing the Use of TELL
- Previous experience as a predictor of successful future use of technology

- Personal beliefs and perceptions as another predictor on TELL use
- A Fourth Dimension: The Effect of Institutional Administrators

Data Representation Group Three: Students' Perspectives

In this group, students' interviews, observations, and document analysis were explored. The data represented in this group aligns with research question four and the literature review. I interviewed eight students but two dropped out so I ended up with six students. There were two interviews for each student, in which I started with the interviews then follow-up ones after I observed students in the classrooms and labs. Between interviews, I also examined documents such the syllabi, guidelines, and textbooks before conducting follow-up interviews. Before moving on to this group, here is research question four:

4. How do students perceive the use of technology to enhance their English language learning in this Level 3 class in relation to course objectives, available support, and previous experience?

Students' Background & Previous Experience

There were six students in this study. Their ages ranged between nineteen and twenty-three. All six studied English formally starting sixth grade in public schools. The students in this study were Ahmad, Riyad, Rami, Mohammed, Abdullah, and Saeed (pseudonyms). All students declared majors were in Human Resources (HR), except for Saeed whose major was Banking. All students owned a laptop and a smart phone except for Mohammed who owned a smart phone, a tablet, and a PC.

Apart from learning English at public schools starting sixth grade, some of these students enrolled in private language programs prior to joining the ELC. Ahmad, enrolled in a summer educational program, by the Saudi Arabian Oil Company (ARAMCO), when he was in high

school. The program was an intensive summer one that focused on different educational skills including English. Riyad studied in a university in Riyadh, Saudi Arabia where he went through a preparatory program that lasted for a whole academic year. Part of it was an intensive language program, which he stated did well in, receiving A's in all of his language courses. Abdullah, studied English at a private institute for a semester and a half before enrolling in a university that he later dropped out of and joined the ELC.

In addition to learning either in public schools or private institutions prior to joining the ELC, some students were enrolled in evening programs. Ahmad, for example, was enrolled in an evening language program in addition to his morning classes at the ELC. This program was part of a training initiative by the Human Resources Fund, a government agency and is free of charge. In this program students learned English as well as courses related to their future job. Similarly, Abdullah and Saeed were enrolled in evening classes too, but at different institutes.

Students were also exposed to learning English informally. Riyad explained that when he was in school, he used to learn English indirectly thought watching movies and through playing video games on PlayStation. On the PlayStation, he mentioned not only reading text and listening to game dialogues, but also by chatting online with other gamers. Similarly, Mohammed mentioned learning from watching English speaking TV channels, movies, and series. He also mentioned having a hobby where he used to add subtitles to movies and series using a special software for that. He used to look up words to help him translate, which helped him learn a lot. He said it was not perfect, but he did it because he enjoyed doing so.

One thing that all students shared was how they described their language learning experience in public schools. They mentioned that they did not learn much in schools. Some of

them blamed teachers for this. However, what they agreed with was that they did know the basics when they finished high school. As Mohammed explained:

> In reality I did not learn something beneficial. May be the syllabus was not bad but either the teachers were bad or the books did not feel like they taught me much. I feel there is a huge difference between the level in my last year in high school and the first session at the ELC. The teachers who used to teach us in high school were really bad (Interview, February, 3, 2016).

Abdullah also added that there was no language learning in schools and that he only graduated knowing basics such as the alphabet and numbers.

Technology wise, students' levels varied as they have explained. Ahmad explained that he used to sell merchandise in an online store that he created. He also used to work on some digital designs using the Flash software. Flash is a software package that allows users to create animated content such as browser games and animations. Still, Ahmad argued that he was not a programmer since he only used codes that were available online and edited them. Similarly, Abdullah explained that he was competent in using Photoshop, an advanced image-editing tool. He mentioned that he self-taught himself on how to use it using tutorials available online. In Addition, he said that he helped his mother finish her work on the computer using Office software since she was a school principal. Both students explained that they were competent in using Power Point too. Abdullah's interest was kicked off by a private computer course that he took when he was in 8th grade. He mentioned having a passion for learning about technology. He explained that he has "a passion for it" (Interview, February, 7, 2016).

Other students did not rate their knowledge in software high. Riyad mentioned that he knew the basics about software like Microsoft Word and Power Point, but no advanced software

knowledge. He explained that he learned about it when he was in university in a course about IT. Saeed explained that he did not know much either, especially Power Point since it was used for school. He explained that he just knew the basics. Rami and Mohammed also indicated having issues with PowerPoint since their software knowledge was basic. Now, I move to students' perceptions about TELL.

Students' Perception of TELL

Students rated themselves differently compared to what they have explained they actually know. When I asked students to rate their level in dealing with software and hardware, most rated themselves as average or below average. The exception was Abdullah who thought he was an advanced user. Table 10 below summarizes students' perceptions of TELL and their use. Interestingly when asked about the term TELL, only Abdullah mentioned that he has heard about it.

Table 10

Students Perceptions & Use of TELL

Students	Perception of Own Tech Level	Perception of TELL in General	Perception of TELL at School	Use Outside School	Use at school
Ahamd	Average	Positive	Mixed	High	Very Low
Riyad	Low	Positive	Mixed	High	Very Low
Rami	Below Average	Positive	Mixed	Very Low	Very Low
Mohammed	Below Average	Positive	Mixed	Average	Very Low
Abdullah	Above Average	Positive	Mixed	High	Very Low
Saeed	Average	Positive	Negative	Low	Very Low

All students agreed that technology helped them learn better. At the ELC, Ahmad mentioned that he thought tools like projecting digital copies of the book on the Smart Board helped him learn faster than needing to check his hardcopy textbook. He also thought it was easier to follow when things were displayed on the board. At the beginning, he thought that the Smart Board was helping him, but realized that it was actually the projector when I brought the projector up in the interview. However, he did not think positively about the CALL labs since he thought there was no difference between it and regular classrooms.

Similarly, Riyad thought that displaying a digital copy of the book is important. He explained:

> What is the point if we did not have it and the teacher was explaining while I am looking at the book. I do not know whether to follow the book or look at the teacher. With the projector, he shows the book on the board and I can focus with him and the page displayed at the same time. For me, it is better this way. (Interview, February, 10, 2016)

When it came to the Smart Board, he felt enthusiastic about it. He said he liked it because it was organized, and some teachers wrote on it with different colors. He mentioned that he felt excited every time a teacher asked him to go to the Smart Board and write on it using the e-pens. However, and like Riyad, he was not happy about the labs. He thought that going to the labs was a “disadvantage”. He mentioned that even teachers agreed with this and some complained about it, especially the writing teacher who did not like how small labs were, and how they were not designed as a regular classroom.

Rami, mentioned that he thought the Smart Board helped him learn. He said it was beneficial especially when teachers used it to explain the lesson. I did, however, ask him why he thought that since most teachers used it as if it was a black board and he said he still thought it

was better than a black board. His reason was because he thought “that just by having technology, it attracts my attention. It breaks the routine of being used to chalk and old board” (Interview, February, 10, 2016). As for labs, he agreed with Riyad and Ahmad. He also added that he did not learn anything different in the labs, except in the reading class because the teacher asked them to go online to read. He complained that the other teachers actually told them to turn off the computers when they were in the lab.

Abdullah had a different opinion about the tools in the classrooms. He did not think it helped learn differently. He also added that he though it made teaching easier, but not learning. However, he explained that he liked seeing a digital copy of the textbooks on the board. Interestingly, when I asked him about the labs he said he felt “that it is only a change of the chairs we sit on, nothing else” (Interview, February, 7, 2016). He also added that one of the teachers told the class that there was no benefit for using the labs and that the teacher conveyed what he felt to the administration, but they told him it was important. He also mentioned that one of the teachers usually went to a classroom instead of the labs especially when they had exams. A combination of what the student felt, experienced, and heard from teachers made him think that the lab did not help him learn English.

Saeed seemed to agree with the idea that technology in the classroom benefited the teachers more than the students. He also did not think that displaying a digital copy of the book on the Smart Board was helpful. He said, for him, it was just like looking at a hard copy of the textbook. He did, however, think that using technology breaks boredom from the lecture style lessons. He especially thought playing YouTube videos brought back his attention to the lesson. When I asked him about whether he thought technology at school helped him learn, he said that “technology is not used in the first place so that I can evaluate their use” (Interview, February, 3,

2016). He did, however, say that the reading teacher was the exception since he allowed them to go online and read newspapers. Nevertheless, he thought that technology at the school was not what he expected from the teachers and school.

Mohammed had mixed feelings about technology used at school. For example, he thought that the Smart Board helped in organizing learning materials especially when teachers wrote on it. He explained that teachers did not have to erase materials from the Smart Board because they could always open a new page which makes it easier for him to pay attention to the teacher and later be able to copy rather than doing both at the same time. He did, however, mention that he thought it made teaching easier for the teacher as well. As for displaying digital copies of the textbooks, he explained how that made it easier for him to follow the teacher and see the book at the same time. However, he did not think that going to the labs helped, as the other students have pointed out, since teachers used it as a regular classroom. However, he mentioned that the reading teacher sometimes allowed them to work on the lab computers by finding articles to read. As for other resources at school such as the library, he indicated never needing or using them.

In addition to how students perceived school tools, they thought positively about how technology enhances their language learning. Technology motivated students to learn English even if it was indirectly. Riyad, for example, said he felt excited talking to people while playing video games. He explained that he felt motivated to even read the text written in chat even when people were voice-chatting too. He mentioned that when a video game had an exciting story that he paused it to look up words that he did not know because he wanted to enjoy the games. Similarly, Abdullah explained that technology made him feel motivated to learn. He mentioned that when he used to go to the private institute, he used to spend hours in their labs studying and

preparing. Having a space where there were a lot of tools such as working computers with software, video, audio, movies, etc. made him motivated to learn more. He explained that "the [ELC] is a good place but it is missing a few things. It lacks what I used to have at the [private] institute. I feel if they add more tech part, it would be an even better place here" (Interview, February, 7, 2016).

Students also perceived technology to help experience the target culture, organize learning materials better, and attract their attention. Mohammed explained that he liked watching videos on YouTube and movies because it helped him experience the culture. He added that he liked the Smart Board because teachers could flip through different NotePad pages without the need to delete anything. This way he could pay attention to the teacher and once he was done explaining, Mohammed could copy what was on the Smart Board. He explained that this was difficult with a regular board because he needed to write as things were written because the teacher would erase them to write something new. Similarly, Rami thought using computers to read in the labs during the reading class attracted his attention. He said that he liked how can read something he was also interested in and how easy it was to find meanings and listen to pronunciation in the lab.

Students' Perception of TELL in Relation to Course Objectives and Syllabi

There were many different tools that were available at the ELC and the institute. To recap, these tools included the Smart Board, projector, and a classroom PC. The tools that were available in the classrooms were also available in the labs in addition to students' own computer stations. There was also the Black Board LMS that was available for use by the school in addition to support facilities such as the library. Students also had online content that came with

some of their textbooks. In addition, the digital copies of the books as well as the iTools were used in some of their classes. This theme looked at students' perceptions of TELL in relation to the tools available, as they relate to course objectives and syllabi.

Course objectives were not available in all syllabi and when they were available they focused on achieving these objectives through the textbook mainly, with little to no technology use. The exception was in the Oral class where one of the main elements was to give weekly presentation through the use of technology, in this case Power Point, and all the tools in the classroom. However, not all of the students received the syllabi in all courses. Mohammed, for example, mentioned that he only received the Grammar one. He explained that in the other classes he just knew the last page they stopped at and hence which page the next lesson would start from. He pointed out that he did not know which page they would stop at beforehand. Additionally, not all students knew that there was online content for some of the courses that they had.

Overall, students perceived the tools used in the classroom to be helpful in different ways. Riyad and Rami, for example, saw the Smart Board and projector to be helpful in learning. Although they thought the Smart Board was used as a display screen, it still got their attention compared when it was not used. Students also felt enthusiastic in trying to use it as well. The availability of different colors, ability to move text around, and write directly on the digital copy of the book gave them a sense of organization. It also encouraged students to participate even when they only got a few chances to do so.

In classes where teachers used multimedia to enhance their lessons, or allowed students to use e-dictionaries on their phones, students had a positive attitude towards these tools. Not

only did it save time for the teacher trying to explain a certain point, but it also kept students engaged in the lesson since they were able to understand meanings of words or understand a topic through multimedia. However, students mentioned that not all the teachers did this. They pointed out that most teachers preferred lecturing style lessons. Still, some students thought that some of the teachers struggled with using the tools available in the classroom. Ahmad argued that they were asked to use Power Point but their teacher "does not know how to use it" (Interview, February, 16, 2016)

Students pointed out that they do not use any technological tools for their assignments except for when they prepare Power Point presentations. Ahmad added that some teachers provided them with some websites that they can go to for more practice. Even when I asked about Black Board, students explained that they did not know what it was. Mohammed explained that he "received a text message about it but I have no clue what it is" (interview, February, 3, 2016).

The labs, however, were where most students had a negative perception. All students agreed that they do not understand why they go to the labs or how it was different than a regular classroom. As I mentioned in previous themes, not only did teachers use the labs mostly as a regular classroom, but as students have pointed out, some teachers even prevent them from using the computers there. In writing for example, students learned about e-mails, but wondered what they were not allowed to use the lab to write e-mails on the computers.

However, all students thought the reading class was an exception. Rami stated that all classes were the same in the labs except for reading where he saw a difference. He explained how he improved his pronunciation, learned about new topics and words through open online

reading in the labs. Mohammed agreed with Rami, but added that the reading teacher only allowed them to work on the computers when he had no lesson to teach. He explained that the reading teacher also taught in the labs as a regular classroom when he had to cover materials for that week. Abdullah added that what they did in the lab for the reading classes was still unrelated to what they have studied in the classroom. He explained that "classes are the same, expect for reading. It is not related. It is only like an exercise for ones who want to learn" (Interview, February, 7, 2016). This pointed to the fact that where work is not measured, or supervised, not all students participate in it. Al-Jarf (2005) found that students engaged more and enjoyed a grammar software for different reasons including enjoying teacher supervision while working individually.

Overall, students had positive attitudes towards tools used in the classroom such as the Smart Board. However, they viewed its effects as mostly organizational and attention grabbing rather than having a direct learning effect. The labs had no clear role, and in classes like reading, they viewed them as an open and an unguided practice time which did not link to the what they have studied in classrooms. Students also felt that some teachers were not competent in using the tools that were available. In addition, students had little to no knowledge about tools such as the Black Board albeit receiving usernames and passwords from the ELC to use it. No all students knew that there were additional materials available online in some of their courses.

Challenges Facing Students in Utilizing TELL

During interview, students have talked about challenges that they faced using TELL. It is important to note that some of these challenges have been partially discussed in previous sections. However, by dedicating a separate section for challenges, I can present a more focused picture of what students faced.

Communication between students and teachers and administrators presented itself as an important challenge. All students attended the orientation when they started studying at the ELC. However, they pointed out that the orientation lacked to mention the technology tools available at the school, their relationship to their courses, and how they can receive training or support when using them. Saeed explained that the orientation was a general one. Additionally, students received usernames and password for Blackboard LMS, but there was no additional information on what it was, how to use it, how to receive training using it, or even how it related to their courses. Additionally, students did not know who to ask about it which made the students neglect this information.

Communicating services and tools available was also an issue. Students pointed out that they did not know whether or not they can use the labs during their free time. They also had no idea what services were provided by the library. IT wise, they did not know whether they can be supported technically, receive training, or even receive software that would help them in their studies. This was something similar to the teachers as well. Students also mentioned receiving text messages about workshops, but they did not feel it helped them while they were at the ELC. Abdullah explained: “I wish if we, students, could vote on topics that we really want” (Interview, February, 15, 2016). He explained that the students voice is not heard when planning these workshops.

Mostly, students were required to do their assignment in their books or on paper. However, they used Power Point for presentations in the Oral course. Still, students explained that no one explained to them whether they can receive Power Point from the school if they did not have it, or even asked if they could use it in the first place. Rami explained that he was not

good at using Power Point and had to ask friends for help. Mohammed also argued that he had difficulty making Power Points, but that no one asked him whether he knew how to use it or not.

Another challenge was the use of labs. Students felt that their time in the labs was not that different from regular classrooms except for a few open use sessions when a teacher had nothing to teach the students. Students were surprised that they were asked not to use the computers in the labs. In addition, they explained that some teachers complained about going to the labs since they did not have clear instructions on how to it was used. In addition, the labs did not have any educational software for students to use.

Some students also indicated their lack of knowledge about available digital content such as supplemental textbook materials. All students indicated their lack of knowledge about available services from the library and Students Services Department. As for tools in the classrooms, they were mostly passive and used them only when teachers allowed them to, such as with the Smart Board. Moreover, students' technology competence was not assessed to see whether they need help using any of the tools that were available at school such as Blackboard or Power Point. The next theme looks at social factors affecting the use of TELL.

Social factors affecting use of TELL. Albeit not focusing on social factors in the research questions, as with teachers, students' interviews presented these factors as recurrent data. The curriculum itself did not present much technology integration and the tools in the classrooms were mostly used superficially, as some of the students and teachers have pointed out. However, students use of technology to learn English went beyond school walls and one reason was that of a social nature.

Talking to students, it seemed that they believed that learning a language is mostly a self-driven initiative. Saeed stated that he thought almost two thirds of the time he spent learning

English was on his own. However, this did not mean it was enough to affect students adopting technology to improve their English which was the case with Saeed. Early exposure to technology use seemed to have an effect on students learning English later and exploring different tools. It is important to note that learning English could be directly the aim of using a tool, or indirectly though doing tasks to improve the use of the tool itself.

Riyad was one example of how early technology exposure and use lead him to improve his English, as he had suggested. He said that it was in high school when he entered "the world of social media" which had an impact on his learning. Also, through video games with online elements, his English improved. He explained that

> some games included text and it helped improve my English a lot. At the beginning, I only read then I started talking to others. And I am one of those people who would read chat if there was something written even if people were talking. And that, thank god, helped with my spelling (Interview, February, 10, 2016)

He also mentioned that his writing was better because of reading so much text on different tools, but his speaking improved later when he got a microphone and started talking to others online. This helped him get excellent grades at the intensive language program in the university he attended, and also at the ELC after enrolling. He mentioned that in classes, teachers talked a lot about spelling, and that he did well because it was something that he had faced before.

Similarly, early exposure to technology gave Abdullah an advantage at school. He explained how he took a couple of computer classes when he was in seventh and eighth grade. He stated that he thought he was very competent in using Power Point because of it. He pointed out that he thought he was better than most students in his class and that he has "a passion for it.

Sometimes when I have some free time, I actually go online and learn something new. I always bring the best presentation design here" (interview, February, 7, 2016).

In addition to early exposure to technology, early language learning also helped some students not only become interested in language learning, but also in adapting any tool they can find to help them learn. Riyad explained that his mother used to teach him some of the basics when he was in elementary school even before he started formal education. Although, indirectly Abdullah learned through software by trying to understand them better, he thought he needed to learn what the menus and words mean. Additionally, all students learned English formally starting sixth grade, but the quality of learning as they described was not satisfactory.

Motivation was another factor that seemed to affect their willingness to learn and hence explore different learning options including using technology. Ahmad explained that he took classes at the ELC and evening ones at another institute because he wanted to learn. Riyad also mentioned that he loved watching movies and playing video games, and talking online because he enjoyed them as entertainment and also because it helped him improve his English. Mohammed who struggled at previous levels at the ELC, mentioned that because he wanted to do well in level three, he watched movies and series away from school. Saeed also stated that had "a desire to learn English since I was a kid" (Interview, February, 3, 2016).

Motivation was also linked to interest in either learning English directly or as a means to an end. Riyad explained "I never tried to go and look for something to learn English using a computer. I look for things that are interesting for me that are in English then I use it" (interview, February, 16, 2016). He added that the more he felt engaged and interested in a tool, the more he learned. His interest and motivation even lead him to challenge obstacles such as slow internet

connections. He pointed out that even when he used to play online, the internet was bad that it kept disconnecting. Nevertheless, he was “excited to play and talk to other people, and notice my self-learning” that he “did not mind that it was slow” and even when it kept disconnecting, he kept going back online.

Abdullah also mentioned that he joined the Riyadh Institute because it had a good reputation in teaching English. He explained he had an “interest in learning English and this is why I joined the [Institute]. It is more important to me than the major itself” (Interview, February, 15, 2016). Saeed also explained that he wanted to be better in English and that he spent time on YouTube, whenever he can, watching lessons, explanations, English Grammar, conversations, etc. He also mentioned that he played some of these and listened to them on his way to school.

In contrast to Saeed, Abdullah explained that he tried to watch lesson on YouTube, but that he did not like it because there was no interaction. This why students like Ahmad, use software and apps to learn English when it offers interactivity. Ahmad, for example, used Dulingo and Cambly English Tutor, language learning applications. He talked about the first five minutes using Cambly and explained “I learned so much. I swear that those five minutes were equivalent to everything I have learned here at the ELC. I felt like I can use English” (Interview, February, 3, 2016). Similarly, Riyad explained that his speaking improved playing Metal Gear Online, a video game, on PlayStation. He explained that his speaking improved because he interacted with people through chat.

Another social factor that affected students use of technology for learning was their economic level. Saeed for example, explained how the internet at his family’s home has been

disconnected for six months for not paying. This was why he used mobile internet connections which was not good and that was why he rarely used it. He also mentioned that because he did not have a computer at home, he typed his presentations materials on his phone then sent it to a Copy Center nearby where they copied and pasted what he has written on Power Point. Rami, also mentioned that he lived in an old house in one of the capital's old neighborhoods. He said internet was slow and the house had strong isolation because of the materials used to build it at that time. This is why he could not get a signal in his room, and instead used a mobile connection that was not fast enough to watch multimedia.

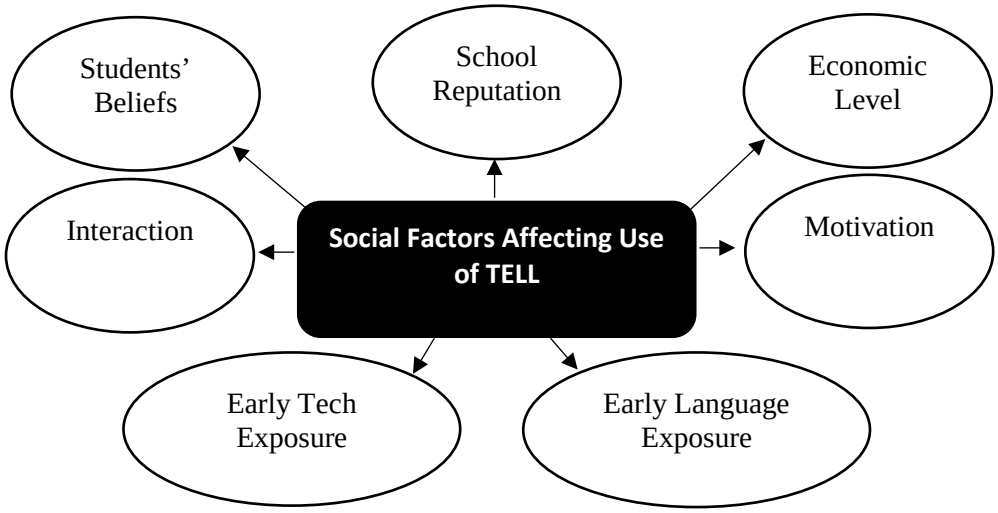

Figure 8. Social factors affecting the use of TELL.

However, other students like Riyad had a Fiber Optics' internet connection at home which introduced speeds up to 200 Mbps. This service was only available at select neighborhoods and is ten times faster than DSL connections and almost one-hundred times faster than the average mobile connection. It was also the most expensive internet connection. Abdullah also mentioned that he connected to the internet from anywhere since he had a

connection in his phone, in his car, and Fiber Optics at home which allowed him to stay connected at all times although at a higher cost.

Lack of support for students. When I asked students about who they asked for help at the institute, they all said they sought help themselves. Ahmad said he would either ask other students or watch tutorials online especially when was working on Power Point. Similarly, Rami said he sought help but from friends outside school. Mohammed asked friends for help when he needed to, but he said he preferred using Google search. This was why students told me they would love to have training on using different tools at the school. Saeed was one of the students who did not receive any kind of help in using Power Point, for example. He stated that he did not "know much about PP anyway. Among the presentation given in class and by looking at design and other things, I see myself last when it comes to designing a PP" (Interview, February, 7, 2016). Although some of the students got some training before especially at previous schools, others did not and needed to be trained.

Ahamd also explained that the school required them to use Power Point and invited them to use Black Board, but they provided no training. Riyad also mentioned receiving announcements about training programs but none were about English learning, using software like Office, or even on how to use tools like Black Board. Additionally, Rami also mentioned that "Teachers have an idea that everyone knows how to use Power Point which is not true" (Interview, February 15, 2016).

Students also had no idea whether they can seek technical support from the school. If students ran into any technical problems, they had to depend on themselves. Support is not only related to using software. Students need support even when going to the library. Saeed explained his experience at the library by saying that

> They just tell me to go to the computers and use library software and leave me to do it by myself, but there are no clear instructions on how to do it on the computers. I was lost and I even decided not to look for the book I wanted (Interview, February, 15, 2016).

This data group contributed to the following themes. Other data groups contributed more to certain themes such as the theme that discussed administrators key effect on TELL. However, this group also contributed even when the link was indirect such as when students talk about lack of support without knowing exactly who was responsible for it:

- Expectations & Actual Use of TELL: The Importance of Considering the Other & Issues of Power
- Level of TELL Integration at the ELC: Hindrance of Teacher-Centered Methodology as a Cultural Element of the Overall Educational System
- Learning Away from School: The Missing Component
- Support & Training: Key Elements in TELL Success or Failure
- Lack of Communication Between Constituents
- Administrators: A Driving Force for TELL Successful Integration
- An Incomplete and Limiting Program Structure
- Socio-Cultural & Demographic Factors Influencing the Use of TELL
- Previous experience as a predictor of successful future use of technology
- Personal beliefs and perceptions as another predictor on TELL use

Data Representation Group Four: Administrators' Perspectives

In this group, administrators' interviews, and ELC's document analysis are explored. The themes in this group aligned with research question five since it related to administrators. Two

administrators were interviewed and they represented the top two at the ELC. Before moving on to the data representation for this group, here is research question five:

5. A. How do administrators perceive how teachers & students are professionally prepared & supported to use technology in this Level 3 class? B. How do administrators view their policy and support to teachers and students in relation to the institutional policy and program goals?

Perception of TELL

When I interviewed Tariq and Ali, both seemed to agree that technology enhances language learning albeit viewing its use differently. Tariq said he was familiar with the term TELL and its field while Ali said he did not know what it was until I explained it to him.

Administrators' perception of teachers' and students' training. Both administrators agreed that training was important in order to use technology properly at the ELC. Tariq stated that technology without training "will be used in a way that does not reflect the money that is being paid" (Interview, February, 4, 2016). However, their own continuous training by the institute, and in which faculty choose the type of annual training that they want was focused on management rather than on TESOL or technology. Tariq explained that his training, was mostly in strategic management, planning, and development. Ali said his training was similar, but one point that both made was that they already had degrees in the field and were familiar with the basic tools that were used. Ali explained that he received training on Office and Blackboard in courses during his master's degree.

Blackboard, which use was optional at this stage but encouraged, was tool that teachers as well as students needed training on. Tariq mentioned that they had two training sessions on Blackboard in this academic year, and which he thought were more than enough. He explained

that during these two sessions, the teachers should have learned the basics such as logging in, how to ask, put material on, send messages to students and request assignments from them. He stated that "the things that the teachers need were there on the training course" (Interview, February, 4, 2016). Ali agreed with Tariq in that two training sessions were enough for the teachers to start using the software. Additionally, Tariq explained that there will be continuous training on the Blackboard in the future. He also added that since most of their books were from Oxford University Press, the teachers received training on using it from the publishers, twice a year.

On the other hand, both administrators explained that the annual open-choice training by the institute has stopped due to financial issues. Ali added that teachers only received training on Blackboard. The teachers did not receive any continuous training on getting the most out of class and lab tools such as the Smartboard. I asked him whether the teachers received any training on using the labs more efficiently, using online resources, supplemental materials, and using word processing for writing classes especially in the labs, but he stated that there was no training on such things. Ali was not sure whether the institute provided training for teachers on using Office software.

Students seemed to be the missing component concerning training. There were no training programs for students at the ELC. Even during orientation, only the basics were covered and no technology elements were mentioned. There were no guides for students either. This was why Ali explained that students needed training especially if they needed to use Power Point. He explained that in his own classes, he would do a practice design and then refer students to their classmates if needed more help. However, as discussed in the second theme group, the Oral teacher did not provide any training.

Administrator's perception of teachers' and students' support. Administrators believed that there are many resources that the students can use at the ELC and the institute. Tariq mentioned that the labs were open during working hours and that students could go and work there if any of the labs was empty. I asked Ali where students can work on their homework, design presentations, search for information, or even use the online components in some of their textbooks, and he mentioned the library, but he was not sure. He also explained that students could use the Institute's system to check their institute e-mails. However, students mentioned that they did not know that they had e-mails from school. In addition, all teachers, except one, did not know that they can send school e-mails either.

As for students' support, there were mixed opinions about it. Ali explained that students did not need training since they were a technology generation and that they could figure out issues themselves. He stated that the students were not like "someone in the 60's". However, students as well as teachers as discussed in previous themes mentioned difficulty in using different tools, and asked for support as well as training. He did, however, explain that if students needed help, they can either ask him or ask their classmates. Although Ali thought students did not need support, and that support if needed could be received from teachers or other students, teachers themselves had issues with using some of the tools and also guided students to get support from their classmates.

However, Tariq seemed to know more about support than Ali. He explained that there was a dedicated department, Student Affairs Department, that provided support for all students concerns or issues, technological, academic, or otherwise. He also added that this department can provide training programs if students needed any. Nevertheless, it seemed that students as well as teachers were not aware about this service. In addition, this department would need to ask

someone else for support. Tariq explained that although this department was there to help students, most of them did not ask for help. On the other hand, there were no clear support services that were provided to students such as the use of IT support.

As for teachers, there were definitely more options for support than students. Ali explained that when teachers first joined the ELC, the department asked willing teachers to provide orientation. In addition, these willing teachers, provided support and training, afterwards, if other teachers needed it. Tariq agreed with this and added that teachers also had a guide that they can refer to and which was available on the ELC drive. He explained that experienced teachers were assigned to help teachers by explaining how tools were used, and helped them with questions about digital resources. Support was also provided individually as Tariq explained that "some of the teachers ask to get training on certain things, and sometimes we ask someone to do it for them individually" (Interview, February, 4, 2016).

Tariq explained that at the end of each session, teachers are asked for feedback about the syllabi, textbooks, technology, and anything related to the program. He stated that although the feedback was usually on specific topics, like materials used, teachers are encouraged to write any other suggestions. He also added that although many managerial decisions regarding the curriculum and TELL were made by administrators alone, he consulted the teachers, sometimes.

Teachers also asked for technical support from the IT department when they needed to. They were able to either call from their offices, classrooms, or labs or submit a ticket using the institute's online system. However, administrators did not rate technical support that high. Ali, for example, rated them very low suggesting that they were not competent and fast because they were not hired directly by the institute, but rather acquired through outsourcing. Tariq, however thought it was above average.

Administrators' View of Policy & Support in Relation to Institutional Policy & Program Goals

The Administrators suggested that one of the institute's policies was to be a digital environment that rely less on paper. Tariq explained that teachers were encouraged to use their desktops and the software available for all productivity activities including using the institute's online system, e-mail, and even for materials that they prepared for their classes. He also mentioned that they will implement an online testing system in the next academic year. Policy wise, I asked him about the place of technology at the institute. He mentioned that there was a strategic plan for the years 2016-2020 that is supposed to cover this issue as well as many others. However, one issue was that the institute considered the ELC as a supporting unit rather than a main component of its activities. Hence, there was no mention of the ELC in the strategic plan for the next five years. An example, was that by 2020, 20% of all government training programs will be digital, and 95% of the institutes services are digital, but this referred to the training programs that were for government employees and not the ELC's.

He stated that teachers had to use the tools in the classroom such as the Smartboard, PC, projector and digital materials on the ELC drive. The institute also encouraged teachers to move to digital educational environments such as the Blackboard. He explained that he was not happy with the integration level currently used, but that he was trying to improve it with the limited resources that were available. Ali agreed that it was the institute's policy to use technology in classrooms and labs.

Tariq explained that the program goal was to prepare students to study their majors in English, after finishing the intensive language program. As for technology, he explained that on the ELC's goal statement, it was indicated that the ELC was to use the latest in technology to

improve teaching and learning. However, progress is incremental and there are a lot to be done to reach satisfactory use. He mentioned that the new curriculum had a technology component (iTools) which was not much, but a step in the right direction. However, he explained that the online elements in the textbooks were optional since they could not be assessed and that teachers could not force students to go home and login to practice. He suggested that the only solution for a better integration and use of technology, by students and teachers, was to have an overhaul of the whole program.

As for supporting the teachers and students to meet program goals and institutional policies, Tariq stated that there was a lot to be done. He explained that administrators knew that some teachers were using the lab as a regular classroom, but that in the absence of lab software and clear lab use, teachers were not asked to do something different. The labs were used as open spaces for teachers to do what they saw fit. Tariq also explained that there was a committee for choosing suitable technology for the ELC, and although it comprised of six administrators, teachers voice was still heard through end of the session's feedback. Ali also explained that this committee offered solutions to the higher administration, but unfortunately some of these did not get through for different reasons such as financial constraints.

Tariq also argued that at this stage, he could not force teachers or students to use any online elements. He added that any tools needed to have a clear role in the program to be used efficiently and that there needed to be some kind of assessment for it. As for guides using current tools, Ali explained that there were guides for the curriculum, but there was nothing that explained or provided support on using technology at school.

Students wise, as I mentioned earlier seemed to receive the least attention. Tariq explained that students needed to be considered when implementing technology or anything else program related. He described it as a partnership. He explained that

> it's like partnership. Our goals, objectives, vision and statement mission, everything is there. It's written, it's online, it's on the website, but we need to do more. We need to do more with the students. We need to explain to them why we are doing this, why the program is designed in this way, and once the students are convinced, that they think this if for their interest. It will make it easier, even for us, and for the teachers. (Interview, February, 16, 2016).

He also added that the program goals were something that still needed work in the future in order for students to understand where the program is going and what it wants to achieve.

As for the current tools, he explained that technology was being implemented gradually. Most of the books had online elements and students were told about it, but there was nothing more that teachers or administrators could do. As mentioned earlier, he explained that without assessment forcing the students to use technology tools was a waste of time. Ali also suggested that their focus in the program was providing cheap textbooks for students, encouraging teachers to use technology, but the focus was not on students' technology use.

Challenges in Utilizing TELL

Some of the challenges that were gleaned from administrators' interviews shared similar challenges that students and teachers faced as well. Communication, logistics, support, personal beliefs, and program structure were areas that administrators felt were challenges that affected TELL integration and proper use.

Communication challenges was a recurrent theme in all three participant groups. Tariq as discussed previously pointed out that without assessment, technology use was a waste of time. He argued that he could not make sure that students are utilizing technology if there was no way for checking their use. He also called for better communication of program goals with students in order for them to use the resources that were available to them. However, students showed interest in using technology, but argued that their voice was not heard. Tariq argued that there needed to be more involvement with students since, culturally, students did not do anything if it was not required.

On the other hand, administrators argued that teachers also resisted using technology tools such as Blackboard. Tariq also pointed out that although teachers knew how to use the Smart Board in a more advanced way because they were trained on how to use it, the teachers were not convinced of its value. He added that "the point is that teachers are not convinced. If what was up to the teachers, they would even prefer to go back to the white board" (Interview, February, 16, 2017). He explained that his job as an administrator was to introduce technology and not force people to use it. This showed that there was miscommunication between teachers and administrators on the role of technology.

Another challenge was related to support and how technology was viewed in relation to the curriculum. It seemed that technology was added to the program, but there was no clear goal of what teachers could do with it beyond basic, and rare use. Tariq made this clear by suggesting that teacher won't use technology properly until a clear role of technology in teaching and learning English is laid out. In addition, and as both teachers and administrators have pointed out, technical support was not efficient. Ali argued that it affected every day to day teaching such when a teacher needed software to be installed or when there was an issue that needed immediate

intervention. Teachers as well as administrators also seemed to get training in non-related fields to TESOL. In addition, training on technology tools was limited.

Tariq also added that since students finished their classes in the afternoon, they needed to work on their projects in the evenings, but the school was closed then with no support available. He explained that the school was "a government institution so the work hours are limited to eight hours, so after 2:30 PM, there is no one here" (Interview, February, 16, 2016). In addition, students were not provided with any software to help them work on their assignments. This was why Tariq explained that students sought support from someone outside school.

The third challenge was in relation to the unclear role of technology in the program as well as its inefficient use. For example, the Smart Board was used mostly as a display screen which could easily be replaced with much cheaper alternatives to serve this role. Labs were another space that was not used properly although iTools were installed in every lab according to Tariq. However, when I checked students' terminals in the labs there were none. Still, labs were mostly used as regular classrooms for most of the time. Tariq explained that until they have a clear role for the labs with proper software installed, it would remain an open space for teachers to do what they saw fit. In addition, listening did not have any lab hours although the listening teacher called for one.

Ali argued that although the institute called for a technology rich environment and invested a lot of money into it, it was not fully utilized. He also added that teaching without technology at this era was difficult. Tariq added that tools such as the Blackboard were not utilized and as things stand, was only an option for teachers to use it. However, none of the teachers nor the administrators actually used it in their classes. Tariq argued that no matter what technology the school introduced, using it was a teacher-driven initiative.

The textbooks had online elements with some textbooks also including multimedia DVDs that students were supposed to use. However, not only some students did not use it, but teachers also did not follow it up. In addition, students were not required to use technology in any of their work or learning except for the Oral class. Tariq explained that they needed an online element that connects students to school for continuous learning which can be assessed, but he argued that this was not the case now.

Another issue that administrators faced was the institute's budgeting issues. Tariq indicated that he has suggested an online learning platform to higher administration, but it was rejected because of budgeting issues. He also indicated that licenses for software in the labs has not been renewed for the last two years, for the same reason. However, the school had different tools that were available, but used superficially and not integrated into the curriculum.

Possible Future Changes for More TELL Integration & Use

Albeit having challenges, administrators pointed out that there were possible solutions that could contribute to better technology utilization. Tariq argued that the first step was to have a clear goal for technology in the program. He also suggested an overhaul for the program as a start. He called for the addition of an online element that connects students to school when they are off campus. Still, he argued for the need for a clear vision for technology or else it would be a waste of time and resources. However, to integrate and add technology, he suggested that higher administrative constraints needed to be addressed. He explained that he had suggested solutions but for different reasons, it was not accepted.

However, solutions can be made with the current program to improve technology integration. Tariq argued that having an online element such as a blended learning software, putting exams online on Blackboard, as well as starting to have a clear role for Blackboard could

improve technology integration. He also added that establishing better communication with students as well as using teachers' feedback for future plans were also important.
This data group contributed to all the themes as listed on the next page.

Chapter Summary

This chapter examined administrator's, teachers', and students understanding, perceptions, and actual use of technology enhanced language learning at a level three (intermediate) class. The study revealed that the purposes and functions of technology was not clear albeit having different tools available. There was no clear role for technology or how it integrated into the curriculum. Teachers mostly used technology superficially and with tools and spaces like Blackboard and the labs, they were neglected. The lack of guiding goals and instructions contributed to avoiding the use of technology or using it superficially. However, the constituents viewed technology differently and that was affected by how they understood the purpose of using technology away from school, which was affected by social, educational factors, and own self beliefs.

Although participants had a positive attitude towards TELL, their actual practices varied and mostly did not match this positive perception. There were a number of challenges that affected TELL use which included available tools, lack of a clear goal, budgeting, social factors, lack of communication, lack of support, and lack of training. The participants also revealed lack of considering each other when technology was considered.

There were four data representation groups in this chapter. The first considered the purposes and functions of technology use in this level three class. The second group discussed teachers' perspectives while the third and fourth discussed students' and administrators'

perspectives respectively. The following themes are discussed in chapter five and were gleaned from the data represented in this chapter as well as the family node groups in NVivo.

- Expectations & Actual Use of TELL: The Importance of Considering the Other & Issues of Power
- Level of TELL Integration at the ELC: Hindrance of Teacher-Centered Methodology as a Cultural Element of the Overall Educational System
- Learning Away from School: The Missing Component
- Support & Training: Key Elements in TELL Success or Failure
- Lack of Communication Between Constituents
- Administrators: A Driving Force for TELL Successful Integration
- An Incomplete and Limiting Program Structure
- Socio-Cultural & Demographic Factors Influencing the Use of TELL
- Previous experience as a predictor of successful future use of technology
- personal beliefs and perceptions as another predictor on TELL use
- A Fourth Dimension: The Effect of Institutional Administrators

CHAPTER FIVE

DISCUSSION OF FINDINGS

Introduction

Technology is not only becoming an important part of our daily lives, but it is also affecting our learning. Languages are not any difference in being affected by this boom in using technology. In TESOL, TELL is still somewhat a new field that we, as educators, are still trying to harness its power. However, successful integration of technology into language programs goes beyond introducing pieces of tools and hoping for the best. As I have argued for in my study, there needs to be a comprehensive understanding of how TELL is used by considering all involved parties in the teaching, and learning of a language. This is first achieved by involving administrators, teachers, and students into the conversation about the planning and use of TELL. We cannot, as this chapter discussed, look at only one of these constituents in isolation, without considering all of them as they all play a role in successful integration of technology into the learning and teaching of English. Even when considering the three constituents which is largely ignored in the field, other factors come into play as this chapter reveals. These include issues of power, dominant teacher methodologies, financial constraints, the power of self-learning over institutional learning, and other factors within and beyond the institution.

In this chapter, I analyzed the data from this study by creating a dialogue between the data represented in chapter four, the literature, the research questions, the study's purpose, and my own perspective on what all of that means. I start by recapping the study's purpose and the research questions. Then, I moved to a thematic representation of this dialogue.

The purpose of this study was to explore and understand the use of technology to enhance language learning at the ELC. This was designed by looking at three areas which are: the current

state of technology use at a Saudi EFL context; administrators', teachers', and students' expectation and perception of TELL, their actual use, and how teachers, administrators, and students are supported/provide support to meet these expectations. By considering all three constituents, current state of TELL, perceptions, and actual pedagogical implementation and support at the research site, a comprehensive understanding of how technology functioned within this context and how to best bridge any gaps between perception and use to maximize technology integration. The research questions that guided this study are:

1. What are the purposes and functions of technology use in Level 3 class housed in the Riyadh English Language Center (ELC) in Saudi Arabia?
2. How do the teachers define their course objectives in relation to their classroom practice and their understanding of students' needs with respect to professional preparations?
3. In what ways do teachers' self-understanding of technology expertise mediate and negotiate their classroom practice?
4. How do students perceive the use of technology to enhance their English language learning in this Level 3 class in relation to course objectives, available support, and previous experience?
5. A. How do administrators perceive how teachers & students are professionally prepared & supported to use technology in this Level 3 class? B. How do administrators view their policy and support to teachers and students in relation to the institutional policy and program goals?

Thematic Discussion of Findings

In this section, I discussed what the findings in chapter four mean in light of previous research, purpose of the study, and the research questions as well as themes that emerged during the collection and analysis of data.

Expectations & Actual Use of TELL: The Importance of Considering the Other & Issues of Power

The overall perception of technology to enhance language learning in this study was positive. Students, teachers, and administrators all thought that technology was a positive element in language learning and teaching. This positive perception and attitude towards using technology was similar to what different researchers have found. Teachers had positive beliefs about the role of technology into language learning (Dashtestani, 2012, Shaabi, 2010) and so did students (Ali, 2013, Alqurashi, 2009, Al-Shammari, 2007). However, these positive perceptions and attitudes were faced by barriers that affected their actual use (Alwani & Soomro, 2010; Al-Jaraf 2005; Bingimlas, 2009; Mahdi, 2013; Shaabi, 2010, 2012). It is important to understand why there was a gap between perceptions and actual use not only for each of the constituents, but also in understanding each other.

The field of TELL needs to go beyond explaining that there is a disconnect between positive perceptions and actual use to understanding why there are factors that affect TELL use. Part of understanding why, as this theme and others in this chapter discuss, is considering other members that are affected by TELL use and not just teachers. Rogers (2003) explained that the innovation decision process moves from "gaining initial knowledge of an innovation, to forming an attitude toward the innovation, to making a decision to adopt or reject, to implementation of the new idea, to conformation of this decision" (p. 168). This process starts with an individual or

a decision-making unit. Although, the overall perception as I have mentioned towards technology to enhance language learning was positive, there was a gap in actual use which halted moving from knowledge and a positive attitude towards actual implementation. This section discusses one reason for the hindrance to this process as gleaned from the study's data.

In this study, I have found that there was a gap between expectations and actual use due to different reasons which are discussed in the following themes. In addition to facing different barriers that prevented successful integration and use of TELL at the level three classroom and the ELC in this study, there was also an issue with constituents considering each other. This theme looked at the disconnect between expectations and actual use of technology which was affected by different reasons among which was the consideration of the other was an issue.

All students in this study have suggested that technology helped them learn English better. However, the degree in which their learning actually benefited differed based on where they used technology. Away from school, most students actively used technology to learn English whether directly through educational tools, or indirectly through other means such as Social Media, or playing video games. Students viewed the purpose of using technology as an aid or gateway into using other tools such as for gaming. This drove them to use it more often away from school especially because their use was uncontrolled.

However, at school, they had mixed feelings about whether technology actually benefited them or not, especially when they were mostly passive when different tools were used. It seems that students did not have control over their learning, which is dictated by teachers, and the program structure. Hence, why the purpose of using technology was clear, and left students disengaged. Although Hubbard (2013) has argued that technology is taking a more central role in language learning, he stated that there are areas such as the learner that has not received much

attention. This was true in this study, especially when students hardly used any tools at school to learn themselves.

Although most tools were used superficially and in a basic way by the teachers, when the tools were used, students were on the receiving end rather than being active participants. This aligns with the teaching style that all teachers used in this class, which was teacher-centered. Centralized organizational culture, traditional schooling, seems to limit the process of integrating and using technology in ways that are meaningful and beneficial to the constituents. Students had less power when they were at school compared to more power away from it which contributed considerably to how they view TELL as a positive factor in learning. I argue, as this theme shows, that for TELL to be successful, there needs to be a more active role of students. This should also be encouraged not hindered by teachers and the curriculum. Additionally, the availability of various tools is something that administrators need to invest in too. Away from school, teachers viewed the purpose of technology as functional while students viewed it as a fun element. At school, and due to teachers having more power, the use of technology as viewed by teachers as functional was dominant leaving students without choice or voice in brining “fun” or play into using technology. On other hand, teachers viewed technology use at school as supplementary, optional, and not important which left the functional use of technology rare as well.

Riyad, one of the students, felt excited and motivated to learn whenever technology was involved. Away from school, he explained that when he played video games, for example, he felt motivated to learn even when he faced issues such as internet disconnections while playing online. He added that he felt excited that he even read all text in the game, in addition to chatting

with other people. He indicated how his English improved as he engaged with technology even if it was by learning how to use software and exploring technical guides and menus.

At school, Riyad still had a positive view of using technology for teaching and learning. He explained, for example, how he perceived tools like the projector helped him learn faster by having a digital copy of textbooks displayed on the board. This made it easy for him to pay attention to the teachers and follow the textbooks at the same time. He also thought the Smart Board helped in organizing learning materials. When I mentioned that the Smart Board was mostly used a display device than anything else, he argued that he felt excited just because it was a piece of technology.

Similarly, other students felt that they perceived technology to attract their attention, break boredom, motivate them, help them learn faster, help organize learning materials, and bring excitement into their learning, However, Riyad did not think positively about computer labs, since students were mostly not allowed to use computers as teachers treated this space as a regular classroom. He explained that he thought going to the labs was “a disadvantage”. This suggests that the mere presence of technology motivates learning. This is at least true for students who are already engaged with technology and learning away from school. However, presence of technology needs to be coupled with active use.

Like Riyad, students expected the labs to be a place where they can actually use technology to learn. However, in reality it was not different than a regular classroom. Students thought that labs were only a change of seats, and that there was nothing special about going to the labs. They also complained that most teachers actually asked them to turn off the computer while in the labs rather than using them. Further discussion of the labs is in following themes.

The other students in this study explained how they mostly did not use any technology in the classroom except being on the receiving end. This explained why there was a gap between their overall positive expectation of technology that was met by how it was actually used. It is important to note that students did not expect high level of technology integration at the institute because of their previous experience within public education.

Abdullah and Saeed, for example, explained how they thought the tools used in the classroom helped teachers teach more than it helped them learn. When I asked Saeed whether he thought technology helped him learn at the ELC, he said that "technology is not used in the first place so that I can evaluate their use" (Interview, February, 3, 2016). He explained that technology at the ELC was not what he expected from teachers and the school. Some teachers also complained about the actual use of technology, but at the same time did not acknowledge the students as an important part in the successful integration and use of TELL. Administrators on the other hand, felts the tools are there, and it was the teachers' responsibility to use them. A more dynamic relationship between the three constituents that open channels for considering the other, could mitigate this issue.

As for teachers, they all thought that technology enhances language learning. Some also thought that the ELC was a leader in making technological tools available and using them. However, their actual practice was different. For one, most teachers did not use technology as an integrated component, but rather use it in a disconnected way especially when students were involved. Tools in the classroom were used in a superficial way. For example, the Smart Board had many functionalities, but was mostly used as a display screen. During interviews, teachers explained that they used the Smart Boards in their classes, but as the interviews progressed and we talked more about it, they realized that it was used as a glorified whiteboard if not just a

display screen.

In addition, there were tools available such as the iTools with some textbooks, learning DVDs and online materials. Most teachers did not use these tools at all. Although, there were different reasons for not using them as discussed in chapter four and the rest of this chapter, teachers for the most part looked for someone else for guidance in using this tool, in this case, the administrators. This seems to bring an issue of power where teachers become passive, awaiting decision or guidance from an entity with higher power, in this case administrators. This a recurrent issue that keeps surfacing in this theme and others as we will see. Having a positive opinion about technology which is not met by actual practice agrees with Dashtestani (2012) who found that there was "a discrepancy between teachers' attitudes and their actual use of computers in EFL courses" (p.55). Similarly, El Semary (2011) found out that although 89% of faculty believed that classroom technology aided learning, 61% did not use it frequently.

Interestingly, teachers mentioned the role of administrators in helping shape up the program to integrates technology successfully. However, teachers themselves did not pay attention to their role in helping students use technology especially when there were tools already available at their disposal. Similarly, administrators pointed out that their role was to introduce technology, but it was up to the teachers to use it. However, supporting students and catering for their needs was missing. This was something that Tariq, the ELC director, realized and said that students needed more attention in order for technology integration to work. Teachers and consequently students, however, and due to the institute's culture of a centralized top-down administration created a situation where the tools such as Blackboard was not used. This was because students waited for teachers to instruct them, and teachers waited for administrators to

explain and order them to use it. Administrators, on the other hand, made its use optional which rendered this tool a wasted investment. Either the administrative culture needs to change into a more user-based one, or clear instructions and mandatory use needs to come from a centralized figure of power as a first step.

This study has pointed out to the need to consider and cater for students, teachers, and administrators for successful integration of technology. In addition, there was a need for each constituent to think of the other constituents when considering TELL. Similarly, informing and bridging the constituents' positive perception with their actual use is important, and one way to do this is to consider barriers to utilizing technology efficiently. Power dedicates the use of tools at the institution, and in a centralized, top-down environment, there needs to be mandatory use, and clear instructions for TELL integration and use to work within this environment. There was also a disconnect between how constituents view the purpose of technology at and away from school. This is affected by the overall view of technology at each location. The next section discusses the level of TELL integration at the ELC in relation to Bax's approaches.

Level of TELL Integration at the ELC: Hindrance of Teacher-Centered Methodology as a Cultural Element of the Overall Educational System

As I have reviewed in chapter two, there were two models that explain where TELL use falls within the different stages of development. The two models were by Warschauer and Healey (1998) and Bax (2003). I will use Bax's to explain where the ELC use falls, because Bax's approaches provided better and improved stages over Warschauer and Healey's. Bax's CALL approaches consisted of three stages: Restricted, Open, and Integrated CALL (see table 2 for summary). The ELC's use of technology seemed to fall within the first stage, which indicates that there is a long way for TELL use to reach an integrated stage at the study's site.

As table 11 below shows, most parts of technology use at the ELC were characteristics of the Restricted CALL approach. There were different elements of technology use at the ELC that were considered part of this approach. One of the characteristics of Restricted CALL is that there is separate use of computers and a regular classroom. In other words, the use is not integrated and normalized. At the ELC, students for example could only use computers in the labs, which made the physical location of computers separate from regular classrooms. Although there were other tools in regular classrooms, these were mostly used by the teachers; and students were mostly passive. Even when considering the use of oral presentations that were prepared by students in the Oral course, their use included minimal interaction with other students, and was basically just presenting information and answering very few questions, which are characteristics of Restricted CALL.

Teacher-centered teaching methodology as an institution culture seems to dictate how technology is used and who uses it, as well as how TELL use progresses through these stages. This limits the chances for integration and use of technology by the students. In addition, teachers are used to the centralized, and top-down administrative style which in turn limits communication about technology with higher administration as well as with students. Students, on the other hand, come from a public educational system that has limited integration of technology as well as a teacher-centered environment which lower their level of expectations, and in turn their demands. As I mentioned in the previous themes, in my opinion, this can only be changed by action from higher administration or by explicitly changing the ELC culture to include a more active role of teachers and students and provide support and incentives for the successful integration and use of technology. Albugmi and Ahmed (2015) argue that “a growing body of literature is urging educators to shift from the conventional teacher-centered classroom

to more student-centered learning" and that technology should be used to construct knowledge rather than being used for "instructional purposes" (p. 5-6)

Restricted CALL also includes technology that is not integrated into the syllabi, where tasks include text reconstruction, answering closed questions, and include little to minimum interaction. The online exercises, and DVDs that were introduced by some of the textbooks at the level three class were not integrated into the syllabi, and when they were, they were considered optional. The feedback on these exercises was also either correct/incorrect, which was also a characteristic of restricted CALL.

Table 11

Sample Tools in Relation to Bax's CALL Approaches

Task/Activity/Tool	Feedback	Teacher's Role	Position in Curriculum	Physical Position of Technology at School
Textbook Online Supplemental Exercises	Restricted CALL	Pre-Restricted	Restricted CALL	NA (Pre-Restricted)
Labs (Except Reading)	NA	NA	NA	Restricted CALL
Reading Labs	Monitor	Restricted CALL	Open CALL	Restricted CALL
Smartboard	Restricted CALL	Open CALL	Open CALL	Integrated CALL
iTools	Restricted CALL	Integrated CALL	Integrated CALL	Restricted CALL

In addition, teachers mostly used the labs as regular classrooms. This made it difficult to characterize what approach they fell in. None of the three approaches can explain this since students need to use technology for the teacher's role to be characterized. Students in most courses were not allowed to even have the lab computers switched on. The exception to this was

in the Reading lab hours. Some of these hours were designated as open practice where students read text online and looked up word meanings by themselves. The teacher here acted mostly as a monitor/facilitator especially when there were group discussions. This is a characteristic of the next approach, Open CALL. However, this was not the case in all Reading lab hours, since these open practice classes were only set up this way when the teacher had extra time, and was ahead in covering materials. Additionally, it was not part of an integrated syllabus.

Overall, teachers' roles were mostly part of Restricted CALL with a few exceptions when it fell under Open CALL. The findings in this study agree with Bax's model (2003), as he argued that different approaches can exist within the same program and were not bound in time as Warschauer and Healey (1998) have set up their stages to be. However, the two models did not account for superficial and minimal use of technology such as when teachers neglect tools and prefer traditional lessons. A future model could include elements of Restricted CALL and a pre-stage to account for such use. By understanding where actual use of technology at the ELC falls within Bax's approaches, a better understanding of use and making changes to how technology is integrated into the curriculum, could enhance the use of technology in teaching and learning.

As I have discussed in this section, technology is still being integrated into the curriculum. Although the institute, a higher education institution, invested a lot of money in technology to enhance learning and teaching, its use was still mostly superficial. This agrees with Al-Kahtani and Al-Haider (20110) who argued that Saudi universities are still "in the process of integrating CALL into their curriculum" (p. 154). The next theme discusses another integration issue, off campus access and use.

Falling short of utilizing tools that are already available at the ELC is because they do not fit in with the rest of the components in the program. Tools, the curriculum, support, training,

and the labs seem to be handled in isolation from each other. There needs to be a connection between these components for TELL integration to progress to an open and integrated stage. Constituents need to see an advantage of using these tools for them to integrate it. Otherwise, they will continue to exist in isolation rendering its use marginal. Rogers (2003) called this relative advantage, which suggests that users need to see an advantage of the tools over previous practices to use them. However, when the curriculum and testing for example is planned without tools integration, it is difficult for constituents to see a benefit of moving from this practice to a TELL integrated one.

Learning Away From School: The Missing Component

Ammicucci (2013) has argued that there is a need to bridge students' use of technology within academia with their use outside it. This was a missing component of the program at the ELC. Sami, the grammar teacher, argued that a missing component in the program was the link between the syllabi and technology use especially in the labs. However, this issue also affected students away from school as Tariq, an administrator has explained. He called for the addition of an online element that connects students to school when they are off-campus. This was missing from the ELC, especially when students have shown that they were willing to learn away from school. Some of the students were even enrolled in evening classes to enhance their English as well as find space for language practice. However, Yang and Chen (2006) argued that introducing online elements in TELL is not enough and that it was important to make "students aware that learning English through multimedia technology demands new learning strategies and self-directed learning" (p. 860). Making students aware of this calls for better communication channels between students on one hand, and teachers and administrators on the other hand. This

is a key element of the successful integration/diffusion of technology as argued by Rogers (2003). Further discussion of communication channels is the following themes.

Students were also learning away from school using different technological tools. Some were learning directly through software and applications geared for language practice, some of which included interaction such as Cambly software. Indirect learning was also present as a byproduct of playing video games, watching media, or using other software. Students have also called for more tools at school, or at least better utilization of the tools that were already available. One example of a tool that was not being used, were school e-mails. Not only did most teachers not know about its availability, but also all students did not. Such a basic tool that is not being used calls for a clearer role for technology by defining, integrating, and explaining the role of available tools which could connect students when they are off camps. Additionally, there needs to be tools that connect students to school, and allow them to learn continuously, which is something they already do on their own.

This is especially important when we realize that technology is now in the Web 3.0 era, where not only do users read text, but also write, execute, and interact with technological tools. As I have argued for in chapter two, with web 2.0 and web 3.0, students are not tied to classrooms for learning, but can learn anywhere with many tools at their disposal. Although Kimbrell (2013) has called on instructors to prepare for Web 3.0, the ELC lacked even considering an integrated Web 1.0 into their curriculum. The ELC seemed to be falling behind in considering that current tools were used superficially and in a disconnected way, in addition to students being disconnected from learning off-campus. There needs to be a shift from a teacher-centered culture within the institution to give students a more active learning at school, something that they are already doing outside it. Rogers (2003) explained that compatibility of

an innovation with existing values and beliefs, previous experience, and needs affect the adoption of an innovation. Public schools, the institution, most teachers and administrators are used to the traditional teacher-center teaching methodology. This affects the integration of technology, and one-way students used unconsciously to integrate technology into their learning, was by creating their own space, which existed outside traditional establishments. Students had sense of purpose for using technology at these spaces compared to when they engaged with technology at school.

Support & Training: Key Elements in TELL Success or Failure

Support, as this study and previous research have shown, is a key element in the success of TELL. Previous studies showed that when support was not present, all planning, investment, and use of technology to enhance language learning was mostly set up for failure. Aliweh (2011), for example, looked at the effects of using e-portfolios on EFL college students' writing compared to classes that used non-tech writing. He found that there was no significant difference between the two. However, students in his study were not provided with enough access and training to use e-portfolios. In addition, students had limited access to computers outside class time. This was similar at the ELC, where students received invitations to log in to Blackboard, but had no training at all on how to use it. Students also received no support at all from the IT department to help them complete assignments that required using technology. They also complained that they were asked, for example, to use PowerPoint, but sought help from friends, classmates, or outside school because there was no support for them at school.

Lack of support was an issue for teachers as well. There were different tools available in the classroom, labs, and additional learning software that came with the textbooks. Teachers,

however, mostly used these superficially. Some of them did not use the lab computers, neglected extra materials that came with the textbooks, or even totally avoided using tools such as Blackboard due to lack of support among other reasons. Although administrators mentioned that teachers had enough training for Blackboard, teachers either said it was not enough or was not what they needed. The same happened with training on new books where teachers like Martin, explained that it did not touch on using the tools that was part of the new textbooks.

Support was also lacking in terms of available guides to help teachers use current tools such as the Smart Board beyond basic use. There were no guides at all that related to any technological tools. IT support was also an issue where most teachers and administrators rated it low. At times, IT support was more of a hindrance than help, especially when it came to installing software, or fixing technical issues that needed quick response. Martin stated that learning how to use tools or their role at the ELC was "[it] is a figure it out kind of thing" (Interview, February 1, 2016). This disconnect between needs and actual support provided suggest that each of the constituents lacks voice within the institution making meeting actual needs difficult.

Support is not only related to technical support or training, but extends to providing teachers as well as students with opportunities for improvement or guidance. For example, labs were available at the institute, but lacked software for teachers to use. Teachers were left to do whatever they wanted when they were in labs. This, however, lead many teachers to use it as a regular classroom; wasting resources. Teachers needed guidance, ideas, or even clearer instructions on how to better use the labs. This is especially important, as I mentioned in previous themes, in a top-down system. Bill, for example, said that he did not allow students to use the computers in the lab because it was not part of a structured program, and lacked software.

Without these elements, he thought using the computers in the labs was unproductive. Al-Kahtani and Al-Haider (2010) argued that "to successfully integrate CALL technology into ESL/EFL classrooms, institutions need to understand the issues that most strongly affect technology use and to provide their faculty members with the support required to integrate CALL into their teaching methods" (p. 153).

Another key factor in providing support is obviously administrators. They dictate what is to be supported, set support policies, assign training programs, and overall guide teachers for better use of technology. Both administrators in this study said that training and support was important for using technology properly at the ELC. Tariq explained that technology without training "will be used in a way that does not reflect the money that is being paid" (Interview, February 4, 2016). However, there was no training at all for students. As for teachers, there were training for Blackboard, that was not enough. In addition, there was no training on using any of the other tools at the ELC either. As for support, administrators pointed out that, apart from technical support from the IT department, there was no structured support system. Support was provided to teachers who asked for it privately and was mostly by assigning other teachers to help. There were no technology related guidelines on the ELC main network drive.

In addition, syllabi and course goals did not include integrated use of technological tools. They were mostly considered optional when available, and did not have a clear role in the teaching and learning of English. Even the training programs, that administrators have attended as part of their continuous training, were not related to technology and were mostly geared towards administrative training. It seemed that the role of support and training at the ELC was not clear due to the unclear relationship between using technology and the curriculum. This was why Tariq called for an overhaul for the program to better integrate technology.

The ELC is part of the Riyadh institute, and training programs are usually approved by other departments at the institute. The institute did provide continuous training programs on different areas, but they mostly catered for other departments and were in Arabic. Even some annual training programs that allowed teachers to choose areas where they want to receive training on, were stopped due to financial reasons. In addition, these training programs were open for Saudi teachers only. This left the ELC with very few, and usually general training programs that were in English and catered for training on technological tools at the ELC.

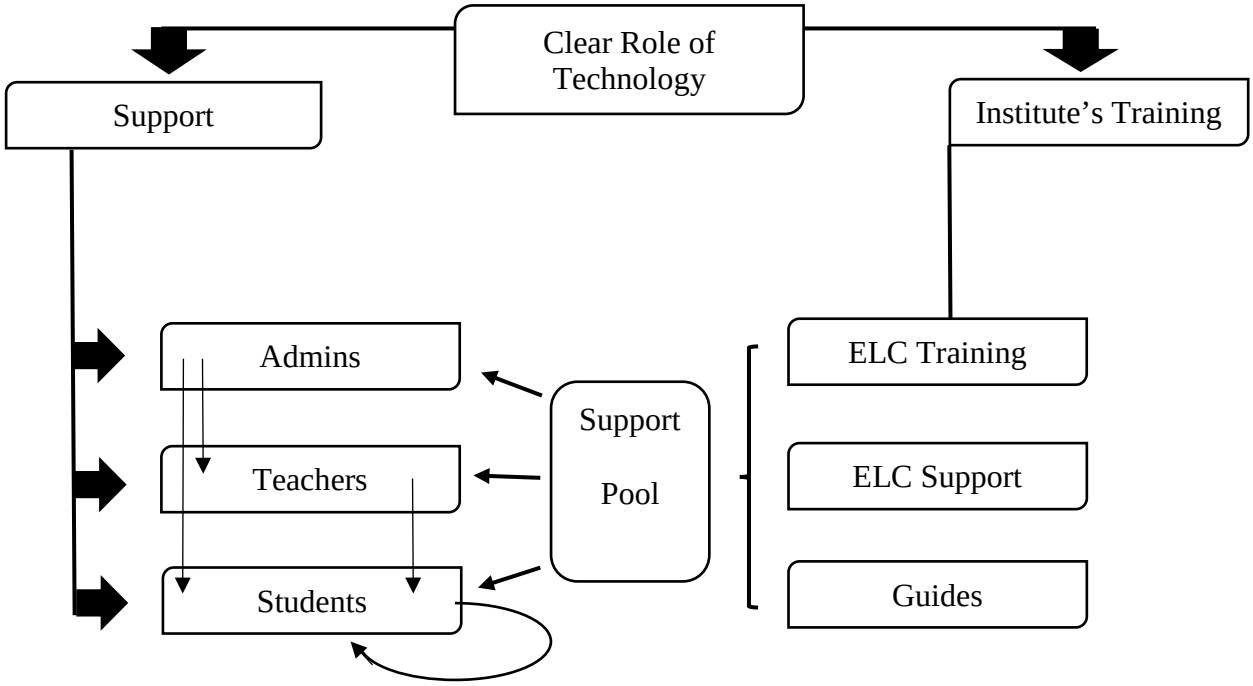

Figure 9. Suggested support structure.

Support is important to students, teachers, and administrators and is a multi-layered endeavor. Although administrators can organize support and training for students and teachers, teachers can also support students. Al-Jarf (2004) and Fageeh (2011), for example, explained that teachers are an important element in students' support as well. Teachers can also support each other, as administrators and teachers have explained in this study. In addition, administrators

themselves need training and support by other departments at the institute. Support requires the involvement and planning of all three constituents as well as by other supporting departments for a successful integration and use of technology to enhance language learning. Figure 9 above summarizes a suggested support system based on findings from this study.

Additionally, support and training are only part of the big picture of integrating technology successfully. There needs to be clear goals for the program within the ELC and within the intuition at large. Curricula, materials, textbooks, technological tools also need to be designed having in mind the goals of the program, the needs of the constituents and the available infrastructure. As this study has pointed out, each of these elements seemed to be developed in isolation instead of complementing each other. This was because of different reasons as discussed in this chapter and chapter 4, but one key element that kept surfacing affecting the integration of technology was lack of communication channels, which is discussed next.

Lack of Communication Between Constituents

Communication between constituents is important in order for technology use to successfully enhance language learning. One of the challenges that data in this study revealed was that each of the three constituents in this study lacked voice in the planning, selection, and implementation of technology. As suggested by Mahdi, 2013; Shaabi, 2010, and McCarthy 1999, it is critical to consider all three constituents to gain a better understanding of TELL integration. Not only does communication play an important role in giving constituents voice to meet their actual needs, but is also important in helping different members of any institution progress through the adoption and integration of technology. This is especially important when we realize that some constituents might reject using technology because they believe it does not offer something new, or simply because they are uncertain of how it fits within their teaching or

learning. Rogers (2003), argued that communication channels are key in the diffusion of innovations. Members of social system or an organization have different adoption rates, and this can be accelerated through the communication between these members about technology, its use, benefits, fears, actual role, etc. So, in essence, communication channels are important to voice needs, and to discuss integrating potential or existing tools within an institution.

Teachers in this study were vocal about the need for their voice to be heard. All teachers explained how they were never consulted on using, adapting, or buying TELL software and tools. Although there were different committees at the ELC, only Sami was consulted on one issue, testing. Some of the teachers did not even know that there were committees. Teachers explained that they believed the administrators chose what technology tools to be used and just informed teachers that they needed to use them, a characteristic of centralized organizations, which Rogers (2003) found to have a negative effect on the adoption of innovations. Omar explained that teachers were not consulted by saying “If I'm going to be frank, no. They just say, for example, "Okay, do this and do that”. I'm saying the truth” (Interview, January, 31, 2016). Bill explained that there was a need for better communication between teachers and administrators by saying that

> Meetings about this would be great. We could maybe have some samples of different books and look at how they do work. Going into the classrooms, putting on the Smart Boards. Hearing about the possibilities of using this on a day to day basis or anything like that. We don't really (Interview, February, 11, 2016).

Communication between teachers and administrators also lacked explanation of program goals and policy and how technology played a role in the curriculum. There was no clear role for technology at the ELC as I have discussed earlier. This seemed to be exacerbated by the lack of

communication between what administrators believed or wanted and what teachers actually did with technology.

Tariq, the ELC director, for example, explained that it was the institute's policy to drive for a digital environment and encourage teachers to use technology in administrative work and teaching. However, teachers like Bill, the writing teacher, was teaching students on how to write professional e-mails using pen and paper even when students went to the labs. This was due to using a book without digital elements, lack of software in the labs, lack of proper integration of available tools in the classroom and the labs into the syllabus, as well as other factors. This was the case even when Bill told administrators that he needed guidance on how to use the labs.

Communication between students on one hand and teachers and administrators on the other, was also an issue. As chapter four revealed, students had a lot on their minds, but did not know who to talk to. For example, students explained that they received training program invitations from the institute, but it was not geared to their field of study nor their needs. Not to mention, it did not include any training on tools that they could use at the ELC such as PowerPoint and Blackboard. Abdullah explained that he wished "students could vote on [training] topics that we really wanted" (Interview, February, 15, 2016). Students did not even know they had school e-mails that they could use to communicate with teachers. Interestingly, Tariq, the administrator explained that students knew about it and that they have been told of the existence of e-mails, but that students did not use them.

This gap in communication also existed because students' needs were not assessed. Not only did students receive a one-time general orientation session when they first joined the ELC, but the orientation lacked any details about the role of technology at the ELC. Students explained that they did not know who to talk to if they needed help completing an assignment, receiving or

using software, or any other issues they had. However, administrators explained that there was a Student Services' Department which sole job was to help students with any of their needs. Students, however, did not know that this department could help them with their training, or technology use. This was also the case with using labs outside class hours, services available at the library, and IT services to name a few. This indicated a miscommunication of services between administrators and students. In a top-down administrative environment, communications as this study seem to lack horizontal communications between departments without the need for approval by higher administration. This is something that I discuss further in the last theme in this chapter.

Communication was also an issue between teachers and students. While students use of technology at the ELC was superficial and were mostly passive, some teachers thought students did not need any help with using technology. While one of the administrators thought that students did not need training, for example, because they were a tech generation and not like "someone in the 60s", some teachers thought that students knew how to use for example, PowerPoint, for example. However, some students explained that they struggled with preparing presentations and that they sought help from other classmates or from friends off-campus. This calls for the need of assessing students' technological competence, needs, and actual previous experience in order to tailor a program suited for their needs as well as that of the organization.

Teachers also indicated that they did not assess students' technology competence especially for the tools they were expected to use. This was also the case with administrators making the tools that the ELC invested in lack an important factor, which was students' needs. In addition to assessment, program goals needed to be communicated to students, which was missing at the ELC. Tariq called for better communication with students by saying:

> it's like partnership. Our goals, objectives, vision and statement mission, everything is there. It's written, it's online, it's on the website, but we need to do more. We need to do more with the students. We need to explain to them why we are doing this, why the program is designed in this way, and once the students are convinced, that they think this if for their interest. It will make it easier, even for us, and for the teachers. (Interview, February, 16, 2016).

Administrators: A Driving Force for TELL Successful Integration

"Effective ICT integration requires a critical level of planning, commitment, and cultural adaptation" (Shabbi, 2010, p. 210)

I started with what Shabbi has reached as one of the reasons for successful integration of technology. This was something that this study agreed with too. Although students and teachers play an important role as well, data from this study pointed out that without administrators' involvement in all levels of TELL planning and integration as well as support, it would be difficult for TELL integration to work efficiently.

As I have mentioned in the previous section, training and support are key to successful integration of TELL. However, it seemed that whenever both were considered, administrators came into the picture. Talking to both administrators, they seemed to think that what was offered in terms of training and support was enough for teachers and students. For example, Tariq argued that one training program a semester was enough for teachers to start using Blackboard. However, teachers said that they needed more training. Teachers also asked for more details, and hands on practice of how Blackboard would work with the courses that they have. Another administrator, Ali, also suggested that students did not need training on using technology because they were a tech generation. However, students showed that they needed training on

using PowerPoint, as well as on Blackboard. Regardless of the number of tools that were available at the ELC, teachers and students needed training to use them efficiently. This could be achieved with the understanding and approval of administrators as a first step especially in a centralized and top-down environment as in this study site.

Support is also a factor that is influenced greatly by administrators. Although overall support involved other departments outside the ELC, administrators were the connecting voice between students' and teachers' needs and the higher administration as well as other supporting departments. Although students and teachers needed support, especially students who mostly received little to no support, teachers have pointed out that they would invest time in using technology if they felt supported. Bill, for example, explained that although there was no clear integration of technology into the curriculum, autonomy could be a solution if teachers were given the green light and at least felt supported. This calls for moving away from a top-down administrative style to allow teachers more freedom to integrate technological tools. This is especially important in larger educational departments since decisions should be made when the need arises rather than jumping administrative hoops. Clear overall instructions by the institution could be laid out, while allowing teachers the autonomy needed to apply them as they see fir.

However, support is not bound to the tools being used, but also involves the understanding of students' and teachers' needs. As discussed in the previous theme about communication, hearing students' and teachers' voice, especially to meet their needs, is crucial in creating support that meets those needs. At the ELC, students voice was not heard at all and they had no clear channels to communicate their needs. In addition, there was no assessment of students' technological competence, or educational for that matter, to understand their needs.

Teachers as well have called on administrators to involve them in the choosing, and implementation of technology tools.

Administrators also play a key role in shaping up program policies and goals. Shaabi (2010) found out that technology into teaching was "closely related to the role of the administrator" (p. 221). The program at the ELC lacked a clear vision of using technology, and the curriculum did not seem to have a clear role of TELL either. Even the syllabi listed technology elements as optional, when it was available for some of the textbooks. There were also no guidelines of how to use technology which left places like labs, a wasted space. Teachers argued for the need of a clearer role of how technology integrates into the curriculum at the ELC. Rahman and Alhaisoni (2013) argued that "[m]any times, the policy makers and the syllabus designers of Saudi Arabia fail to design a curriculum or syllabus after conducting a needs analysis program" (p. 115).

Administrators also agreed that technology use needed better clarification. Tariq, for example, argued that he could not expect teachers to use technology if there was no clear role of how it works with the materials at the ELC. He explained that he was not happy with the current integration level, but that he was trying to improve it with the limited resources that were available. With this lack of a clear role of technology, most teachers seemed to prefer not to use technology and preferred traditional teaching complimented with superficial use of different tools. Omar, Tim, and Martin, for example, explained that they only do what was required by the school which is a characteristic of centralized top-down systems. As for students, Tariq acknowledged that students won't use optional technological tools like online materials if it was not required. It seemed teachers as well as students waited for administrators to point them to what technologies should to be used. Otherwise, they mostly neglected it.

Teachers also argued that administrators' view of technology and how much they understand its use was due to their age. Prensky (2001) argued that current educational systems were designed for a different generation, and not for today's students. This seemed to be true, at least when considering administrators' view and the level of technology integration in this study. Bill, explained that change will come as technologies are becoming part of our everyday lives. He explained that governments were changed because of the power of technology, and social media was an example. He explained that one reason why technology was not really integrated at the ELC was because managers belonged to generations that grew up without using technology.

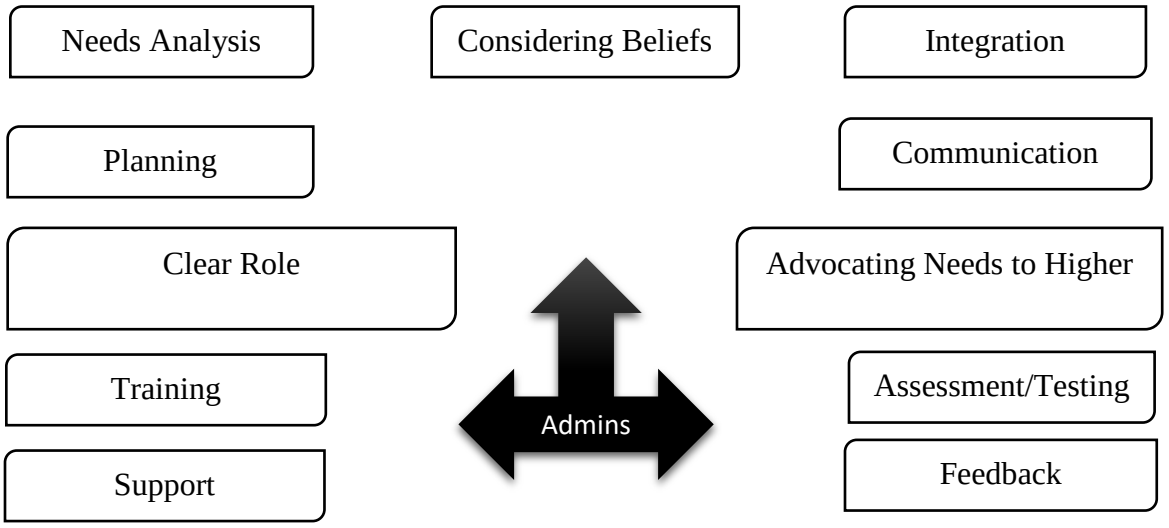

Figure 10. Administrators' TELL involvement.

This suggests that administrators can greatly affect technology integration into learning and teaching and this area definitely needs attention. Figure 10 above summarizes areas that administrators need to be involved in and understand for better TELL integration. The data in the figure is based on findings form this study. Zhao (2003) argued for importance of studies that help policy makers to make decision on how to utilize TELL, which was also true for administrators in this study. There were different reasons that affected how administrators engaged with support, planning, and training. This included lack of power and voice of students

and teachers as well as administrators, as holders of power, considered themselves responsible for the success of the program even with little consideration to teachers and almost no consideration for students. Other reasons included financial constraints by higher administrations, lack of clear institutional and ELC program goals, and incomplete and isolated curricula.

An Incomplete and Limiting Program Structure

The program structure, as has been gleaned from interviews and document analysis seemed to play an important role in setting up constituents' expectations of TELL. There were different elements that affected TELL utilization at the ELC as it relates to the program structure. Figure 11 below summarizes program structure issues that affected TELL utilization.

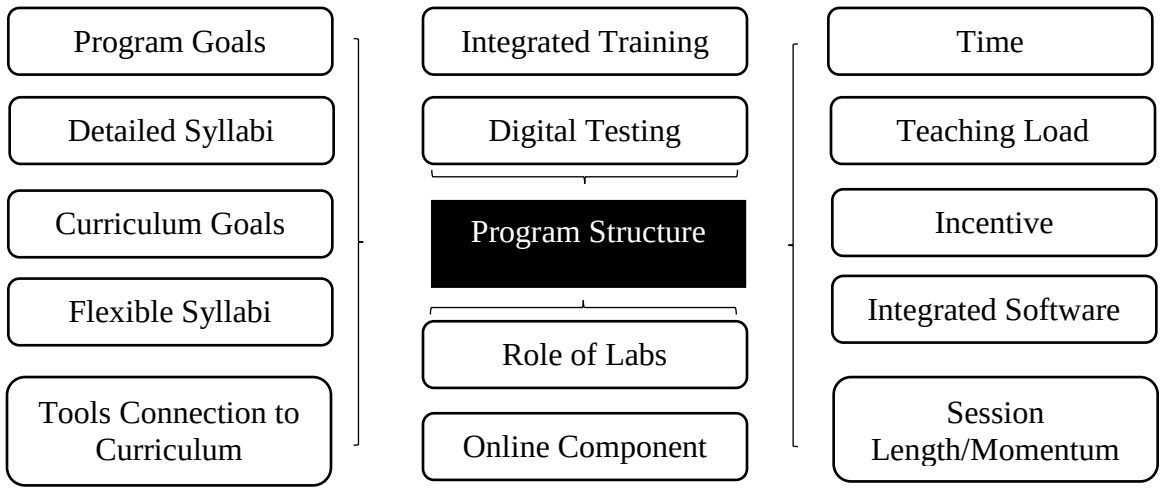

Figure 11. Elements lacking in the ELC's program structure in relation to TELL.

The first element of the program structure that affected technology use was the lack of program goals that guided technology integration. Although the program's mission on the ELC's website mentioned that the program aims at offering a rich academic environment which includes using technological tools, everything else in the program from goals to actual integration was not clear. The syllabi as discussed before lacked goals for using tools available at

the ELC. In the few courses where there were goals of any sort, no technology was mentioned. It seems as if the main purpose of the program is to teach students English to prepare them for their majors, but all the other details did not place a role for technology albeit stating otherwise on the ELC's mission statement. The overall educational system, as participants as well other studies have pointed out, prefer a traditional style learning. So, if an administrator decides to adopt technology because it is the government's plan, the dominant teacher-center methodology as well as the top-down administrative system that holds power more power at the top render technology integration a failed endeavor. The purpose of using technology within the institution seems to fall to secondary, and optional use rather than integrated because the focus at the intuition as well as in education in general is on traditional teacher-centered methodologies.

In addition, in some of the courses' syllabi, a few words talked about technology. For example, in the Grammar syllabus, there were only two sentences as a note at the end of the syllabus. One was that there were "extra exercises and tests on the CD" while the second mentioned that there was an "online practice". Other courses' syllabi such as Writing, did not have any tools at all. As Martin mentioned, syllabi lacked details which he complained by saying "I was like, "Can I get a detailed syllabus?" This is what I got. A one-pages thing with a PS" (Interview, February, 1st, 2016). So, one way for overcoming this issue, is to have clear program/course goals, and details of what tools to be used with all the available courses.

Teachers also talked about the lack of freedom with syllabi. They mentioned that they had to cover every page mentioned on the syllabi since that was what students were tested on. In addition, testing was done using pen and paper rather than utilizing tools that were available at the ELC such as the labs. Tim, the Oral teacher, explained that the courses did not offer much freedom to deviate from the syllabus and therefore being able to develop materials using

technology. He did, however, suggest that Oral was different from the other courses since students gave presentation which gave him more leeway than in other courses.

Teachers also argued for the need of textbooks that align with technological tools that were already available at the ELC such as the Smart Board, Blackboard, and labs. Bill, mentioned that this was not the case, for example, with the writing textbook that did not even have any technological elements. On the other hand, Sami also mentioned that any software used needs to be part of the family of textbooks that are being used, which was not the case. So, the relationship between technology tools and textbooks is two directional where each one should complement the other. In addition, teachers argued for a connection between the tools available at the ELC and the curriculum. One connection for example, should be with Blackboard LMS. This included classwork, homework, discussions, testing, grades, and work that is graded. Blackboard seemed to be a tool that no one used or was willing to use, because it had no connection to the curriculum, among other reasons.

Another issue brought up by teachers was the place of training in the program. Although, I have talked about training in detail, the issue here was with the place of training as part of the language program. Martin has argued for the importance of a program structure that trained students on using tools such as Blackboard which required

> tutorials and training sessions and training weeks, it means nothing because even if they came in and taught all of us, we have such a limited time to get through the syllabus that we don't have time to dedicate to teaching the whole new batch of students how to use Blackboard (Interview, February, 1, 2016).

Training for students did not have a place in the current program structure. In addition, structured teachers' training was also missing and the training available was based on volunteer help by other teachers and a few outsourced training sessions.

As Martin stated above, time constraints was also an issue that teachers faced and which needed to be addressed if technology use was to improve. The length of each program session (quarter) was eight weeks, of which usually the last week was for finals. During the session that I observed and for scheduling reasons, it lasted for seven weeks only. According to teachers the quarter system did not allow teachers and students to get momentum, making teachers focus on getting through the syllabus and not have time for anything else. This also affected the possibility of properly orienteering students on tools such as Blackboard or even for holding training sessions for teachers. Teachers and students hit the ground running as soon as each session starts, affecting training, developing materials or having enough time to learn how to use available resources better. Rogers (2003) have argued for the importance of having enough time as well as obvious benefit for an innovation to be adopted by users, something which constituents lacked. This seems because TELL is not considered a main component in the teaching and learning of English at the institute, but rather an optional one.

Another element that affected teachers having enough time to use TELL tools effectively was their teaching load. Omar explained that having a heavy load prevented him from thinking about anything else. Rogers (2003) argued that for an innovation to be adopted, potential users need to have ample time, under no pressure, to experiment with an innovation to reduce their uncertainty about it and help them find a use for it before expecting them to adopt it. Pressuring users to use a tool with time constraints, and without seeing a clear advantage to use it, could drive potential users to a safe zone where they don't have to use technological tools

Omar also mentioned that he only did what was required of him, in this case what was on the syllabus. He did however suggest, as well as other teachers, that one solution to encourage teachers and students to use technology is to have an incentive for doing so. For teachers, the incentive could be by including materials preparation time as part of their teaching load. It could also be a financial incentive. As for students, teachers as well as administrators have suggested grading work on technological tools as an incentive to drive them to use technology.

There were two spaces that teachers, students as well as administrators mentioned as an issue with the program structure. These two spaces were the labs, and online components that allow students to work on and off campus and which connects them to school. The labs had no clear goal in the program structure. It was just part of scheduling where all courses except for listening got assigned labs hours. However, aside from scheduling, there were no guidelines, relationship, or connection between what students did in the labs and the curriculum or the program as a whole. It seemed as if labs were the white elephant, as Martin has explained. Although, administrators mentioned that labs, at their current state, were considered open spaces for teachers to do what they saw fit, teachers were using them mostly as regular classrooms due to the lack of a structured link explaining their role.

The second space that kept surfacing during interviews was the online component. What is meant by an online component here is not the optional online materials that came with some of the textbooks at this level three, but rather a component that adds a blended learning environment that integrates with what students do on campus. This online element as Tariq has explained, would be one that connects students to school for continuous learning when they are off campus. This could be through using Blackboard LMS as soon as it is integrated into the curriculum.

Socio-Cultural & Demographic Factors Influencing the Use of TELL

A number of socio-cultural and demographic factors presented themselves as possible reasons for why TELL was used or not. These factors affected the level of integration and use of TELL at the ELC as well as outside it. Although these factors affected how each constituent group viewed technology, it also affected how one group views the other as well.

Age was one demographic factor that seemed to have affected technology adaptation. Teachers who have shown more understanding of technology to enhance language learning, as well as had an initiative to use technology in and outside school, were younger than teachers who showed less knowledge and interest. Martin, 29, Tim, 33, and Bill 33 were more interested in using technology and talked about ways to improve its use at the ELC.

Martin, for example, was the only teacher who mentioned asking for iTools to be installed in all classrooms and even when faced with inadequate technical support, decided to find a way of using iTools in his classes rather than just waiting for IT to help him. Tim, used more technological tools at school than any of the other teachers. He also explained that he loves technology and was up-to-date with the latest in the field and was always on the lookout for tools to use in his classroom even when it was not part of the syllabus. Bill, was the only teacher who was familiar with the term TELL. Although he did not use as many tools as Tim and Martin, he indicated that he taught evening classes and used online tools since the evening institute allowed him more freedom, unlike at the ELC where he was bound to a textbook that had no technology elements. It is possible that the educational and cultural backgrounds of these teachers affected their positive attitude, knowledge, and initiative to use technology. Rogers (2003) explained that the diffusion of innovations is “the process by which an innovation is communicated through certain channels over time among the members of a social system” (p. 5). However, these

teachers just recently joined the ELC and hence technically do not completely belong to the same social system, and therefore their experiences, and background belong to different social system. This explains why they defer from the other constituents, and hence why they showed better initiative.

On the other hand, Sami, 53, and Omar, 43 did not show enthusiasm in using tools that they were not required at the ELC. Sami thought that the school was excellent in using TELL tools to enhance language learning, but he changed his mind at the end of the second interview as he realized that the school needed more to integrate technology. He was also the only teacher who did not own a Smart Phone. Omar, was one of the few teachers who used the labs to allow students to work on their computers. However, he only did that when he had nothing to teach his class. He also did not show any interest in using Blackboard and indicated that he did not attend any of its training sessions. His moto was, *only do what was required by the school*. Something, that points to viewing the centralized top-down administrative system as the norm which is a characteristic of the overall cultural, political, and educational norm.

As for administrators, the difference was not as clear as with the teachers. Ali,43, seemed to think that technology use at the ELC was the best among higher education language schools. He did not see many problems with the current use as well. He also was not familiar with the field. He thought that current training was enough. In addition, he viewed students as a tech-generation and therefore required no training. Tariq, 41, although only two years younger than Ali, was probably the exception in that he was familiar with the term TELL and was of the opinion that the program at the ELC needed an overhaul to better integrate technology. However, the current situation at the ELC, was not utilizing technology well under his administration.

Overall, students used more technological tools outside school than teachers and administrators. Although, some students needed help with tools like Power Point, their capacity of self-learning was higher than that of the teachers' and administrators'. Some of the students had advanced knowledge of software and programing as well. The younger generation live in a time where technology exposure is high for younger generations, at least outside school, and hence why their use of tools is much higher outside educational systems. This takes us into a another factor that seemed to affect TELL use, and which was the role of previous experience.

Previous experience as a predictor of successful future use of technology. Although at school, most students did not use much technology and were mostly passive, some of them used tools outside school to learn English either directly through a language learning software or indirectly through other forms like watching YouTube. However, students' adaptation of technology to learn English seemed to be affected by their previous experience. For example, at school students were required to use Power Point to design presentations for their Oral class. It seemed students with more language learning and technology experience had no problems using Power Point.

Ahmad, for example, attended an intensive program which focused on learning English as well as other skills when he was in high school. In addition, he was attending a language program at another institute in the evening. He was also using different language applications to learn English such as Cambly and Dulingo. Further, he did some programing on software such as Flash, making animations and designs and selling them. At one point, he had an online store that he designed. He used English menus on the software which according to him helped him learn English. Riyad and Abdullah also had language and software experiences that affected their knowledge of Power Point. Both studied English at an intensive program in universities before

joining the ELC. Abdullah studied at a private institute for a semester and a half before studying at the ELC.

As for technology, Riyad explained that he learned a lot playing video games through reading text, listening to game audio as well as chatting with other players. He added that he knew language basics before studying English at public schools because his family had a role in preparing him. He also explained that social media helped him learn English as well. Additionally, he took an IT course when he was at the university which helped him learn the basics about different software such as Power Point. Abdullah was experienced with using photo editing software like Photoshop. He explained that his interest in using technology was kicked off by courses that he took when he was in high school. This helped him not only learn English through trying to understand different software but also equipped him with necessary skills to use Power Point at the ELC. Moreover, Abdullah added that he helped his mother, a school principal, do her work on the PC which also added to his experience with the Office software.

These students' experience with learning and technology gave them an advantage in using tools at school and exploring others outside it. In contrast, Rami, Mohammed, and Saeed struggled with using Power Point due to the lack of similar experiences to Ahamd, Riyad, and Abdullah. Saeed, for example, was interested in learning English and attended evening language classes in addition to the ELC's. However, lacking experience using technology may have affected his disinterest in using it to learn English at school and outside it. At, school, he had issues with using Power Point and indicated that he thought his presentations were the most basic compared to other students. Mohammed indicated that he used a subtitling program to add Arabic subtitles to English movies and series at one time, but he explained that he had basic experience using computers and other software. He also did not attend any language or IT

courses before joining the ELC, with the exception of studying English at public schools, which all students obviously did. Similarly, Rami did not use any tools to learn English nor had any experience with any software. He came to the ELC straight from high school and did not have any extra language learning opportunities. All three students indicated difficulty using Power Point at School.

Administrators and some teachers painted a general picture of students' previous knowledge. They thought that all students were a tech generation and therefore knew how to use tools such as PowerPoint. This was not true since students; experience differed as I have explained and therefore some of the students needed support and help more that others.

Although previous experience could indicate why some teachers did not use TELL tools at school efficiently, it seemed other factors such as time, clear role of technology, training and support to name a few had more effects on teachers using technology in their teaching. By previous experience, I mean either with using technology in teaching, or knowledge about different tools. An understanding of all possible factors that influence the use of TELL and tackling them is important for the overall success of TELL integration. An example of this was Omar, who although taught at an online university before working for the ELC, had a personal belief that he should only do what was required of him by school.

All teachers used the tools that were available at the ELC superficially. For example, no one used the Smart Board in any advanced way and it was mostly used as display screen and a regular white board. Moreover, labs were mostly used as a regular classroom. Tools such as Blackboard was not used by any of the teachers or administrators which could be linked to having no previous experience with such tools especially in the absence of structured training and support.

All the teachers and administrators in this study had no experience using LMS software such as blackboard. The exception was Omar who used Moodle LMS since he taught at an online university that utilized a blended learning environment before joining the ELC. However, he also did not use Blackboard, albeit saying he needed training, an incentive, clear guidelines, proper support, and time to use it. He still did not attend any of training workshops on Blackboard since he suggested Blackboard was only optional at that time. However, Omar was the only teacher who allowed students to use e-dictionaries on their phones in the classroom and use computers in the labs for self-study.

Bill, Tim, and Martin had little to no previous language experience like the other teachers since their majors were in non-related fields to teaching English. They had experience working at other fields before getting certified to teach English. However, Tim had a short spell at a university level language institute in the UK where he indicated using technology. In addition, he explained that was familiar with the field of TELL. He also indicated his love for using technology to teach English. This coupled with him teaching the Oral course which mostly consisted of students giving Power Point presentations, allowed him to include multimedia in his teaching. However, he still used the labs as regular classrooms and did not utilize the labs computers for students.

Martin had no lab hour assigned for listening, but he actively sought using tools like the iTools in all his classes albeit facing issues having it installed in all his classrooms. He was one of a few teachers who used the speakers in his classes during my observations. He used video along with audio in his classes to explain the lessons. This could be due to his knowledge of computers at an early age compared to the other teachers. He explained that he first learned how to use a computer when he was 13. Additionally, he rated his knowledge of hardware, software,

and language software an eight out of ten, the highest among all the teachers. This previous experience with technology could indicate why he went out of his way to use the iTools for example, even when was faced with hurdles to use it.

Bill, was one of the teachers who had taught online classes before. He was teaching evening classes at another institution that utilized blended learning. However, he did not use Blackboard nor used any other tools than what was required of him at school. He also used the tools at the ELC superficially like the other teachers. Labs were used as a regular classroom although he was teaching students on how to write e-mails. Bill's previous experience using technology contradicted his use. However, this was because of other factors such as having no technology component in the writing textbooks, as well as the lack of clear role of technology or requirements at school among other reasons that I have discussed before.

Both administrators had no previous experience with LMS software which might indicate that although they encouraged teachers to use Blackboard, did not use it themselves. All their teaching experience was also at the ELC with the occasional part-time teaching at local universities where they did not use any technology in their teaching. Having all their full-time teaching at the ELC might have shaped the way they use or adopt technology. Both indicated using technology similar to other teachers, where students were mostly passive. Previous experience as have been discussed had an effect on how teachers, students, and administrators use TELL tools. However, other factors play an important role as well, especially when an experience was positive such as that of Omar's.

Rogers (2003) explained that people adopt innovations (technology) differently. One of the factors that affect early adoption is that adopters can tolerate high degrees of uncertainty about innovations, and the skills to explore its use among other reasons. As explained earlier,

previous experience affected the use and adoption of other tools by the constituents. This agrees with Rogers (2003), and points to the importance of knowing the previous experiences of users through a needs-analysis to predict and improve the integration and use of technology.

Personal beliefs and perceptions as another predictor of TELL use. Administrators, teachers, and students viewed TELL differently as it related to their school and out of school use. At school, the program structure, syllabi, goals, and administrative requirements affected how TELL was either used or not. However, an element that appeared to affect how constituents viewed and used TELL was due to their own personal beliefs and perceptions about it.

Although all teachers perceived technology to be helpful in learning English, their actual practice was affected by how they perceived their relationship to technology tools at school. For one, some teachers believed that their use of technology needed guidance by people in power, in this case administrators. Bill, for example argued that he did not use much technology because he needed details from administrators on how to use it in his writing course. He also argued that it's the administrators' job to assign textbooks that had a technology element in it. In his writing textbook, there were no digital content of any sort although the book taught students on how to write e-mails. Although he had teaching hours in the labs, and was given the freedom to do what he wanted in there, he still used the lab as a regular classroom and did not allow students to use the computers at all. His belief that it was someone else's job to tell him what do with technology and not a self-initiative especially when he had tools available to do so. Bill also suggested that he could use technology even without guidance if he felt supported by administrators. This calls for the importance of considering the administrative system, a centralized top-down one in this study, on the integration and use of technology.

Tim was one of the teachers who at least liked using multimedia in his Oral class to expose students to different speaking styles. However, the Oral syllabus allowed him more freedom since it was based on students learning and giving presentations which they were also tested on. However, like Bill, students in his class were mostly passive in relation to interacting with technology and in the labs no students used their assigned computer stations as well. Only the main teacher's station was used in both classes and labs. Although he suggested that using technology is a self-initiative, he also looked for someone else for guidance as he explained that "over here we're not really utilizing this technology. We're not really utilizing and something needs to be done about that" (Interview, February, 16, 2016). Users need to see clear advantage of tools in order for them to use it. This is what Rogers (2003) calls *relative advantage* which is gained by deciding whether an innovation is better than the practice or idea that it is replacing or complementing.

Like I have discussed earlier, lack of a clear goal for technology in relation to the curriculum was a factor influencing the use of TELL, teachers still had enough tools to enhance language teaching and learning if only they tried integrating it into their teaching with some self-initiative. Martin also thought he needed details to use technology. He complained about the lack of details in the syllabus. He said "I was like, "Can I get a detailed syllabus?" This is what I got. A one-page thing with a PS" (Interview, February, 1st, 2016).

Although teachers believed that they needed administrators to provide a more detailed syllabus, with a clear role for the labs, others like Omar suggested that there was no need for a unified syllabus especially with skills like reading. He argued that students needed to be exposed to different kinds of text to improve their reading. He also argued that since teachers wrote their own exams, not following the syllabus was not checked by administrators. However, he did not

expose the students to a variety of text even when he was in the lab. The only other text that he had students read was unguided newspaper articles, and only when he had nothing to teach in the labs. In the classrooms, he stuck to the syllabus. Like I mentioned before, he also believed that he should not do anything that he was not asked to. Again, as with the other teachers, it seemed that they believed it was someone else's job to tell them what do, in this case administrators. Shaabi (2010) found that "the existing culture assumed that a central authority could impose technology from top to bottom" (p. 213), something which teachers in this study seemed to look for.

Even with the use of Blackboard, iTools, online practice and DVDs that came with some textbooks, teachers thought these tools were optional and hence did not enforce or follow up its use by students. Sami explained that Power Point presentations was the only thing required by students in terms of using technology. The common theme here is teachers' belief that they do what they were required, when it comes to technology.

Teachers' perception of the other also affected how much technology they were willing to integrate into their teaching. Bill, for example, believed that students seemed to like a lecture style teaching, and like to be spoon-fed as he explained. This was why he thought it was better to brief and debrief them. Students indeed were used to traditional style teaching styles in public schools, but as I have discussed they seemed to use more technology for learning than what teachers gave them credit for.

Administrators also thought that the reason that students did not use optional tools that were available to them was a cultural thing. Tariq, for example, argued that students did not do anything if it was not required. However, teachers as well as administrators looked for a higher authority to dictate what they should do also. This was why he called for better communication

with students to explain the benefits of using supplemental materials as well as to tell them about available resources at the institute. However, students have shown interest in using technology for learning, but they complained that their voices were not heard. On the other hand, Ali thought that students were a technology generation and hence why he thought they knew how to use the resources available to them without the need for training.

Administrators also believed that teachers are the ones resisting technology use. Tariq explained that teachers knew how to use the Smartboards in an advanced way, but they refuse to use it in such a way. He argued that "the point is that teachers are not convinced. If it what was up to the teachers, they would even prefer to go back to the white board" (Interview, February, 16, 2016). Moreover, he believed that the role of an administrator was to introduce technology and it was the teachers' job to adapt it into their teaching. He explained that his job was not to force teachers to use it. However, as I have mentioned earlier, teacher did not use tools available to them because it was not required. Additionally, administrators also blamed the government working hours as a cultural barrier for students to use available resources to them. Tariq explained that with the absence of an online component in the program that allowed students to use tools off campus, they needed to use these resources on campus. But, since working hours were from 7:30 A.M. to 2:30 P.M., students did not have access to labs, the library, and other resources after 2:30 P.M. especially when during these hours, students were mostly in classes.

Part of why teachers rejected using technology especially when it was optional and unguided was as I explained earlier was due to its *relative advantage*. Additionally, and as Rogers (2003) explained compatibility also affects the adoption of technology. He defined compatibility as "the degree to which an innovation is perceived as consistent with existing

values, past experiences, and the needs of potential adopters" (p. 240). Part of why teachers rejected the use of tools was due to its low compatibility.

A Fourth Dimension: The Effect of Institutional Administrators

As I have discussed in the theme about the power of the ELC administrators in the successful integration of TELL into the curriculum, the data revealed another power that could greatly affect TELL integration although mostly indirectly. This fourth dimension includes the institutional administrators who oversee overall policy, planning, and budgeting. Although the research questions and participants did not include this group, interviews especially with teachers and administrators at the ELC brought them into the discussion and hence the inclusion of a separate theme in the discussion of findings.

Al Asmari (2011) argued that there was a disconnect between what policy makers, at different level, believe about technology use and the support and investment they provide to meet these beliefs. This was true for this study as well. One of the issues that prevented efficient use of the labs as a TELL tool was the lack of software that teachers and students could use to justify the time spent in the labs. This was especially when teachers have shown a reliance on guiding factors to use technological that lacked a detailed syllabus, administrators' guidance, etc. However, for the past two years, the labs have not had any installed software after previous licenses were not renewed. Omar explained that this was because of not allocating a budget for educational software by the institute's higher administration. He argued that this was because of recent budget cuts that not only affected the institute, but also other government agencies due to the country's overall budget deficit.

Tariq, the ELC director, also indicated that software renewal was not approved by the higher administration for budget issues. This situation did not only affect investing in software in

the labs, but also affected other suggestions for using new technological tools. Tariq explained that when he took over, he realized that there was a need for an online learning environment that connected students to learning materials even when they were away from school. He indicated that he was looking for an online learning system that also included built-in assessment to encourage students' use of this tool. As the head of the development committee that included also other satellite branch directors, they researched different options available in the market. The committee finally agreed that English First (EF) Online was a suitable solution. They recommended this tool to the higher administration, but it was rejected. Tariq explained:

> We had a project last year but it didn't go through because of the financial resources. We had a project last year with EF, with English First, but the financial resources of the ELC weren't enough to cover the cost for this partnership…The course was a little bit high and with the budget cut this year, it didn't go through, because of the financial resources. (Interview, February, 16, 2016).

Still, Sami argued that even when budget was not an issue in previous years, and there were resources available, the issue remained. He explained that the institute spent about a quarter of a million dollars for an educational software that no one used because it did not relate to the curriculum nor did teachers or students receive training on using it. He explained that it was a higher management decision to buy the software. He said:

> The minute they installed the software, here as far as we're concerned here at the main branch, we never used it. It was there for nothing. I know. Even the IT people they said the [Institute] paid a million or half a million Riyals for nothing (Interview, February, 15, 2016)

Although budgeting was an issue that was controlled by higher administration, it was not the only issue. Another concern, that was pointed out during interviews, was how much attention the ELC received from the higher administration, and therefore the level of investment they were willing to give. It was interesting that this was first brought to my attention by one of the students, Riyad, when I was talking with him about support. He said that it was fine that students were not supported and when I asked him why, he explained that learning English at the institute was not the main goal for why the institute was established. This was confirmed by reading the institute's goal statement online which stated that its main role was to train in-service and pre-service government employees, conduct consultations, administrative research, and documentation.

Talking to Sami, one of the teachers, he confirmed that the higher administration did not think of the ELC as an important part of the Institute. He explained:

> I'm sorry. Let me put it in brief. It's not all the people in the top management have the same views above a place they belong to. Sometimes we hear people saying that this is an [Institute], not an ELC [Institute]. The [Institute] wasn't really established, built to teach English. This is not the main reason. Some of the people say we can survive easily without the ELC. That's every time we used to demand some improvement. It is really frustrating. (Interview, February, 15, 2016)

Tariq also mentioned that the higher administration had to think about other departments at the Institute when allocating budgets or even considering training. Blackboard for example was not purchased to be used at the ELC only, but also by other departments as well.

Other issues that were affected by higher administration included the teaching load, IT department hiring, and types of training courses offered. Teachers complained about having a

high teaching load that gave them little time for anything else. Their teaching load was affected by the number of students admitted into the ELC which in turn was decided by the higher management. Typically, each class should not exceed twenty-five students, yet the intermediate class in this study had 31. This affected seat allocations in the labs since there were only twenty-five student stations. The Institute needed to keep numbers high at the ELC without hiring more teachers because by the time students reach their majors, some would have left the program, failed or expelled.

In addition to the teaching load, the quality of support from the IT department was a challenge too. Teachers as well as administrators' overall opinion of the IT department support was not satisfactory. Ali, for example, explained that they were slow while Martin complained that they never installed the iTools software in all his classrooms although he tolded them many times. The IT department did not provide any support for students as well. Ali explained that this was because the higher management outsourced the IT support to another company and hence the low quality support provided.

Training was also another issue. As I have discussed, teachers explained that training on Blackboard in English was not enough and that they needed more hands-on and advanced training to effectively use Blackboard. However, the Institute had regular Blackboard training sessions, but they were in Arabic. In addition, annual off-campus training was only provided by the Institute to Saudi citizens and was a higher management decision on who went on training or not. This, however, was put on hold in the last two years for budgeting problems. There was also no training offered in English on using technology tools at the institute, according to the teachers.

Students did not seem to realize or think about the existence of this fourth dimension, the institutional administrators. Their focus was mostly on their teachers and their surroundings including materials, classrooms, labs, etc. I have already mentioned that there was a disconnect between students and teachers and on a larger scale between students and administrators. This disconnect seems even bigger when considering intuitional administrators. This is normal in a top-down centralized system where communication weans as the distance increases from top to bottom. Rogers (2003) explained that "the more that power is concentrated in an organization, the less innovative the organization is". He also added that "[i]n a centralized organization, top leaders are poorly positioned to identify operational-level problems or to suggest relevant innovations to meet these needs" (p. 412).

Overall, and as other themes have shown, the issues of power within a centralized, top-down administrative environment and as stated by Rogers (2003), affects technology adoption, integration, and use on every level. In such an environment, integrating and using technology is set up for failure unless changes are made. The best option is to opt for a more decentralized system allowing constituents more freedom and responsibility in choosing, planning and integrating technology. Another option where a centralized system is difficult to change, is to have clear goals, open communication channels, follow-up system, ample support and training, and include constituents as well as administrators and higher administration in the integration of technology. The second option seems to be more difficult to accomplish taking into consideration the limited flexibility and the time it requires to make it work.

Study Implications

This study aimed at bringing administrators, teachers and students into the conversation of integrating TELL. By exploring their understanding and beliefs about using technology and

also by making a connection to their actual practices, I hoped to shed a light on the importance of considering all three groups into the planning and use of technology to enhance language learning. This study pointed to a gap that existed between expectations and actual use of technology due to many factors as discussed in chapters four and five. One of the main issues for this was the absence of considering other stakeholders when planning, supporting, training, or using technology. The study's findings suggested implications for successful TELL integration. This section discusses these implications.

Understanding the Needs of Constituents

The first step that should be considered before investing in technology is to understand the needs of the organization represented by administrators. This includes having well defined institutional and program goals that defines a clear role not only for what a program should accomplish, but also for how technology integrates with these goals. Having unclear or unstated goals as they relate to technology could lead to different interpretations, levels of integration, superficial use of technology, and even not using technology at all as this study have shown.

Teachers' needs also need to be considered for better integration of technology. For one, their voice needs to be heard. After all, they are the ones who use these tools in their teaching. Understanding their needs include allowing them to be part of the planning in choosing textbooks, review syllabi, and also evaluating any tools used. When teachers' voice is not heard, as in this study, they tend to lose initiative in using technology, at least effectively. Teachers in this study had positive views of TELL, but this was not enough for them to use it. Some teachers, for example, complained about the lack of a clear role for labs. However, because they lacked proper channels to express their opinions or even discuss the role of labs with administrators, the labs were not used properly.

In addition, teachers need for training, support, and understanding of what technology use means in relation to their everyday teaching. Teachers, for example, were asked to use Blackboard, but none of them used it. This was because they were not included into the conversation of choosing it in the first place. They also did not receive adequate training, nor had any supporting resources should they decide to use it. In addition, they did not understand how Blackboard, or other tools for that matter, relate to their teaching. They needed a clear explanation of how tools integrate with the curriculum. Just asking teachers to use a tool without having a clear role for it, made teachers either neglect it such as with labs, and Blackboard, or use it in a superficial way neglecting more advanced uses. Administrators also need to consider teachers' previous experiences and either support it or even benefit from it. For example, some teachers could have helped with training on using LMS since they have used it before themselves. Other teachers did not really follow the latest in TELL and mostly favored traditional teaching since they considered it a safe zone. Understanding such teachers' backgrounds could help in the planning, training, and supporting of TELL use.

Understanding students' needs was also an important part of TELL integration. After all, they are the main beneficiaries from the successful integration of TELL. However, in this study, students' needs were mostly ignored. There was a need for a technology competence assessment to inform administrators, teachers, and supporting units of what students can and cannot do. For example, some administrators and teachers thought all students were competent in using Power Point, when this was not the case. This tool was a requirement for doing presentations and students were assessed on aesthetics as well as presentation. Technology Competence Assessment (TCA) could be comprehensive or just a simple survey when students apply for the program.

Students also indicated their need for support which they did not receive. None of the supporting units, documents, training programs, or even orientation covered technology. Moreover, students had no proper channels to voice their concerns, needs, and suggestions at the ELC. They also suggested that more technology use was needed at the ELC especially when the tools that were available were either used by teachers and students were on the receiving end, or students were not allowed to use them like in the labs. They also asked for a connection between work at school and at home. Tariq, the ELC director, realized this and indicated that there was a need to do more to communicate with students. Overall, it was important to understand constituents' needs as well as to have open and clear communication channels not only to cater for constituents, but also to have their needs in mind when choosing, integrating, and supporting the use of TELL tools.

Planning and Program Structure

After understanding the institutional and constituents needs, planning and the program structure should also receive attention. When planning a program, technology needs to have a clear role for successful integration of TELL. The curriculum cannot for example, be planned without considering the role of tools that are available or ones that will be introduced later. In the program at the ELC, labs and other tools were already available before curriculum changes were made. However, the new curriculum did not include clear goals for using available tools. Even in courses like Writing, a new textbook and syllabus were introduced, but the textbook had no technology elements like the other skills' textbooks, and had no instructions or suggestions of how to use tools that were already available like the labs. In this course, for example, students learned how to write professional e-mails. However, they only did so using pen and paper even when they were in the labs.

The program structure also needs to have a place for technology use and provide space for development as well as incentives. A program should have structured training and support. This includes assigning time for periodic training, technical guides and tutorials, as well as an explanation of available support that should cater for all constituents. Developing materials for use with different tools require time as teachers have suggested. So, it is important to allow time within the teaching load for developing materials and assessing their use. Teachers have indicated that they did not use Blackboard because they did not have time for it in their weekly schedules. Their teaching loads were high which prevented them from learning, and developing materials for Blackboard. In addition, the lack of assessment within the program made teachers either ignore using the tools or not follow up their use with the students. Administrators as well as teachers indicated the importance of having some kind of assessment in order for students to engage with technological resources that they have.

In addition, the program needs to cater for the number of students it admits. In the level three class in this study, the maximum number of students should have been twenty-five. However, there were thirty-one students in this class, which required teachers more work in addition to having heavy teaching loads. Labs were also designed with only twenty-five computer stations for students, making it difficult for teachers to allow all students to use the labs and in turn pushed teachers to using labs as regular classrooms. Teachers have also indicated that the labs were not designed for interactive group work. They were designed for individual students' work which did not suite the teaching style or the way the syllabi was shaped.

Training & Support: Key Elements in Successful TELL Integration

One of the elements that were missing in this study was the availability of support and continuous training and development for teachers, students, and administrators. Administrators,

for example, had no structured continuous training in using technological tools. All their previous training that was provided by the Institute on an annual basis was mostly in administrative fields. Although, administrators have indicated they already knew what they needed to use the tools that were available at the ELC, just like teachers they used tools superficially and did not use Blackboard in their own teaching. As for training courses for using tools like the Smart Board, there were not any regular workshops. Blackboard was the only tool that administrators received training on once a semester. Even the annual off-campus training programs that faculty were allowed to take did not include technology training courses and were stopped due to budget cuts.

Teachers also indicated that they did not receive any structured training on any of the tools at school except for Blackboard. However, they explained that the training they received on it was not enough for them to feel comfortable using it. The annual off-campus training programs were only offered to Saudi citizens. As for students, there were no training programs for them at the ELC at all. For a program to successfully integrate technology into the curriculum, there needs to be continuous structured training workshops. These workshops should cover the basics as well as the advanced uses of the tools available. They also could be recorded for future reference, which could cut the costs for future training. Utilizing previous teachers' experiences with tools such as Blackboard could also help in driving training costs down. Training programs also need to be hands-on and not just a lecture style workshop, something which teachers called for. Training should also cater for students in addition to teachers and administrators.

Support is another important element for the continuity and efficiency of using TELL. Students did not receive any technological support and mostly sought support off-campus. Teachers as well did not know who to go to when they needed support using a tool, apart from

asking a follow teacher who might or might not have the answer. The IT support, not only needs to be efficient and understand the needs of users and fix technical issues, but also provide guides, explanations, and hands-on training when needed. This could be achieved by having clear guidelines for what IT support could or could not do especially when everyone in this study thought that their main job was to fix technical issues only. Additionally, support cost could be lowered especially at a place like the Institute where there are budget cuts. This could be done by publishing online guides, multimedia, and frequently faced issues and how to solve them.

Directions for Future Research

After presenting and discussing the data in chapters four and five, there were a number of areas that needed expansion or required separate inquiries. This section discusses directions for future research that stemmed from findings in this study.

This study was a qualitative inquiry limited to a specific context and participants. This calls for more studies that looks into different contexts. The institute in this study is only one of many higher education institutes in Saudi Arabia that houses language centers which teach English to prepare students for their majors of study. By examining similar contexts, further details could be gained of how to integrate TELL effectively by recognizing any disconnects that exist between administrators, teachers, and students. As revealed by participants in this study, their experiences at other language programs were different. Some of these learning environments already use blended learning, for example. Others have already been using tools like Blackboard LMS for over a decade. By studying these different contexts, research could inform constituents of how to better integrate TELL successfully. More focused studies can also look at single tools such as supplemental textbooks' materials, Blackboard, Smart Boards, and labs and whether administrators, teachers, and students react differently to different tools.

Although this study examined administrators, teachers and students in one study since they all participate and affect how TELL tools are used, another element presented itself in this study. This fourth element was the institutional administration, and how it affects TELL integration even though, these administrators do not interact with language programs directly. As discussed in this study, institutional goals, budget approvals, institutional training and support, and other factors affected how TELL was integrated at the ELC. By having studies that look at this area of research, institutional administrators could be informed of the importance of their role in supporting or hindering TELL integration.

TELL tools in this study seemed to have a disconnect between why they were chosen, their purpose and relationship to existing curricula, and also lacked structured training and support for all constituents. Administrators did not have clear guidelines for choosing, integrating, and supporting the use of tools that were introduced into the program such as the case with labs, and Blackboard LMS. This calls for a need for a guide that could inform language centers on the process of choosing and integrating technology into the curriculum. In chapter four, I discussed the TESOL Technology Standards, and how it had standards for using technology for students and teachers, but it liked similar detailed standards for administrators. Research that could explore administrators' current practices in introducing and integrating TELL could help develop guidelines that could inform administrators when considering TELL. Gonzalez (2012) argued that until recently "there have not been clear guidelines on how to successfully integrate technology to promote language learning" (p 31). This still true today, at least for administrators. Since contexts differ, such standards do not have to be followed to the letter, but rather help in making decisions about choosing and integrating technology, and also with supporting and training teachers and students.

Final Reflection

What drove me to conduct this study was not only my personal experience learning English through technology or my passion for it. As a teacher and an administrator, I felt that there was a need to understand how technology is used to enhance language learning, and why at times the investment in it did not match the benefits. I looked into research in the field TELL for answers but found that not all stakeholders were considered especially in one study albeit the suggestion that they all need to be understood and supported to better integrate technology into education. Hence, this study's idea was born.

During the course of my journey working on this study, I gained many insights into the importance of including all stakeholders into the conversations of integrating technology. In addition, I realized that there was much to technology integration than just considering the needs, beliefs, and use of stakeholders. I discovered other powers such as institutional administration that plays an important role as well. I also realized that integrating technology was a comprehensive effort that brings policy, goals, training, support, culture, beliefs, society, the curriculum, and the needs of stakeholders together before it can be utilized.

Since I conducted the study, the school has implemented an online learning system to give space for students to learn away from school. Although it is not evaluated, it is one step for change. The director of ELC suggested that there was a need for this element and has eventually made this change. The ELC also purchased Office 365 for students to access from anywhere. Although, I am not sure if conducting this study sparked this change, I am glad nevertheless.

Now, I have a better understanding of why technology is not utilized well. However, there are many issues that still need to be addressed as I discussed in the study implications and future research. This study opened the door for me to consider other issues with TELL

integration. I will continue the endeavor of further contributing to the understanding of the field. For the time being, at least I know that I can make changes into my own teaching and possibly administrating language programs.

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Appendix A

IRB Approval Letter

Indiana University of Pennsylvania
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Institutional Review Board for the
Protection of Human Subjects
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December 7, 2015

Bader Algubaisi
2107 Philadelphia Street
Indiana, PA 15701

Dear Mr. Algubaisi:

Your proposed research project, "Exploring and Understanding of Administrators, Teachers and Students Expectations and Actual Use of Technology-Enhanced Language Learning in a Saudi Tertiary Context," (Log No. 15-253) has been reviewed by the IRB and is approved. In accordance with 45CFR46.101 and IUP Policy, your project is exempt from continuing review. This approval does not supersede or obviate compliance with any other University requirements, including, but not limited to, enrollment, degree completion deadlines, topic approval, and conduct of university-affiliated activities.

You should read all of this letter, as it contains important information about conducting your study.

Now that your project has been approved by the IRB, there are elements of the Federal Regulations to which you must attend. IUP adheres to these regulations strictly:

1. You must conduct your study exactly as it was approved by the IRB.
2. Any additions or changes in procedures must be approved by the IRB before they are implemented.
3. You must notify the IRB promptly of any events that affect the safety or well-being of subjects.
4. You must notify the IRB promptly of any modifications of your study or other responses that are necessitated by any events reported in items 2 or 3.

The IRB may review or audit your project at random *or* for cause. In accordance with IUP Policy and Federal Regulation (45CFR46.113), the Board may suspend or terminate your project if your project has not been conducted as approved or if other difficulties are detected

Although your human subjects review process is complete, the School of Graduate Studies and Research requires submission and approval of a Research Topic Approval Form (RTAF) before you can begin your research. If you have not yet submitted your RTAF, the form can be found at http://www.iup.edu/page.aspx?id=91683 .

While not under the purview of the IRB, researchers are responsible for adhering to US copyright law when using existing scales, survey items, or other works in the conduct of research. Information regarding copyright law and compliance at IUP, including links to sample permission request letters, can be found at http://www.iup.edu/page.aspx?id=165526.

I wish you success as you pursue this important endeavor.

Sincerely,

Jen Roberts

Jennifer Roberts, Ph.D.
Chairperson, Institutional Review Board for the Protection of Human Subjects
Professor of Criminology

JLR:jeb

Cc: Dr. Curtis Porter, Dissertation Advisor
Dr. Sharon Deckert, Graduate Coordinator
Ms. Brenda Boal, Secretary

Appendix B

Recruitment/Invitation Letter

You are invited to participate in a research study titled "Exploring and Understanding of Administrators, Teachers, and Students Expectations and Actual Use of Technology -Enhanced Language Learning in A Saudi Tertiary Context"**. The following information is provided in order to help you make an informed decision whether or not to participate. Your participation in this study is voluntary. If you have any questions, please do not hesitate to ask. You are eligible to participate because you are an administrator/teacher/student at the English Language Center (ELC) in an advanced level.**

The purpose of this study is to explore how technology is used to enhance English language learning by students, teachers, and administrators. The study looks to examine how students, teachers, and administrators use technology compared to what they expect of technology as well as how all three support or receive support to see these expectations met. By exploring the interactions between teachers, students, and administrators and the use of technology to enhance English language learning, a better understanding of how technology is used and how all three groups of participants could benefit from understanding what each other need to maximize the potential benefit of using technology in English language learning and teaching. The interview will ask about demographic information, educational and technical background, technology resources available at the ELC and your classrooms, your expectations and perceptions about technology enhanced language learning, and the support available at the ELC. The interview can be from 1-2 hours and can be scheduled at one time or broken to different times based on your preference.

In addition, the study will include observing you in your classroom/s, reviewing syllabi and conducting follow-up interviews. There will be follow up interviews that will come after the initial interviews, 4-8 classroom observations and syllabus examination. Follow up interviews will be between 30 minutes to an hour.

Your participation in this study is voluntary. You are free to decide not to participate in this study or to withdraw at any time without any consequences. Your decision will not result in any loss of benefits to which you are otherwise entitled. If you choose to participate, you may withdraw at any time by notifying the researcher. Upon your request to withdraw, all information pertaining to you will be destroyed. If you choose to participate, all information will be held in strict confidence and will have no bearing on your academic standing or services that you receive from the Institute.

Your response will be considered only in combination with those from other participants. The information obtained in the study may be published in scientific journals or presented at scientific meetings but your identity will be kept strictly confidential.

If you decide to participate, please contact me at ZLRR@iup.edu by mobile on 0547811840

Researcher:
Bader Algubaisi
Ph.D. Candidate,
Department of English
Indiana University of Pennsylvania
2107 Philadelphia Street,
Indiana, PA 15701
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Dissertation Director:
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114B Leonard Hall, IUP
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Curtis.porter@iup.edu

Cell# +13103105510 **Phone# +17243573965**

This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).

Appendix C

Informed Consent Form for Interviews (Teachers and Students)

Informed Consent Form for Teachers/Students

Project Title: Exploring and Understanding of Administrators, Teachers, and Students Expectations and Actual Use of Technology -Enhanced Language Learning in A Saudi Tertiary Context

You are invited to participate in this research study. The following information is provided in order to help you make an informed decision whether or not to participate. If you have any questions, please do not hesitate to ask. You are eligible to participate because you are a teacher/student at the English Language Center (ELC).

The purpose of this study is to explore how technology is used to enhance English language learning by students, teachers, and administrators. The study looks to examine how students, teachers, and administrators use technology compared to what they expect of technology as well as how all three support or receive support to see these expectations met. By exploring the interactions between teachers, students, and administrators and the use of technology to enhance English language learning, a better understanding of how technology is used and how all three groups of participants could benefit from understanding what each other need to maximize the potential benefit of using technology in English language learning and teaching. The interview will ask about demographic information, educational and technical background, technology resources available at the ELC and your classrooms, your expectations and perceptions about technology enhanced language learning, and the support available at the ELC. The interview can be from 1-2 hours and can be scheduled at one time or broken to different times based on your preference.

In addition, the study will include observing you in your classroom/s, reviewing syllabi and conducting follow-up interviews. There will be follow up interviews that will come after the initial interviews, 4-8 classroom observations and syllabus examination. Follow up interviews will be between 30 minutes to an hour and it will expand on data collected from the initial interviews, observations and syllabus examination.

Your participation in this study is voluntary. You are free to decide not to participate in this study or to withdraw at any time without any consequences. Your decision will not result in any loss of benefits to which you are otherwise entitled. If you choose to participate, you may withdraw at any time by notifying the researcher. You can request to withdraw from the study without penalty. Upon your request to withdraw, all information pertaining to you will be destroyed. If you choose to participate, there is minimal risk associated with participation. The only risk is disclosing your identity, but all information will be held in strict confidence and will have no bearing on your academic standing or services that you receive from the Institute. Any identifying information for all participants including names and locations will be masked to ensure that participants remain anonymous. Pseudonyms will be used for locations and names. All recordings will be deleted after transcription and analysis to ensure anonymity.

Your response will be considered only in combination with those from other participants. The information obtained in the study may be published in scientific journals or presented at scientific meetings but your identity will be kept strictly confidential.

If you are willing to participate in this study, please sign the statement below and deposit in the designated box by the door. Take the extra unsigned copy with you. If you choose not to participate, deposit the unsigned copies in the designated box by the door.

Researcher:
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This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).

VOLUNTARY CONSENT FORM:

I have read and understand the information on the form and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this informed Consent Form to keep in my possession.

Name (PLEASE PRINT)

Signature

Date

Phone number or location where you can be reached

Best days and times to reach you

Email address:

I have explained the purpose of this research, potential benefits and risks associated with participating in this study to the participant above. I have also answered all questions raised by the participant above.

Researcher's signature:
Date:

Appendix D

Informed Consent Form for Interviews (Administrators)

Informed Consent Form for Administrators

Project Title: Exploring and Understanding of Administrators, Teachers, and Students Expectations and Actual Use of Technology -Enhanced Language Learning in A Saudi Tertiary Context

You are invited to participate in this research study. The following information is provided in order to help you make an informed decision whether or not to participate. If you have any questions please do not hesitate to ask. You are eligible to participate because you are an administrator at the English Language Center (ELC).

The purpose of this study is to explore how technology is used to enhance English language learning by students, teachers, and administrators. The study looks to examine how students, teachers, and administrators use technology compared to what they expect of technology as well as how all three support or receive support to see these expectations met. By exploring the interactions between teachers, students, and administrators and the use of technology to enhance English language learning, a better understanding of how technology is used and how all three groups of participants could benefit from understanding what each other need to maximize the potential benefit of using technology in English language learning and teaching. The interview will ask about demographic information, educational and technical background, technology resources available at the ELC and classrooms, your expectations and perceptions about technology enhanced language learning, and the support available at the ELC. The interview can be from 1-2 hours and can be scheduled at one time or broken to different times based on your preference. ELC guidelines and policies will be examined.

In addition, the study will include a follow-up interview which will be conducted after observing teachers and students who have consented to this study and examining the syllabi. The follow up interview will be between 30 minutes to an hour.

Your participation in this study is voluntary. You are free to decide not to participate in this study or to withdraw at any time without any consequences. Your decision will not result in any loss of benefits to which you are otherwise entitled. If you choose to participate, you may withdraw at any time by notifying the researcher. You can request to withdraw from the study without penalty. Upon your request to withdraw, all information pertaining to you will be destroyed. If you choose to participate, there is minimal risk associated with participation. The only risk is disclosing your identity, but all information will be held in strict confidence and will have no bearing on your academic standing or services that you receive from the Institute. Any identifying information for all participants including names and locations will be masked to ensure that participants remain anonymous. Pseudonyms will be used for locations and names. All recordings will be deleted after transcription and analysis to ensure anonymity

Your response will be considered only in combination with those from other participants. The information obtained in the study may be published in scientific journals or presented at scientific meetings but your identity will be kept strictly confidential.
If you are willing to participate in this study, please sign the statement below and deposit in the designated box by the door. Take the extra unsigned copy with you. If you choose not to participate, deposit the unsigned copies in the designated box by the door.

Researcher:
Bader Algubaisi
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This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).

VOLUNTARY CONSENT FORM:

I have read and understand the information on the form and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this informed Consent Form to keep in my possession.

Name (PLEASE PRINT)

Signature

Date

Phone number or location where you can be reached

Best days and times to reach you

Email address:

I have explained the purpose of this research, potential benefits and risks associated with participating in this study to the participant above. I have also answered all questions raised by the participant above.

Researcher's signature:

Date:

Appendix E

Interview Protocol for Students

I. Demographic & Personal Information:

1. Name
2. Age
3. How long have you been at the ELC?

II. Educational & Technical Background

4. When did you start learning English in school? Can you please talk about it?
5. Did you learn English outside school? Can you please talk about any programs that you have attended and what courses or skills did you learn in these programs?
6. Have you used any technological tools like computers to learn English outside school? What were they and can you describe your experience using these tools to learn English?
7. Do you have a Smart phone, tablet, PC, laptop, or electronic dictionary? How good are you in using these devices? Can you please explain?
8. Have you ever received training in using computers? If so, please explain? If not, how did you learn how to use computers?
9. How would you rate your skill in using computers?

III. Technology Resources available at the Research Context/off Campus and its Use

10. Have you used any technological tools (e.g. computers) to learn English outside school? What were they and can you describe your experience using these tools to learn English?
11. Do you have a computer at home? What do you use it for?

12. If you have a smart phone? What do you use it for?
13. Do you have Internet at home? What do you use the Internet for?
14. Do you use any of the electronic devices we talked about to learn English? If so, can you please give some examples on how you do that?
15. At the institute, do you have access to computers, learning software, and Internet? What kind of access do you have and what do you use it for?
16. Do you use computers at IPA to do your assignments? Why, why not?
17. What kind of assignments do teachers ask you to use computer for?
18. Do teachers train you in how to use different software like PowerPoint, Word, CALL labs learning software? If yes, can you please talk about the frequency and details of the training?
19. Do CALL lab teachers train you in using learning software and provide help?, please explain.
20. How good are you with using computers? Have you ever done any programming or coding? How good are you with MS office?
21. What software do you use at CALL labs?
22. Do the syllabi match what you practice in CALL labs? If yes, please give examples?
23. What hardware do teachers use in classrooms? How do they use it?
24. Do you think using Smart Boards enhance your learning? Why, why not?
25. Do you think using projectors in classrooms enhance your learning? Why, why not?

26. Are you required to use computers to work on your assignments, if so, give examples of assignments that require that? If no, then explain why not?

IV. Expectations and Perceptions of TELL

27. Do you think CALL labs improve your English? Why, why not?
28. Do CALL lab teachers measure your level before you start using the software?
29. What do you think about using technology to enhance learning English?
30. What do you know about TELL?
31. What learning style/s do you like most? If you were a teacher how would you teach English?
32. Do you use any software in the classroom or outside that you are required to use? Please explain.

V. Support at Research Site

33. What kind of support does the ELC provide you in terms of software and hardware training, technical support, orientation, workshops, etc? Do you think this is enough? Why, why not?
34. Have you received any kind of orientation in using different tools at the IPA, such as Smart Boards, Projectors, MS Office, Institute's Management System, Blackboard, CALL Labs software like Longman Interactive, etc? If so, can you please talk about the orientation and what it covered?
35. Have you ever been involved in a discussion on whether the CALL lab programs are beneficial, if so please explain?
36. Do you have access to technical support when you need it? Please explain.

37. Are your teachers competent in using different tools to teach English? Do you think using technology makes a difference at the ELC? Why, why not?
38. Do teachers provide you with needed support in explaining, and guiding you to use software/hardware to learn English better?
39. Who helps you when you don't know how to use software at CALL labs?
40. If you need help to finish an assignment that needs using a computer outside the IPA, who do you seek for help and why? Why not?

VI. Additional Comments

41. Do you have anything else to add?

Appendix F

Interview Protocol for Teachers

I. Demographic & Personal Information:

1. Name
2. Age
3. Nationality
4. Academic Qualifications
5. How long have you been at the ELC?
6. How would rate your knowledge of computers hardware and software?

II. Educational & Technical Background

7. What are your qualifications? What training did you receive in EFL/ESL and what's your field?
8. What is your teaching experience?
9. What course do you teach/or have taught at the ELC?
10. Do you own a computer, tablet, Smart phone, or laptop?
11. When did you first learn how to use computers?
12. What do you use these devices for?
13. How often do you use these devices?
14. Do you have an Internet connection at home? What do you use it for?
15. At the Institute, what do you use computers for?
16. Do you ask students to use computers to complete their homework assignments? Why, why not? Can you please provide examples?
17. What committees are you involved in at the ELC?

18. How long have you been at the ELC?

1. Technology Resources available at the Research Context/off Campus and its Use

19. What do you use computers for on a daily basis?
20. What do students do in CALL labs? Why do they have assigned class hours there?
21. Do CALL labs' software match course syllabi? Why, why not? Please explain.
22. Do you use Smart Boards, Projectors, Power Point or similar programs, Word processing, computers, and other resources in your teaching at the ELC? If so, please explain how you use them and why? Did you receive training in using them?
23. What resources are available for you at the ELC?
24. What resources are available for students at the ELC/Institute?
25. What resources do you require students to use and why?
26. What tools does the IPA require you to use? Do you agree with these requirements? Why, Why not?
27. What technological tools do you use in class and at the ELC?

2. Expectations and Perceptions of TELL

28. What do you know about TELL?
29. Do you think technology enhances language learning? Why, why not?
30. What tools have you used to enhance your teaching? Did you use them because you are required to?
31. What tools are you interested in using in your teaching?
32. Does TELL at the ELC meet your expectations? Why, why not?
33. How do you evaluate the technological tools used at the ELC?

34. What would recommend for TELL to work at the ELC?
35. Are the tools available at the Institute what you expected before joining the ELC? Please explain.

3. Support at Research Site

36. If you require students to use computers to complete their assignments, do you measure their level to see if they have the knowledge to complete their assignment using a computer or other technological resources?
37. What do you do if a student can't complete his homework because they lack the technical ability or resources to do so?
38. Have you ever received training in using different hardware/software at the ELC? For example, CALL lab software, MS Office, Institute's System, projectors, Smart Boards, Blackboard, classroom computers? If so, please talk about what training you received and what it covered?
39. Does the ELC/Institute provide technical support and training to help students and teachers use, fix, and learn how to use different hardware and software at the ELC? Please explain.
40. Does the ELC consult teachers in the planning, choosing, integrating of technology into CALL labs and classrooms? Please explain.
41. Does the ELC conduct regular workshops on how use different technological tools to enhance language learning and teaching? If so, please explain, if not, could mention how do you learn about using these tools?

42. Is orienting teachers on using technologies available at the ELC to improve their teaching part of teacher orientation and continuous training? If yes, please talk about it. If not, how do you learn how to use these tools?
43. As I understand, there is a placement test to place students in different levels based on their English language level. Is there something similar to measure students' knowledge about computers and other tools that they need to use at the ELC? Why, why not?
44. Is there a guide for using different tools at the ELC? What does it cover?
45. How would you rate the technical support at the ELC/Institute?
46. Do administrators have teachers' and students' abilities and needs in mind when they choose new hardware/learning software to enhance English language learning and teaching? Please explain.
47. What does the administration consult you or other teachers on in relation to technologies used at the ELC/Institute?
48. What measures do you make to improve your use of technology professionally?

4. Additional Comments

49. Do you have anything else to add?

Appendix G

Interview Protocol for Administrators

III. Demographic & Personal Information:

1. Name
2. Age
3. Nationality
4. Academic Qualifications
5. How long have you been at the ELC?
6. What administrative positions have you held?
7. How long have you been at your current position?
8. How would rate your knowledge of computers hardware and software?

IV. Educational & Technical Background

9. What are your qualifications? What training did you receive in EFL/ESL and what's your academic field of specialization?
10. What is your teaching experience?
11. What courses do you teach/or have taught at the ELC?
12. Do you own a computer, tablet, Smart phone, or laptop?
13. When did you first learn how to use computers?
14. What do you use these devices for?
15. How often do you use these devices?
16. Do you have an Internet connection at home? What do you use it for?
17. At the ELC, what do you use computers for?

18. Do you ask students to use computers to complete their homework assignments? Why, why not? Can you please provide examples?
19. What committees are you involved in at the ELC?
20. How would rate your level in using computers? And other technological tools to enhance language learning and teaching?
21. What tools have you used and how?

5. Technology Resources available at the Research Context/off Campus and its Use

22. What do you use computers on a daily basis for?
23. What do students do in CALL labs? Why do they have assigned class hours there?
24. What are teachers' roles at CALL labs? What is required of them?
25. How do you make sure that teachers are able to perform their CALL lab duties? What kind of training do you provide and how often?
26. Do CALL labs' software match course syllabi? Why, why not? Please explain.
27. Do you/teachers use Smart Boards, Projectors, Power Point or similar programs, Word processing, computers, and other resources in your teaching at the ELC? If so, please explain how you use them and why? Did you receive training in using them?
28. What resources are available for you at the ELC?
29. What resources are available for students at the ELC/Institute?
30. What resources do you require students to use and why?
31. What tools does the ELC require you to use? Do you agree with these requirements? Why, Why not?

6. Expectations and Perceptions of TELL

32. What do you know about TELL?
33. Do you think technology enhances language learning? Why, why not?
34. What tools have you used to enhance your teaching? Did you use them because you are required to?
35. What tools are you interested in using in your teaching?
36. Does TELL at the ELC meet your expectations? Why, why not?
37. How do you evaluate the technological tools used at the ELC?
38. What would recommend for TELL to work at the ELC?
39. Are the tools available at the Institute what you expected before joining the ELC? Please explain.

7. Support at Research Site

40. If you require students to use computers to complete their assignments, do you measure their level to see if they have the knowledge to complete their assignment using a computer or other technological resources?
41. What do you do if a student can't complete his homework because they lack the technical ability or resources to do so?
42. Have you ever received training in using different hardware/software at the ELC? For example, CALL lab software, MS Office, ELC System, projectors, Smart Boards, Blackboard, classroom computers? If so, please talk about what training you received and what it covered?

43. Does the ELC provide technical support and training to help students and teachers use, fix, and learn how to use different hardware and software at the ELC? Please explain.
44. Does the ELC consult teachers in the planning, choosing, integrating of technology into CALL labs and classrooms? Please explain.
45. Does the ELC conduct regular workshops on how use different technological tools to enhance language learning and teaching? If so, please explain, if not, could mention how do you learn about using these tools?
46. Is orienting teachers on using technologies available at the ELC to improve their teaching part of teacher orientation and continuous training? If yes, please talk about it. If not, how do you learn how to use these tools?
47. As I understand, there is a placement test to place students in different levels based on their English language level. Is there something similar to measure students' knowledge about computers and other tools that they need to use at the IPA? Why, why not?
48. Is there a guide for using different tools at the ELC? What does it cover?
49. How would you rate the technical support at the ELC?
50. Do administrators have teachers' and students' abilities and needs in mind when they choose new hardware/learning software to enhance English language learning and teaching? Please explain.
51. Does the administration consult you or other teachers on in relation to technologies used at the ELC/Institute?

8. Additional Comments

52. Do you have anything else to add?

Appendix H

Observation Protocol

This protocol is used by the observer to see what TELL tools are used in regular classrooms, and CALL labs. This includes what tools are used by the teacher, their link to the lesson, teacher's comfort with the tools used, students' use of any tools, etc. Basically any interactions between teachers, tools, and students are observed. These observations will aid in shaping follow-up interviews with students, administrators and teachers.

Date: _____

Level: _____

Course: _____

Time: _____

Lesson Topic:_____

Tools available:

_____
_____
_____
_____
_____
_____
_____

Tools used by the teacher and connection to the lesson. How comfortable is the teacher with tools used? What tools were not used?

_____
_____
_____
_____
_____
_____
_____

Tools used by students and the connection to the lesson. How comfortable are the students with any tools used? What tools were not used?

Homework: Was there any homework, and are there any tools needed to finish it?

In CALL labs:

What software is used? What explanations, training, feedback, communications, or help related to the software/lesson was offered / asked by the teacher / students?

Appendix I

Follow-Up Interview Protocol for Students

1. You were asked to work on your assignment using PowerPoint. Did you receive training on using any of this tool?
2. Did you use dictionary apps in class or labs? How often? Why? Did you use any other software?
3. How often do you get HW?
4. You submitted a handwritten assignment, why did not you use word processing to do it?
5. You complained that you don't know what do in CALL labs, did you receive guidelines on what assignments you are supposed to work on in the Labs?
6. When you gave your presentation in class, you used a lot of text instead of multimedia? Why? Did the teachers or school provide you with training/copy of PowerPoint since it is a requirement?
7. Since you don't have internet at home, how do you complete your assignments?
8. Did you communicate your need for help in learning how to use this tool?
9. Do you access the books' websites? How often? Why?
10. Does the teacher in the reading class use the Smart Board and write on it?
11. Do you use the computers for writing during Writing labs hours?
12. How many times have you been to the library? What do you do there?
13. Any other comments?

Appendix J

Follow-Up Interview Protocol for Teachers

1. How are exams administered? Any tools used?

2. In the language lab, students received not guidance, what's your view on that? How can you improve student's use of the CALL lab?

3. You skipped part of syllabus in which students needed to go online and search for writing pieces and summarize them. Why did you skip it?

4. You asked students to hand in handwritten assignments, why didn't have them type it?

5. I noticed you have Smart Boards and blackboards in each class but you rarely use the Smart board, can you please explain why you prefer one over the other?

6. Why do teachers go to the lab? Scheduling, not enough classrooms?

7. What could you suggest to improve the link between your class teaching and integrating Blackboard or other tools?

8. In the initial interview you mentioned the importance of using technology in teaching Writing, but I noticed you didn't use any technological tools. Can you please explain why?

9. Are there any issues with the school system software? Please explain.

10. You mentioned that there are no guidelines for using CALL labs, did you communicate that to the administration? Why, why not?

10. Not all students have access to internet at home in your class, what do you do to help?

11.How would you rate TELL at ELC compared to where you want to see it in the future?

12 Do you think listening should have classes in labs? Why, why not?

13 Students mentioned that they think tools in class are more convenient for teachers than for them? What do you say about that?

14 Since you have budget and time limitations, do you think you can use the current tools that you have at your disposal more efficiently? Do you have space for it, or is time an issue? Is there anything you can do about time constraints, teacher resistance, etc?

15. Do you think tools in regular classrooms or in the labs should match your curriculum or be separate and why?

Appendix K

Follow-Up Interview Protocol for Administrators

1. Why doesn't listening have lab hours?
2. Why do not teachers use computers in the labs instead of teaching as a regular class?
3. What is your role in the department?
4. Why do teachers still go to the labs?
5. How would you rate TELL at the ELC compared to where you see it in the future?
6. How does your policy match the use of technology at the ELC?
7. Since you have budget and time limitations, do you think teachers can use the current tools that they have at your disposal more efficiently? Do they have space for it, or is time an issue? Is there anything you can do about time constraints, teacher resistance, etc?
8. Students mentioned that they think tools in class are more convenient for teachers than for them? What do you say about that?
9. There was no guidelines for teachers or students to use CALL labs? Do you think this affects how these tools can enhance their language learning?
10. Some teachers stated that they use tools which are not suitable for their syllabus because the school requires their use. Do you consult with teachers on better ways to integrate these tools?
11. You encourage teachers and students to access BlackBoard from their homes to work on their assignments but currently it is not used? What have you done to help these students?
12. Why do the Syllabi and TELL tools at the school don't have an obvious connection?
13. Additional Comments

Appendix L

Grammar Syllabus

INTERMEDIATE GRAMMAR SYLLABUS

Book: *Oxford Practice Grammar* (Intermediate)
Students will be taught and tested in the following subjects:

Before Midterm Exam:
PARTS (1-43) pages 2-104

After Midterm Exam:
PARTS (44-75) pages 108-176

Note: There are extra exercises and tests on the CD.

There is also an online practice.

Appendix M

Listening Syllabus

Intermediate Listening Syllabus

Textbook/Materials: *Lecture Ready 2 Strategies for Academic Listening and Speaking 2nd Edition*

Goals: Acquire Knowledge and language skills to understand academic English in a Lecture

		Target Vocabulary and skills	Class Activities
Week 1 & 2	**Chapters** 1	• Build background vocabulary for marketing, sales and promotion • Develop background knowledge • Use knowledge to predict lecture content • Note taking skills • Understanding subtle signs and language use for making predictions from lectures • Understand information using graphs	**End of week 2 Quiz 6 Marks** **Lectures** **Audio** **Visuals** **Note taking**
Week 3&4	**Chapters** 2/3	• Recognize language and lecture cues that signals a transition between ideas • Learn new vocabulary and trends for leisure activities • Summarize information from a lecture • Learn abbreviations • Understanding data from surveys • Language that signals a transition between ideas • Note taking skills using symbols to represent words and ideas • Language skills to make polite inquiries • Vocabulary acquisition to understand sociology discussions	**End of week 4 Midterm 12 Marks** **Lectures** **Audio** **Visuals** **Note taking**
Week 5&6	**Chapters** 4	• Acquire vocabulary to recognize definitions • Develop effective vocabulary for transitions • Develop effective vocabulary for transitions	**End of Week 5 Quiz 6 Marks** **Lectures** **Audio** **Visuals** **Note taking**

Week 7&8	**Chapters** 5	• Recognize lecture language that signals an example • Recognize information in visual form • Language for agreement and disagreement • Language for summarizing	**Lectures** **Audio** **Visuals** **Note taking**
Week 9		Final Exam 16 Marks	

Appendix N

Oral Syllabus

INTERMEDIATE SYLLABUS

Book: *Speak Now* (Book 3)

Teachers are expected to focus on the speaking skill only

Week 1:

1. Vacation: (5-8) pages 12-18

(At the end of this unit students should give a PowerPoint presentation)

Week 2:

2. Errands: (9-12) pages 22-28

(At the end of this unit students should give a PowerPoint presentation)

Week 3

3. Stories: (13-16) pages 32-38

(At the end of this unit students should give a PowerPoint presentation)

Week 4:

Assessment 1 (20 Points)

Week 5:

4. Business: (21-24) pages 52-58

(At the end of this unit students should give a PowerPoint presentation)

Week 6:

5. Culture: (25-28) pages 62-68

(At the end of this unit students should give a PowerPoint presentation)

Week 7:

6. Future: (29-32) pages 72-78

(At the end of this unit students should give a PowerPoint presentation)

Week 8:

Assessment 2 (30 Points)

Note: There is an online practice.

Appendix O

Reading Syllabus

Syllabus for Intermediate (Level 3)

I. **Course Objectives:** Challenge students to
- read for various purposes: reading for general understanding, identifying the writer's point of view, scanning for specific information, interpreting graphically presented data, understanding a text using background knowledge, drawing conclusions from a text, etc.
- read on a range of topics, some of which they might hitherto be completely unfamiliar with,
- study business vocabulary,
- routinely deal with tasks requiring critical and abstract thinking,
- familiarize themselves with language areas including word formation, pronoun referencing, phrasal verbs, the use of prepositions, collocation, comparison, verb tenses, etc.

II. **Required Books:**
- *Skills for Business Studies Intermediate* by Louis Rogers (Oxford University Press)
- an English-to-English(-to-Arabic) dictionary

Tentative Schedule*

* Schedule subject to change. All changes will be announced in class.

Appendix P

Writing Syllabus

Syllabus for Intermediate Writing Business/HAD

Textbook:
Writing for the Real World Student Book 2- Oxford **pages 1 to 57 only**

Course Description:
This course is dedicated to writing in professional environments.

Purpose:
This course helps students who have basic knowledge of written English to learn to get comfortable writing various styles emails, faxes, etc. in professional environments. It helps students to be comfortable, confident and independent writers by accomplishing the following objectives:

- Reviewing simple English rules of capitalization, punctuation, spacing, and writing structure
- Learning written communication in professional environments

Course Outcomes:
At the end of this course, students should be able to:

- Write proper emails for specific situations

Evaluation:
During the course, the instructor must include the following assessment techniques:
Participation, homework or classwork, quizzes and exams. However, it is up to the discretion of instructors to decide how to divide up these points from 100. It is recommended that Participation and homework each be designated 10, quizzes or a midterm each 20, and the comprehensive final exam 40. The teacher must clearly state the point distribution and give a syllabus to students within the first week of the session.

Content:

A review of properly writing the English Alphabet with upper and lower case should be given, as well as instructions on writing clearly on/below the lines, as many students do not know this properly. More than a single day should not be dedicated to this, and students should know that they are obligated to consistently write with such a standard throughout the session.

Chapter 1	6-9
Chapter 2	10-15
Chapter 3	16-21
Chapter 4	22-27
Chapter 5	28-33 + Review
Chapter 6	38-43
Chapter 7	44-51
Chapter 8	52-57

Instructors are *highly* encouraged to make use of supplemental material. Students should write multiple short emails/faxes for each chapter during reviews in order to feel comfortable with the material. Remember, writing is like karate or swimming in that practice makes all the difference.

FINAL EXAM: The final exam MUST require students to write one or more emails, and those emails must be worth at least 75% of final exam. In other words, students that are unable to write a proper email should not be allowed to move up to the next level.

SUGGESTED SCHEDULE FOR AN 8 WEEK SESSION (May be altered by instructor as necessary).

Week 1	Chapter 1
Week 2	Chapter 2 +3
Week 3	Quiz 1
Week 3	Chapter 4
Week 4	Chapter 5
Week 5	Midterm
Week 5	Chapter 6
Week 6	Quiz 2
Week 6	Chapter 7
Week 7	Chapter 8
Week 8	Review all forms of emails + Final exam