A SURVEY OF USING COMPUTER IN UNIVERSITY INSTRUCTION
TO TEACH ENGLISH AS A SECOND LANGUAGE
IN THE KINGDOM OF SAUDI ARABIA

Approved: ___Dr. Karen Stinson_____ Date: _December 20, 2016_____

A SURVEY OF USING COMPUTER IN UNIVERSITY INSTRUCTION TO TEACH ENGLISH AS A SECOND LANGUAGE IN THE KINGDOM OF SAUDI ARABIA

An Educational Project

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment of the

Requirement for the Degree

Masters of Science

in

Education

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by

Ashraf Alshehri

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Abstract

A SURVEY OF USING COMPUTER IN UNIVERSITY INSTRUCTION
TO TEACH ENGLISH AS A SECOND LANGUAGE
IN THE KINGDOM OF SAUDI ARABIA

The research examines technology use in teaching English as a Second Language in two universities, King Abdulaziz University, and Majmaah University in the Kingdom of Saudi Arabia. Surveys were conducted with university instructors in King Abdulaziz University, and Majmaah University, Saudi Arabia asking them about their use of technology in TESOL and whether the instructors believe it is better to better to use technology or not to use technology.

Ashraf Alshehri

Under the Supervision of Dr. Karen Stinson

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CHAPTER I: INTRODUCTION

This research focused on university instructor use of technology in Teaching English as a Second Language in the universities in King Abdulaziz University and Majmaah University in the Kingdom of Saudi Arabia.

In the Kingdom of Saudi Arabia there is a well-established tradition of English language learning at the school and university level. For many years, the dominant language teaching approaches in Saudi Arabia have been the audio-lingual and the grammar translation method. The inadequacy and the shortcomings of these language teaching methodologies have been widely acknowledged in the literature in general and in the Saudi context in particular, where learners have been found to be unable to use English even after attending six or more years of EFL instruction. In addition to low language performance, Saudi EFL students exhibit a negative attitude towards studying EFL and low motivation for further or independent study. Given the ineffectiveness of the current teaching methodologies, in recent years there has been a growing realization among Saudi educators of the value of technology, such as the use of computers and the Internet, in the improvement of EFL teaching and learning. Utilizing computers for language learning is relatively new in Saudi Arabia with only a few studies conducted in the field of Computer-Assisted Language Learning. (Alabbad, 2011)

In the Mideast many countries are now beginning to use technology to teach English as a second language. Ahmad and Farrkuh (2015) studied the use of mobile phones to teach English in Pakistan. In view the literature which highlights Application Assisted Language Learning (APALL). Basically, APALL can engage learners in tasks which are technologically generated with the support of mobile phones, and in particular, with phones which are based on Android, iOS or Windows operating systems via the use of various application software. APALL can then

be considered as a sub-branch of MALL. Al-Olimat and AbuSeileek(2015) studies computer-mediated corrective feedback in developing students' writing performance in Jordan the computer mediated feedback modes in developing student's writing performance. The researchers found Computer-mediated corrective feedback activities could be highly supportive to the learning of the writing skill. The educational environments in which computer-mediated corrective feedback are implemented are highly motivating for learning to write in English. Computer- mediated corrective feedback modes and, specifically teacher student feedback, helps develop students' writing by combining the characteristics of the two modes of providing corrective feedback. Providing computer-mediated corrective feedback modes via a word processor could help to improve writing aspects, including spelling, content, grammar, punctuation, organization, and vocabulary.

Dashtestani (2014) researched English as a Foreign Language teacher's knowledge of using computer assisted learning in Iran EFL materials producers and curriculum developers have taken interest in the inclusion of computer-based and electronic materials in their syllabi since technology has revolutionized the ways materials are produced in EFL classrooms. Reinders and White (2010) argue and employed that CALL materials can include "tasks, websites, software, courseware, online courses, and virtual environments". In general, the use of electronic materials will provide EFL practitioners with various types of affordances, including interactivity, easiness of access and storage, authenticity, collaboration, instant feedback, control and empowerment, and facilitation of learning (Kervin & Derewianka, 2011; Motteram, 2011; Tomlinson, 2012). Perhaps, the most important merit of using electronic materials is that they give teachers and students a myriad of choices and introduce flexibility to both teaching and learning (Tomlinson, 2012). More importantly, what makes electronic materials more beneficial

and popular in language teaching is that they are more accessible than materials used in face-to-face language teaching courses.

Acosta and Graza (2011) studied Podcast use in the United States to teach English Language Learners in general, respondents chose ESL websites as a strategy for differentiated instruction with ELLs. In addition, approximately one half of the respondents reported using podcasting. Barriers to educational technology integration were lack of computers and technology support issues, specifically delays between technology support requests and problem resolution these educators also were interested in professional development on interactive white boards, podcasting, digital storytelling, iPads, and web design. Thus, the survey findings suggested that podcasting was of interest to these educators as a curricular resource instructional strategy.

Two Iranian professors' studies web-based language learning perception and personality characteristics of university English as a Foreign Language students. They found this the role of individual differences (IDs) in EFL learners' perceptions regarding the use of the Internet in their language learning process. Analysis of quantitative data did not show a significant difference between the two groups' (introverts & Extroverts) attitudes towards the use of the Internet in their language classes. Overall participants' perceptions regarding the efficacy of the Internet was positive. The qualitative part of the study provided richer insights into the participants' attitudes towards the target variable. Based on the elicited data we categorized driving factors in determining perceptions of the Internet as a teaching tool. Categories included: internal, external, and psychological factors. It is worth noting that there is no clear boundary between the aforementioned factors, that is, some of the subcategories overlap. However, internal factors are primarily concerned with the intrinsic desire of learners to accomplish a goal, while external

factors refer to ecological and extrinsic forces, which drive learners to do something and psychological factors refer to functions of the human mind which are affected by individual ways of thinking and feeling, and other cognitive traits.

Currently, universities have programs that teach English as Second Language. Since 2009, the King Abdulaziz University has been using technology to teach Saudi Arabian learners English. In addition to the classroom, each learner could spend two to three hours each week in a computer lab that provided instruction in English through the computer for additional points for their classwork. The computer lab had individualized instruction that could include videos or music in English, visual cues in English only, multiple choice responses to a question, and games to learn new concepts.

The research will determine whether that technology based instructional model is still being used or whether the instruction of English now requires the use of technology and time in the lab. The research focuses on the university instructors' opinions on the effectiveness of the use of technology in teaching Arabic speakers English.

Statement of the Problem

This Educational Project built upon the research of the Middle Eastern technology use in universities to teach English as second language. Ahmad and Farrukh (2015). A survey was done to determine teacher's perceptions of the use of technology to teach English as a second language. In this research, the subjects were asked to provide demographic information and then to respond to six Likert scale questions in a survey, regarding their perception of technology in teaching English language learning in the Kingdom of Saudi Arabia using computer to teach

English as second language has been controversial because the students could not attend the classroom and share their idea with class meets.

Definition of Terms

CALL: Computer assisted language learning definition the search for and study of use of the computer in language teaching and learning (Alabbad, 2011) and (Dashestani, 2014)

Technology: machinery and equipment developed from the application of scientific knowledge.

Gulf States: are Kuwait, Bahrain, Iraq, Oman, Qatar, Saudi Arabia and the United Arab Emirates (UAE).

Middle East: Bahrain, Egypt, Iran, Iraq, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates and Yemen,

Asian states: Pakistan, India, China, Japan,

Delimitations and Limitations of the Research

There are two delimitations to the survey:

1. The scope of my study is limited to the population of university instructors in King Abdulaziz University, and Majmaah University in the Kingdom of Saudi Arabia because of the research question, and the availability of respondents.
2. The research is limited to one-time period - a three-week time period because of the need to receive IRB approval and complete the project before graduation.

There are two limitations to the research of special education including in the Kingdom of Saudi Arabia.

1. The research was limited to only those university instructors who would respond to the survey via email.

2. When surveying the university instructors in the Kingdom of Saudi Arabia, no effort was made to distinguish the candidate's education or experiences.

Method of Approach

A survey will be given December of 2016 to study Saudi Arabian university instructors' view of using technology to teach TESOL. Surveys will be sent via email to 10 potential respondents, five are teacher educators and five are teacher trainers, who are university linguistic instructors in Saudi Arabia. These potential respondents were selected based on familiarity of the researcher with the teachers. A total of 10 instructors were asked to complete the survey.

The survey consisted of two sections, six questions and space for respondents to write comments. Respondents were also asked to provide a written response explaining the answers about their use of technology.

The IRB approval letter is attached as Appendix A. Project data collection materials are attached as Appendix B. The survey was from Dashtani so this is a replication of research but instead of using Iran we are using the Kingdom of Saudi Arabia.

CHAPTER II: REVIEW OF THE LITERATURE

Research Question

My research focused on the perceptions of university instructors view of the use of technology in teaching English as a second language. I believe that the survey will show that more university instructors use technology and find technology helpful in teaching TESOL than instructors who do not use it.

Discussion of Prior Research

Al-Olimat and Abu-Seileek (2015 explored the perceptions of university instructors use of technology to teach TESOL. They looked specifically at the advisable to use computer-mediated corrective feedback in the English language curricula. A computer-mediated corrective feedback program that is related to the writing skill of Action Pack XI. Computer-mediated corrective feedback can be utilized for different scholastic levels and stages to improve writing proficiency. However, attention should be paid to the integration of computer-mediated corrective feedback modes into learning and teaching environments. Computer-mediated corrective feedback should be used as active tools in the educational process of language learning and teaching. At the same time, more research is needed in the area of teaching writing via computer-mediated corrective feedback, including using different techniques, methods, and software packages. Researchers may conduct similar studies for other classes, bigger samples, different computer-mediated corrective feedback modes and techniques, and about different writing aspects.

Other researchers like Ahmad and Farrukh (2015) studied the use of social applications on mobile phone to increase student's ability to complete task-based language learning in

Pakistan. They found that web based social applications like Skype, Whatsapp, Viber, and Hike Messenger help students learn common English use and slang.

In Saudi Arabia, primarily Whatsapp is in English or in Arabic. This form of instant messaging helps Arabic university students talk to family and friends anywhere in the world.

Alabbad (2015) studied the use of interactive computer/network based programs for teaching English as a foreign language in the elementary levels in Saudi Arabia. With regard to the teaching resources, students found them to be motivating. The subjects found that using computers and the Internet was very useful for learning as it provided them with learning opportunities and control over learning would not be possible otherwise. According to the students, these to were exciting and enjoyable and enhanced their learning outcomes Students mentioned that learning with computers was less difficult and much faster than the traditional textbook-based mode of learning. Not only finding information was quicker with the aid of computers, but also computers and the Internet supplied them with the resources to learn things beyond the regular curriculum. Another good feature about the CALL resources, according to the subjects, was that the grammar was embedded in the activities so the learners could see how the grammar forms were used in context. The subjects also stressed their satisfaction with the technical features of the CALL course, such as the flexibility and control it provided the learners to access the resources from anywhere and repeat the lessons at their own pace; the ability for the learners to have instant feedback on their tasks and finally the design of the program, the exercises, and the quizzes. The subjects also believed that the task-based projects enhanced their language skills. A large number of the subjects also indicated that working in their projects required them to do extensive reading, which they believed had enhanced their reading skills and

made them learn new vocabulary. Likewise, the projects were also useful in enhancing their listening, writing, and spelling skills.

Acosta and Graza (2011) studied Podcast use in the United States to teach English Language Learners. The podcasting playbook contributes to the podcasting literature in three ways. First, the plays provide strategies for the acquisition of content (e.g., mathematics science) vocabulary and the development of oral language skills. To be sure, the importance of English Language Learners' oral language development and its role as a predictor of reading comprehension and academic discourse student talk that increases content knowledge are well documented in the literature (e.g., Ogle & McMahon, 2003; Ordonez, Carlo, Snow, & McLaughlin, 2002, Proctor, August, & Snow, 2005; Snow, 1991; Tong, Lara Alecio, Irby, Mathes, & Kwok, 2008). Second, the playbook anticipates a typology of instructional strategies for ELLs, drawn from the Prek-12 podcasting literature. As such, the podcasting playbook introduces techniques that are immediately accessible to pre- and in-service teachers for integrating into practice and for supporting different learning objectives.

Two Iranian professors studied web-based language learning perception and personality characteristics of university English as a Foreign Language students. They found in language teaching classes we encounter some students who are too reserved to take part in class activities and discussions. In such cases, language teachers complain about their inability to inspire those students to participate. The Internet may provide an ideal means for these language learners to participate in the class activities with fewer psychological barriers. In this study, the importance of the Internet in minimizing psychological barriers including stress and pressure was highlighted. Findings of this those of Lin (2002), who found that technologically based language teaching enhanced the learners' motivation for completing tasks and created a sense of

excitement in learners. Similarly, a study by Bueno-Alastuey and Lopez Perez (2013) showed the usefulness of Information and Communication Technologies (ICT) from the perception of two groups of learners in EFL and ESL settings. The EFL group experienced full integration of ICT in their classes while the ESL group used lower level of integration. The researchers reported that the ESL group found ICT more useful in strengthening some skills (grammar and vocabulary) while the EFL group highlighted the role of ICT in influencing their pronunciation and productive skills. It may be concluded that learners' personality types can influence their attitudes towards learning varying language skills via the use of the Internet.

Advantages of Using Technology in the University to Teach TESOL:

Advantage of using technology in the classroom is its flexibility and malleability to differentiated learning. Technologies such as podcasts, for instance, provide students with the chance to learn at their personal and the freedom to go back and relearn content when they need. This could be very great for ESL students. Many ESL students want extra support with pronunciation and explain basic vocabulary that may be different to them. Other students, might have difficulty reading and reviewing complex texts. The ability to enter podcasts and podcasts on classroom computers can improve address these students' needs. Using technology in the classroom, therefore, can help combat the "lecture style" system of education, whatever does cater to a variety of learning processes.

Disadvantages of Using Technology in the University to Teach TESOL

Some people may not use the technology as it was intended. University students could use the computer lab to go to a different website. The other disadvantage is that there is no

communication with the instructor in case there are questions. Typically, the lab person is not proficient in English and is merely the computer monitor. Meanwhile, Technology can be very expensive to provide. Several University may find it difficult to provide this resource for students. If totally limited numbers of Technology are available, students may have to share them with small groups, which can undermine the possible advantage of computer learning.

Summary

The results of the initial analysis of the review of literature indicated that technology instruction has benefit for teaching English as a second language. However, there were some researchers who believed that technology based instruction was not as helpful in teaching English as a second language. Alabbad (2015) expressed concerns about using technology to teach English with younger children. The children in the elementary school reported that their attitudes were more positive but because they did not communicate with native speakers they did not develop an understanding of the cultural differences between their culture and the United States. I believe that the research of Saudi Arabian teachers will not have this kind of a response because the research will be conducted with university students. At the university, there are native speakers of English who are predominantly from England, United States, South Africa and Scotland.

Hypotheses

I hypothesized that the university instructors in the Kingdom of Saudi Arabia will see the positive benefits of using technology based instruction in teaching English as a second language.

Null Hypothesis

University instructors will see no positive benefits in using technology to teach English as a second language in the Kingdom of Saudi Arabia.

CHAPTER III: METHOD

Participants

Research was conducted in King Abdulaziz University, and Majmaah University in the Kingdom of Saudi Arabia. While this data was gathered the only variable measured was the answers in relation to whether they are teacher educators or teacher trainers.

Materials

The information that was collected included university instructors' perception of the use of technology to teach English as a second language in the Kingdom of Saudi Arabia. Data were collected for the beginning (December) of the 2016 school year.

A five-point perception scale having 6 items was constructed to collect data from the university instructors regarding their perception of using technology to teach English as a second language to university students. The five items are: not proficient, a little proficient, fairly proficient, proficient and very proficient.

Procedures

Before the research began I first received permission from the Institutional Review Board. Once permission was received from the Institutional Review Board, I created the survey on Survey Monkey.

During the Fall, I prepared, administered, and collected data from the university instructors via Survey Monkey. The two school universities included the King Abdulaziz University in Jeddah and the Majmaah University in Majmaah. Ten instructors were contacted by email and asked to respond to the survey. The Saudi Arabian instructors were known to the researcher or to one of the respondents. Instructors were selected because they were known to respond to email inquiries and because they were linguistic instructors.

No recruitment procedures or material inducements for participation were provided to the potential respondents. Potential respondents were asked to participate in an email to them that included the request to complete the survey (Teacher Educators and Teacher Trainers Perceptions of Their CALL Materials Development Skills (Dastestani,2014) and an explanation that the research was for completion of an educational project for an MSE at the University of Wisconsin-Platteville.

To protect the participant's identity a data key code was prepared for each participant on the separate data sheet. Each participant was assigned a number on the data collection sheet instead of their name. The data key code was stored separate from the data collection sheet. The material was stored in the University of Wisconsin-Platteville locked files in the Education Office of Special programs. The survey was administered in December of 2016. Ten people responded to the initial survey via email.

1. Your ability to hold workshops on CALL materials development

Not proficient

A little proficient

Fairly proficient

Proficient

Very Proficient

2. Your ability to develop CALL materials

Not proficient

A little proficient

Fairly proficient

Proficient

Very Proficient

3. Your ability to prepare EFL teachers to develop/ adapt CALL materials

Not proficient

A little proficient

Fairly proficient

Proficient

Very Proficient

4. Your knowledge of principles and theories of CALL materials development

Not proficient

A little proficient

Fairly proficient

Proficient

Very Proficient

5. Your computer literacy to develop CALL materials

Not proficient

A little proficient

Fairly proficient

Proficient

Very Proficient

6. Your ability to prepare EFL teachers for teaching online language courses

Not proficient

A little proficient

Fairly proficient

Proficient

Very Proficient

CHAPTER IV: RESULTS

The initial survey resulted in 10 respondents. The return rate for the survey with an initial email and a follow-up email was 100%. This percent is an acceptable response rate. It is a small but representative sample.

With the responses to question one, 10% said they were not proficient, 20% felt they were a little proficient, 10% felt fairly proficient, 40% were proficient and 20% felt very proficient in holding workshops in CALL materials development. With question two, on the ability to develop CALL materials, 10% said they were not proficient, 20% felt they were a little proficient, 20% felt fairly proficient, 20% were proficient and 30% felt very proficient.

With question three, on the ability to prepare EFL teacher to develop or adapt CALL materials, 10% said they were not proficient, 10% felt they were a little proficient, 30% felt fairly proficient, 30% were proficient and 20% felt very proficient. With question four, on the knowledge of principles and theories of CALL material development 10% said they were not proficient, 20% felt they were a

With question five, on your computer literacy to develop CALL materials: 10% said they were not proficient, 60% felt they were a little proficient, 20% were proficient and 10% felt very proficient. With question six, on your ability to prepare EFL teacher for teaching online language courses: 30% said they were a little proficient, 20% were fairly proficient, 40% felt proficient and 10% felt very proficient.

	Not proficient	A little proficient	Fairly proficient	Proficient	Very proficient
1.teach workshops	10	20	10	40	20
2.develop CALL materials	10	20	20	20	30
3.Prepare EFL teachers to develop materials	10	10	30	30	20
4.Knowledge of theories of CALL material development	10	20	20	30	20
5.Computer literacy to develop materials	0	10	60	20	10
6. prepare EFL teacher to teach online	0	30	20	40	10

Of those respondents, the major conclusion could be that most teachers feel that they are fairly proficient with conducting CALL workshops. Sixty percent of teacher educators felt proficient or very proficient in delivering the CALL workshops. There were no written comments. Respondents only answered the questions. Teacher educators felt that they were least proficient in having the computer literacy to develop CALL materials. Only 30% felt proficient or very proficient.

Item Analysis

On an item analysis of the six questions the following results were received. Question One "your ability to hold workshops on CALL materials development" had 60% of teachers who believed

that they were proficient or very proficient in delivering the material. Forty percent of teachers did not feel proficient. This data means most of the teacher educators now feel proficient or very proficient to hold CALL workshops.

Question two "your ability to develop CALL materials" had 50% of teachers who believed that they were proficient or very proficient in delivering the material. Fifty percent of teachers did not feel proficient. The data means teacher educators feel that they have fair skills in developing CALL materials themselves, but they can present already prepared materials in workshops.

Question 3 "Your ability to prepare EFL teachers to develop/ adapt CALL materials" had 50% of teachers who believed that they were proficient or very proficient in developing or adapting the CALL material and 50 % of teachers did not feel proficient.

Question 4 "Your knowledge of principles and theories of CALL materials development" had 50% proficient or very proficient and 50% less proficient. This question had more teacher educators who marked only a little proficient at 20%.

Question 5 "Your computer literacy to develop CALL materials" had 30% of teachers who believed that they were proficient or very proficient in developing the material with their own computer skills. Seventy percent of teachers did not feel proficient in using their own computer literacy skills to develop CALL materials. The faculty currently feel that they do not have enough computer skills (how to use the computer, videos, software applications, computer programs) for the laboratory. If the faculty do learn those computer skills, then they will feel more proficient at developing the CALL materials.

Question 6 "Your ability to prepare EFL teachers for teaching online language courses, 50% percent of teachers felt proficient and 50% did not feel proficient.

Analysis of overall data

Question 1 and 4 are about what teachers **know** about using technology. In both questions, over 50% of teachers said that they feel proficient in using the technology that is already developed.

Question 2 and 5 are at a higher level of technology **use** and are about developing or creating technology to use in the classroom to teach EFL. The teacher trainers and teacher educators reported that most did not feel comfortable in using their own computer skills to develop new CALL materials. Seventy percent of teachers in question five said they did not feel proficient in developing new materials.

Question 3 and 6 are about what they can **teach** when they are preparing teachers. The teacher educators reported that 50% felt proficient and 50% did not feel proficient in preparing other teachers to teach CALL.

Analysis from the survey

Survey data is shown below for each of the six questions from Saudi Arabia and from Iran and the different scores from teacher educators and teacher trainers.

		Saudi Arabia mean	Iranian Mean
1 Your ability to hold workshops on CALL materials development	Teacher educators	2.6	2.93
	Teacher trainers	-	2.43
2 Your ability to develop CALL materials.	Teacher educators	2.3	2.47
	Teacher trainers	-	1.97
3 Your ability to prepare EFL teachers to develop/ adapt CALL materials	Teacher educators	2.2	3.28
	Teacher trainers	-	2.46

4 Your knowledge of principles and theories of CALL materials development	Teacher educators	2.2	3
	Teacher trainers	-	2.12
5 Your computer literacy to develop CALL materials	Teacher educators	1.3	3.26
	Teacher trainers	-	2.86
6 Your ability to prepare EFL teachers for teaching online language courses	Teacher educators	2.1	2.14
	Teacher trainers	-	1.81
Total means	Teacher educators	2.12	2.86
	Teacher trainers		2.28

Note: In this section of the questionnaire four-point Likert scale items, including 1. Not proficient, 2. A little proficient, 3. Fairly proficient, 4. Proficient, 5. Very Proficient, were used.

In question five, the Iranian teachers felt proficient in using the computer to develop CALL materials, therefore, they felt proficient in preparing EFL teachers which was question three.

Statistical Analysis of Research

The Unpaired t test results are that the two-tailed P value equals 0.0175.

By conventional criteria, this difference is considered to be statistically significant.

There is 95% confidence interval of this difference: from -1.3022 to -0.1578. The mean of Saudi Arabia minus Iran equals -0.7300.

Intermediate values used in calculations includes: t = 2.8425, df = 10, and standard error of difference = 0.257.

Group	Saudi Arabia	Iran
Mean	2.1167	2.8467
Standard deviation	0.4355	0.4539
Standard error of measurement	0.1778	0.1853
Teacher educators	6	6

CHAPTER V: DISCUSSION

The results of the research indicated that at this time, the university professors in Saudi Arabia that were surveyed did not feel proficient in the use of computer skills to create new CALL materials. This research was a replication by Dashtasni and found similar results in all questions except five about the use of computer skills and three about using computer skills to teach others about CALL. The results of the research were statistically significant at - 0.73. The predicted reason for the similarities is because Iran and Saudi Arabia are similar because they are both considered Middle East. The reason for the differences could be the different time periods, and smaller sample size.

Future research would be recommended to see the benefits of using the computer and to see how much students improve in reading, writing and listening by being engaged with computers and videos. Additional research could be done using the same research model in a different country, Bahrain, Qatar, United Emirates and perhaps comparing to Iran. In addition, larger sample sizes could further verify the research.

This research was useful because the Ministry of Saudi Arabia will be able to see that the use of additional technology will help students learn to speak a second language faster and better because the student will be able to hear a native speaker. The results of this research can be published to help the field.

CHAPTER VI: REFERENCES

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APPENDIX A: IRB APPROVAL LETTER

UNIVERSITY OF WISCONSIN PLATTEVILLE
INSTITUTIONAL REVIEW BOARD

12/16/2016

Ashraf Alshehri
Sponsor: Dr. Jennifer Colins
Department of School of Education
University of Wisconsin-Platteville

RE: IRB Protocol #2016-17-16

Project Title: A SURVEY OF USING COMPUTER IN UNIVERSITY INSTRUCTION TO TEACH ENGLISH AS A SECOND LANGUAGE

Approval Date: 12/16/2016
Expiration Date: 12/15/2017

Your project has been approved by the University of Wisconsin-Platteville IRB via an Expedited Review. This approval is subject to the following conditions, otherwise approval may be suspended:

1. No participants may be involved in the study prior to the IRB approval date listed above or after the expiration date.
2. All unanticipated or serious adverse events must be reported to the IRB.
3. All modifications to procedures, participant selection, and instruments used (surveys, consent forms, etc) must be reported to the IRB chair prior to their use.
4. If the project will continue beyond the expiration date, then the researcher must file for a continuation with the IRB at least 14 days prior to the expiration date. If the IRB approval for this project expires before approval for continuation is given, then a new protocol must be filled out and submitted. Federal guidelines allow for no exceptions to this rule. Any data collected after the expiration date cannot be used in the study.

If you have any questions, please contact the IRB chair at the address below. Include your protocol # on all correspondence.

Sincerely,

Dr Barb Barnet

Dr. Barb Barnet
Institutional Review Board Chair
Professor, Mathematics Department
Gardner 451
University of Wisconsin-Platteville
(608) 342-1942
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APPENDIX B: IRB PROPOSAL

University of Wisconsin-Platteville
IRB HUMAN PARTICIPANTS RESEARCH REVIEW PROTOCOL: STANDARD FORM

This protocol is to be submitted to and approved in writing by the IRB prior to the initiation of any investigation involving human participants, data, or material. **Approval is valid for one year unless otherwise noted** .

Indicate Requested Review Level: ☐ Expedited ☑ Full Board

See Section III, pages 9-11, of the IRB Manual for instructions to determine the appropriate review level. Be aware that the IRB may require a level of review different from your request.

Principal Investigator(s)

Name(s): Ashraf Alshehri **Rank/Title(s):** graduate student
Department/Program(s): School of Education **Email:** alshehria@uwplatt.edu
Phone 571-276-0002

Sponsor(s) (if PI is a student)

Name(s): Dr. Jennifer Colins **Rank/Title(s):** Assistant Professor
Department/Program: School of Education **Email:** collinsjen@uwplatt.edu
Phone 608- 342-1248

Project Title: A SURVEY OF USING COMPUTER IN UNIVERSITY INSTRUCTION TO TEACH ENGLISH AS A

Start Date for Data Collection: 11-1-2016 **End Date for Data Collection:** 11-14-2016

Is federal or other extramural funding being sought? ☐ Yes ☑ No

Name of potential supporting agency:

Assurance of Departmental/Program Review:

If a departmental/program HSR exists, the signature of the HSR Chair assures the IRB that the protocol has been approved and a copy is on file in the department. If no HSR exists, the signature of the Department Chair assures the IRB that s/he has been informed of the project and a copy is on file in the department.

Signature/Date: Karen Stinson Digitally signed by Karen Stinson DN: cn=Karen Stinson, o, ou=School of Education, email=stinsonk@uwplatt.edu, c=US Date: 2016.10.13 11:34:39 -05'00'

Indicate Title: ☐ HSR Chair ☑ Department Chair

Assurance to IRB: I/we have read the UW-Platteville IRB Manual of Policies and Procedures for Research Involving Human Participants and will comply with the informed consent requirement and conditions. Further, I/we will inform the IRB if significant changes are made in the proposed study.

Signature of PI(s)/Date:

Signature of Sponsor(s)/Date: Karen Stinson Digitally signed by Karen Stinson DN: cn=Karen Stinson, o, ou=School of Education, email=stinsonk@uwplatt.edu, c=US Date: 2016.10.13 11:35:03 -05'00'

PART I: DESCRIPTION OF STUDY

Note:

For detailed instructions on completing Parts I and II, refer to pages 20-23 of the IRB Manual.

A. RESEARCH QUESTION:

(Include appropriate citations)

My research focused on the perceptions of university instructors view of the use of technology in teaching English as a second language. I believe that the survey will show that more university instructors use technology and find technology helpful in teaching TESOL than instructors who do not use it.

B. HYPOTHESIS(ES):

I hypothesized that the university instructors in the Kingdom of Saudi Arabia will see the positive benefits of using technology based instruction in teaching English as a second language.

C. PARTICIPANT SELECTION:

1. Number of participants:

ten Saudi Arabian university faculty

2. Human participant pool:

a. Relevant features of the participants you will be using:

Faculty from two universities in Saudi Arabia who teach English as a Second Language.

b. Relevant affiliations of your participants:

Faculty at the King Abdulaziz University, in Jeddah, Saudi Arabia and Majmaah University in Majamaah, Saudi Arabia.

3. If participants are from a legally restricted group:

a. Explain the necessity of using these particular groups:

The participants are university faculty.

b. Describe any special arrangements to protect their safety, rights and well-being:

To protect the participant's identity a data key code was prepared for each participant on the separate data sheet. Each participant was assigned a number on the data collection sheet instead of their name. The data key code was stored separate from the data collection sheet. The material was stored in the University of Wisconsin-Platteville locked files in the Education Office of Special programs.

D. PROCEDURES:

1. Recruitment procedures and material inducements for participation:

No recruitment procedures or material inducements for participation were provided to the potential respondents. Potential respondents were asked to participate in an email to them that included the request to complete the survey and an explanation that the research was for completion of an educational project for an MSE at the University of Wisconsin-Platteville.

2. Location of study (data collection):

Faculty at the King Abdulaziz University, in Jeddah, Saudi Arabia and Majmaah University in Majamaah, Saudi Arabia.

3. Personnel and relevant affiliations:

Faculty at the King Abdulaziz University, in Jeddah, Saudi Arabia and Majmaah University in Majamaah, Saudi Arabia. The Saudi Arabian instructors were known to the researcher or to one of the respondents. Instructors were selected because they were known to respond to email inquiries and because they were linguistic instructors.

4. Information to be gathered and means for collecting and recording data (include citations, if applicable; attach all materials):

The information that was collected included university instructors perception of the use of technology to teach English as a second language in the Kingdom of Saudi Arabia. Data were collected for the beginning (October) of the school year.

A five point perception scale having 6 items was given to collect data from the university instructors regarding their perception of using technology to teach English as a second language to university students. The survey was the Teacher Educators and Teacher Trainers Perceptions of Their CALL Materials Development Skills (Dashtestani (2014).

5. Step-by-step description of procedure(s), including any materials not described in D.4:

Before the research began I first received permission from the Institutional Review Board. Once permission was received from the Institutional Review Board, I proceeded to receive permission from the university.

During the Fall, I prepared, administered, and collected data from the university instructors via email. The two school universities included the King Abdulaziz University in Jeddah and the Majmaah University in Majmaah.. Ten instructors were contacted by email and asked to respond to the survey. The Saudi Arabian instructors were known to the researcher or to one of the respondents. Instructors were selected because they were known to respond to email inquiries and because they were linguistic instructors.

6. Proposed design and statistical analysis:

A mean score for each questions will be found and analyzed as well as a total score. This follows the procedures completed by Dashtestani (2014) in Iran.

E. REFERENCES:

(for above citations)

Acosta, S. and Garza, T. (2011). The Podcasting playbook: A typology of evidence-pased Podagogy for PreK-12 classrooms with English Language Learners, Research in the Schools, 18: 2, 40-57.

Ahmad, A. & Farrukh (2015). Significance of social application s on a mobile phone for English task-based language learning. Teaching English with Technology, 15(1) page 94-105.

Alabbad, A.M. (2011). Interactive computer/network based program for teaching English as foreign language in the elementary levels in Saudi Arabia. 2011 Conference on Multimedia Computer and Systems, April, p 1-4, King Saud University, Riyadh, Kingdom of Saudi Arabia.

Al-Olimat, S. I. & AbuSeileek, A. F. (2015). Using computer mediated corrective feedback modes in developing students writing performance, Teaching English with Technology, 3-30.

Dashtestani, R. (2014). EFL teachers knowledge of the use and development of computer assisted language learning materials. Teaching English with Technology, 3-27.

Mirzaee, M. (2016), Web-based language learning perception and personality characteristics of university students, Teaching English with Technology, 16:2, 57-70.

PART II: HUMAN PARTICIPANT PROTECTION

A. POTENTIAL RISKS YOU CAN ANTICIPATE FOR PARTICIPANTS:

1. Describe immediate risks, long-term risks, and rationale for the necessity of such risks, alternatives that were or will be considered, and why alternatives may not be feasible.

There were be no immediate or long term risks because permission will be received from SACM for the research and participants identities will be concealed.

2. Describe any potential legal, financial, social, or personal effects on participants of unintentional data disclosure.

There are no potential negative effects on participants of unintentional data disclosure.

B. SAFEGUARDING PARTICIPANTS' IDENTITY:

1. Where might you present or publish your findings? Will any formal papers or reports result from your project and with whom will they be shared?

This paper will be presented in fulfillment of the Master's degree at UW-Platteville and will be presented at King Abdulaziz University in Jeddah and at Majmaah University, Majmaah both in the Kingdom of Saudi Arabia.

2. What precautions will be taken to safeguard identifiable records of individuals and/or groups? How will confidentiality of data be protected?

To protect the participant's identity a data key code was prepared for each participant on the separate data sheet. Each participant was assigned a number on the data collection sheet instead of their name. The data key code was stored separate from the data collection sheet. The material was stored in the University of Wisconsin-Platteville locked files in the Education Office of Special programs.

C. EXPECTED BENEFITS FOR PARTICIPANTS (IF ANY) AND/OR SOCIETY:

1. Clarify the potential for new knowledge resulting from this study as well as any benefits directly to the participants.

My research will replicate the survey that was conducted in Iran on on the perceptions of university instructors view of the use of technology in teaching English as a second language. I believe that the survey will show that more university instructors use technology and find technology helpful in teaching TESOL than instructors who do not use it.

2. Summarize the content of your debriefing.

I am going to share the results by email to let each of the participants know the results, but I will not share any confidential information so that they will not know the data by person.

D. DECEPTION USED IN GATHERING DATA:

Justify the use of any deception in the project. If participants are provided with any untruthful or misleading information, provide a detailed written description of the debriefing.

No deception was used.

E. INFORMED CONSENT:

Submit a copy of all materials used in the recruitment and selection of participants.

Either submit a copy of the (signed or unsigned) consent form or, if you believe informed consent should be waived for your project, write a justification for your recommendation based on the criteria detailed in Section VII, page 15, of the IRB Manual.

Appendix C: Consent letter

Consent letter Form for Ashraf Alshehri UW-Platteville

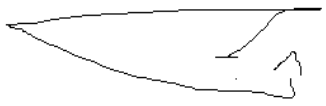
I understand that Ashraf Alshehri from the University of Wisconsin-Platteville is trying to determine a survey of using computer in university instruction to teach English as second language in the Kingdom of Saudi Arabia. I am willing to help with the study. I understand that I can help by answering the survey that will be emailed to me. This study will take place in Saudi Arabia and should take about ten minutes of my time.

I am taking part because I want to. I have been told that I can stop at any time, and I do not have to answer any questions if I do not want to. No one will know my answers except the project manager and the people I tell my answers to.

By helping with this study, I will help determine the similarities and differences in preschools in Saudi Arabia and the United States. By helping, I will also learn more about preschool. There is no risk because my answers will be kept confidential. My responses will be kept in a separate locked location in the University of Wisconsin-Platteville Office of Special programs. My responses and the data sheet that lists my name and preschool affiliation will be kept separately.

I can contact Ashraf Alshehri at (*571-276-0002*), or alshehria@uwplatt.edu or the University of Wisconsin-Platteville Institutional Review Board at Barb Barnet, UW-Platteville IRB Chair, Gardner 435, 342-1942.

Ashraf Alshehri Printed Nam



Signature

12/15/2016 Date

Appendix D: Survey

A SURVEY OF USING COMPUTER IN UNIVERSITY INSTRUCTION

TO TEACH ENGLISH AS A SECOND LANGUAGE

Definition:
CALL: Computer assisted language learning definition the search for and study of use of the computer in language teaching and learning.
EFL: English as a Foreign Language.

How do you rate yourself regarding. (choose only one answer)

1. Your ability to hold workshops on CALL materials development

- ◯ Not proficient
- ◯ A little proficient
- ◯ Fairly proficient
- ◯ Proficient
- ◯ Very Proficient

2. Your ability to develop CALL materials

- ◯ Not proficient
- ◯ A little proficient
- ◯ Fairly proficient
- ◯ Proficient
- ◯ Very Proficient

3. Your ability to prepare EFL teachers to develop/ adapt CALL materials

- ◯ Not proficient
- ◯ A little proficien
- ◯ Fairly proficient
- ◯ Proficient
- ◯ Very Proficient

4. Your knowledge of principles and theories of CALL materials development

- ◯ Not proficient
- ◯ A little proficient
- ◯ Fairly proficient
- ◯ Proficient
- ◯ Very Proficient

5. Your computer literacy to develop CALL materials

- ◯ Not proficient
- ◯ A little proficient
- ◯ Fairly proficient
- ◯ Proficient
- ◯ Very Proficient

6. Your ability to prepare EFL teachers for teaching online language courses

- ◯ Not proficient
- ◯ A little proficient
- ◯ Fairly proficient
- ◯ Proficient
- ◯ Very Proficient