The Effectiveness of the Intel English Language Learning Program on the Reading and Writing Skills of Saudi Male Adolescent Students

by

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A Dissertation submitted to the School of Graduate Studies

in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

Faculty of Education

Memorial University of Newfoundland

March 2017

St. John's Newfoundland and Labrador

Acknowledgement

In the Name of Allah, the Most Gracious, the Most Merciful

I thank Allah Almighty for guiding me to finish my dissertation work. Prophet Mohammed (Peace be upon him) said: "He will not be thankful to Allah, he who would not be thankful to people." This dissertation was the result of the collective efforts of many people who directly or indirectly assisted and supported me during my doctoral studies. To these people, I owe my sincere gratitude and thankfulness.

I wish to express my sincere appreciation and gratitude to my supervisor, Professor Barrie Barrell. Thank you from the depth of my heart for your guidance, encouragement, and support. Without your support I would not have been able to complete my Ph.D. dissertation. You worked closely with me, side by side all the way. Your positive criticism, comments, and patience were very valuable. I will never, ever forget your positive and supportive behavior. The word "thank you" is not enough for you. I also would like to thank my committee members, Professor Marc Glassman, Professor Xuemei Li and Professor David Gill for their support.

I also would like to thank my study participants—teachers, students, principals, supervisors, and trainers—for their great contribution in my research. I would like to specify many thanks to Mr. Bandar Al-Hazmy for his continued support and encouragement through my study. I also would like to thank the Ministry of Education, my sponsor, for its financial support of my Ph.D. study.

Finally, my very sincere and special thanks and appreciation go to my mother, Ghorsah Alqarni, for her continual prayers, for her encouragement and support. Thanks,

Dedication

This work is dedicated to My Father's soul, Saeed Alqarni

My mother, Ghorsah Alqarni

My beloved wife, Mona Alqarni

My wonderful sons, Ammar and Taim

My brothers & sisters

To everyone who is reading this dissertation

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List of abbreviations

4Cs	Creative, Critical thinking, Collaboration, Communication skills
ALM	Audio-Lingual Method
BBM	Blackberry Messenger
CALL	Computer Assisted Language Learning
CCT	Centre for Children and Technology
EDC	Education Development Centre
EFL	English as a Foreign Language
ELDP	English Language Development Project
ESL	English as a Second Language
GTM	Grammar Translation Methods
ICT	Information Communication Technology
IP	Intel Program
IT	Information Technology
LT	Language Teaching
MOE	Ministry of Education
OLL	Online Language Learning
PBL	Project Based Learning
TELL	Technology Enhanced Language Learning
TESL	Teaching English as a Second Language
UG	Universal Grammar
ZPD	The Zone of Proximal Development

Abstract

In 2007 the innovative program Intel Teach to the Future ("Intel Program") was introduced in the Kingdom of Saudi Arabia to train teachers on integrating technology into teaching and learning. Intel supplies training for teachers and provides both hardware and software to the nation. In English language learning, teachers were trained to enhance language skills (reading, writing, speaking, and listening) through the Intel Program, which reaches large and small cities as well as rural areas (MOE, 2008). Because of both the scale and reach of the investments, a study of the effectiveness of the Intel efforts is due.

This dissertation reports on a case study involving 26 participants in Makkah, Saudi Arabia, used to investigate the effectiveness of the Intel English language learning program on the reading and writing skills of Saudi male adolescent students. An open-ended questionnaire and face-to-face interviews in Arabic were used to collect the data. Arabic transcriptions were coded, translated into English, and the translation recoded for use in the study focusing on three broad themes: (a) teaching reading and writing practice through the Intel Program, (b) teachers' and students' perceptions about the Intel Program, and (c) the challenges of the use of the Intel Program in teaching and learning.

Results showed increased use of the communicative method, with less use of the grammar translation method; teachers acted as facilitators within a student-centered approach including project-based learning, collaborative learning strategies, and creative and descriptive writing skills. Teachers integrated technology effectively to teach reading and writing skills, integrating social media experiences as well.

Results also showed a strong positive attitude towards the use of the Intel

Program from 80% teachers and all students. Negative reactions from 20% of teachers

stemmed from the lack of technology at their schools. Obstacles that prevented effective

use of the Intel Program in some schools included poor infrastructure, parental resistance,

weak administrative support, and challenges related to lack of training and lack of time.

Chapter 1: Introduction

Arabic is the first language of the Kingdom of Saudi Arabia (KSA) and has been used for official purposes since the inception of the Kingdom in 1932. In addition, Islam is the religion of the majority of the population; and its most important text, the holy Qur'an, is read and recited in Arabic. The need for teaching English as a foreign language did not arise in the KSA until the discovery of oil, which lead to the arrival of many foreign workers. They were hired to work for Saudi companies, despite not knowing the Arabic language. Further, Muslims from all over the world, among whom English is a lingua franca, visit the two holy cities Makkah and Medina each year. Moreover, cultural diffusion, educational expansion, and the growing availability of foreign TV channels have heightened the demand for English language teaching in the Kingdom (HAQ & Smadi, 1996). In short, Saudi nationals now needed to learn English in order to communicate with people from other countries. Saudi Arabia's educational context is different from many countries in terms of learning a foreign language; students face unique social and cultural pressures (Khan, 2011). However, despite these issues, instruction in English as a foreign language continues to proliferate in Saudi Arabia (Reda, 2013).

Saudi Arabia is a young country. Until the early 1950s, people lived in mud houses, stone houses, and tents without access to various technologies. Saudi Arabia was a country without any resources until discovering vast oil fields. With oil came huge development and a shift in the social fabric of daily life. Before the development of the oil fields, education was strongly connected to mosques. Lessons were informal, and

instruction was based a great deal of memorization. The "Halaqa" saw boys sitting in a circle receiving informal lessons. The curriculum, in general, was simple. Memorizing the Qur'an and learning basic reading and writing made up the core of the instruction. The "Katateb" appeared after the Halaqa period. It had extra curricula, and it took place in a mosque or the teacher's house, with the Katateb boys sitting in lines to receive informal lessons. The curriculum includes memorizing the Qur'an and learning basic reading, writing, arithmetic, and morals.

From the inception of the Kingdom of Saudi Arabia in 1932, the government tried to establish a more formal education and curriculum. In the 1930s, the first formal primary schools were introduced to Saudi citizens. In 1945, a governmental plan was established to spread schools to all Saudi regions. In 1954, an official Ministry of Education was established. Education was very basic and traditional until the introduction of the technology to Saudi schools in the 1990s, when the budget of the Ministry of Education began to increase dramatically. In 1947 it was US$3.1 million; by 1955 it increased to US$21.6 million, and in 1963 it was about US$78 million. In 1975 it reached US$1 billion, and by 1984 it was US$7.31 billion. In the 1990s the government allocated 18% annually from the general budget to education, amounting to US$25 billion each year. In the 2000s the government increased the budget for education to 23% of the total annual budget (Rugh, 2002). Recently, the government allocated about 25% of the total annual budget to the education; the Ministry of Education received US$80 billion for the education budget in 2014 (MOE, 2014).

The task of the Ministry of Education was to formalize best practices in both teaching and learning and to structure foundational content. The aim was to prepare Saudi

Arabia for more modern society and to prepare students for the scientific demands of economy and business. With modern educational practice comes the integration of technology into the curriculum. By 2007, the government had invested about US$3 billion in the "Tatweer Program," which includes information and communication technologies (ICT), and the Intel Corporation was asked by the Saudi government to help with this process. In 2014, the Ministry of Education received again about US$2.5 billion for the same project (MOE, 2014). The Tatweer Program is for developing education in the Kingdom of Saudi Arabia. It focuses on four elements: curriculum development, teachers' training, technology integration, and non-classroom activities (MOE, 2008; Tatweer, 2014).

The widespread use of the Intel Program in Saudi Arabia and the world lends this study a high degree of importance. The Intel Program is a global project that began in 2000–2001. By 2015, "with more than 15 million teachers trained in 70 countries, Intel Teach [was] the largest, most successful program of its kind" (Intel® Teach Program, 2015).

Saudi Arabia is working to develop its education system to stand side by side with those of the most developed countries. The Ministry of Education in Saudi Arabia believes that education is the cornerstone for building a bright future for the country. During the reign of the previous king, Abdullah Bin Abdul-Aziz, the ministry was granted funds expressly to develop education and to incorporate new technologies into all Saudi schools. The Intel Program was selected to introduce to the Saudi education system late in 2007, which lends this research a high level of importance as its results reflect on a recent government project (MOD, 2015).

The innovative Intel program Intel Teach to the Future was introduced to Saudi education in 2007 to train teachers on integrating technology into teaching and learning. Intel supplies training for teachers and provides both hardware and software to the nation. The Intel Program now reaches from large cities such as Makkah, Riyadh, and Medina to small cities such as Albaha, Jazan, and Tabuk. Both urban and rural areas use the technology and the course work for this kind of program (MOE, 2008). Because of both the scale and reach of the investments, a study of the effectiveness of the Intel efforts is due.

For English language learning, teachers were trained to enhance English language skills (reading, writing, speaking, and listening) through the Intel Program. The researcher was trained on the Intel Program in 2007, and since my area of research interest is reading and writing skills, I took the opportunity to carry on this research.

This dissertation uses a case study methodology to investigate the effectiveness of the Intel English language learning program on the reading and writing skills of Saudi male adolescent students. The research took place in Makkah City, Saudi Arabia, where educational technology was recently introduced to facilitate teaching and learning. The 26 participants from Makkah City included 10 teachers, 10 students, and 6 administrators of education.

The following sections include an introduction to the research problem and discussions of the purpose and significance of this study. An introduction to the research questions is followed by formal definitions to clarify aspects of the research for the reader. After noting a variety of research limitations, the chapter ends with an overview of the dissertation, providing the reader with a clear idea of its structure.

The Research Problem

Over the course of recent changes in education in the Kingdom of Saudi Arabia, the Ministry of Education has spent more than US$3 billion on providing various technologies to schools (MOE, 2014). These changes focus upon new information and communication technologies intended to enhance both teaching and learning. The Intel Corporation, in partnership with the Saudi Ministry of Education, has introduced the Intel Teach to the Future program to Saudi schools, a package that includes instruction components for English as a foreign language. In fact, the Intel Corporation focuses a large part of this program effects specifically on reading and writing of the English language. The technologies underpinning the program play a vital role in this process. The Intel Program uses various software applications, e-books, Microsoft Office, and the Internet to facilitate the educational process, technologies that help both teachers and students to successfully deliver and interpret information (Intel, 2015).

The Intel Program plays a major role in Saudi schools. However, some Saudi male students and teachers believe that technology is neither helpful to them in general nor to learning the English language in particular. These perceptions directly reflect their attitudes towards the use of various technologies. Issues raised relating to the use of technology in Saudi Arabian schools include lack of Internet access, insufficient funds, and lack of vision and strategies (Al-Alwani, 2005; Saqlain, 2013). Al-Alwani (2005) found that there are several barriers to the use of technology in Saudi Arabia. The first barrier is the unavailability of e-books and the Internet. Many schools have limited access to the Internet, if any. Wi-Fi is very weak in some places and cannot support its use in an educational setting. There is also a shortage of computers at some schools, which affects

students' attitudes towards technology usage. Moreover, there are some issues related to curriculum and instruction, for example, where the curriculum is not compatible with the technology that is being used and where there is no instructional support for information technology. Also, Al-Alwani demonstrated that there is no clear vision or strategy for technology use and no specific funds for information technology regarding some administrative complications of getting the fund (Al-Alwani, 2005).

Of particular importance are the embedded notions that teachers should be considered the only source of knowledge, a general lack of technological awareness in the population, a lack of training, and other cultural and social hindrances. Al-Hazmi (2011) mentioned Abulalazzez's (2008) assertion that some teachers and students have negative views towards the use of technology in classrooms because they are not familiar with it. Alturki and Alfadda (2007) asserted that teachers in Saudi Arabia are the only true source for imparting knowledge, and this only serves to confirm similar beliefs among their students. This situation is, as Nassuora (2012) established, exacerbated by students' lack of familiarity with new technologies. In addition, Al-Gahtani (2004) mentioned that a large social and cultural gap causes non-acceptance of technology by prospective users, but found that this issue can be resolved by providing high quality training for each participant.

As a result of these complications, the Ministry of Education is seeking to better understand the benefits of the Intel Program as a teaching tool for English as a foreign language and to assess its value for enhancing the educational process in Saudi Arabia in particular. Administrators in the Ministry of Education are aware that the potential of the

Intel Program makes it important, but are also aware that it will be difficult to apply in every school in Saudi Arabia for many reasons.

Firstly, the infrastructure to support the new technology and the Internet does not exist in many schools. Related to this, an inadequate level of high-speed Internet availability in some of the Saudi schools makes learning through Intel impossible. Secondly, one must be aware of the cultural challenges faced by the Intel Program in some regions of Saudi Arabia where the populace does not appreciate digital learning even if there is a good infrastructure. As illustrated by Haq and Smadi (1996), some Saudi people at the time of their study still believed that the rapid spread of the English language would corrupt the national and religious attitudes of Saudi citizens. These issues must be re-examined because, I believe, the spread of technology uses around Saudi Arabia may have effected the attitude of the Saudi people. Thus, I have pursued these avenues of investigation during data collection to see if there are still some cultural barriers affecting the use of technology in teaching English language skills.

Most of the research on the Intel Program (CCT, 2005; CCT, 2006; Christensen & Knezek, 2002; Culp et al., 2004; Fox, 2002; Galvin, 2004; Hupert et al., 2004; Martin et al., 2004; Paragina et al., 2010; Pasnik, 2004; Todorova & Osburg, 2009) done to date has utilized surveys, and little, if any, of this research has been conducted in Saudi Arabia. Since the start of the Intel Program in Saudi Arabia, there was just one study conducted by the Ministry of Education only a year after the initial implementation (MOE, 2008). Thus it is timely that a review of the effectiveness of the Intel Program be undertaken.

Completion of the research represented a methodological advance in the Saudi context. To date, most academic work in Saudi Arabia has been done based on surveys, observations, and quasi-experiments. To better explore the perceived effectiveness of the Intel Program for developing Saudi male adolescents' English language reading and writing skills, I used qualitative interview methods, conducting face-to-face interviews, which are not commonly used in Saudi Arabia.

Purpose of the Study

The purpose of this study has been to explore the effectiveness of using the Intel Program (Intel Teach to the Future) to facilitate language learning among Saudi students and to further examine the effects of using the Intel Program on the improvement of Saudi students' English language reading and writing skills. The study also investigated the challenges that prevent applying the Intel Program as intended. This program has been utilized in Saudi Arabia for 7 years, during which time it has been extended to some, but not all, schools in the country. This study is important to Saudi Arabia because of the expense to the nation in boosting English language learning in the Kingdom. Therefore, after 7 years, it is now time to examine the success of the program utilizing the perspectives and opinions of the stakeholders of this program (e.g., teachers, students, principals, supervisors, and Intel trainers). From this study new insights and recommendations can be made that will enhance language learning in the country of Saudi Arabia.

Significance of the Research

The significance of this research can be summarized as follows:

1) This study provides a perspective on the Intel Program that might reveal both certain benefits and possible problems regarding the integration of various technologies into Saudi schools.

2) As this is a recently introduced project, there has not been any research specifically into the implementation or successes of the Intel English language Program in Saudi Arabia.

3) This study provides a better understanding of the effectiveness of using the Intel Program to improve students' language learning. As there is a lack of research dealing with this subject, this study provides both a rationale and a starting point for other studies.

4) The current study contributes to the understanding of educational methodologies that adapt traditional methods of teaching into modern ones by incorporating the Intel Program into classroom teaching process. It investigates the mechanisms by which students improve their English reading and writing in technology-enhanced learning environments.

5) This study gives insight into future improvements to electronic and digital programs and helps curriculum designers plan and design websites and educational portals on the Internet.

6) This study gives other researchers of Saudi language learning the opportunity to build upon its outcomes in order to further examine and improve upon the Intel Program.

Regarding English language instruction specifically, by conducting an extensive literature review I have established that there has been limited research done on the Intel Program's impact on English language skill improvement, development, or proficiency. Most studies were done as an evaluation of the Intel Program (CCT, 2006; Culp et al.,

2004; Pasnik, 2004), its training effectiveness (Christensen & Knezek, 2002; Galvin,

2004; Hupert et al., 2004; Martin et al.; 2004; Todorova & Osburg, 2009), challenges,

and its implementation (Fox, 2002; Paragina et al., 2010). From 2000 to present, only the

Center for Children and Technology (CCT) has undertaken research on the Intel

Program's effect on teachers' altitudes, practices, and beliefs (CCT, 2001, p. 4), but it did

not focus on teachers of English as a foreign language. This significant research gap

creates an urgent need for research on this subject both locally in the Saudi context and

on the international level.

Finally, in terms of cost, this study is significant because more than US$ 5.5

billion were spent on developing education and introducing technology to Saudi schools.

Recently during 2015 the Ministry of Education received further funding to develop

education in general and technology in particular (MOE, 2015). Students in Saudi Arabia

have used Intel Program technologies for several years, but there has not been any

research that examined the impact of Ministry investments in the Intel Program on

English language learning effectiveness in general, or on English reading and writing

skills in particular.

Research Questions

The research has been designed to answer this main question:

What is the effectiveness of the Intel English Language Learning Program on Saudi

male adolescent students' reading and writing skills, and what are the challenges to

improving the Intel Program?

The main question is divided into five different sub-questions:

1)   How is the Intel Program used to teach students reading skills?

2)   How is the Intel Program used to teach students writing skills?

3)   To what extent does the Intel Program enhance English reading skills for

Saudi adolescents?

4)   To what extent does the Intel Program enhance English writing skills for

Saudi adolescents?

5)   What are the challenges encountered by teachers and learners in using the

Intel Program?

Formal Definitions of the Topic

Intel Program. Officially, the Intel program is designated "Intel Teach To The

Future." However, I will be referring to it as the "Intel Program" throughout this

dissertation. The Intel Program is an innovation from the Intel Corporation to enhance

and develop education in many countries around the world in math, science, and the

English language. This involves using all the technologies available in the teaching and

learning context such as computers, tablets, printers, smart boards, and data displays

(Intel, 2015). The entirety of software tools, applications, and packages that exist online

are specifically designed to give support to learners of English as a second or foreign

language, including, for example, formal educational programs such as installable stand-

alone software and software packages, and the many complementary services that have

been developed online that can directly or indirectly help learners of English as a foreign

language. These complimentary services include, for example, Internet forums, instant

messaging, social network services, educational games, and Microsoft applications.

Effectiveness. I have chosen to study the effectiveness of the Intel Program from a

qualitative direction rather than a quantitative one. The term *effectiveness* refers to

negative or positive impacts of the Intel Program on the English language reading and writing skills of Saudi male adolescent students.

Saudi male adolescent students. In this case, learners are males whose fluent natural language is not English, and who are learning English as a foreign language in an academic setting at the school level. Usually students at this level are 13–17 years old.

Limitations of the Study

Factors relating to project scope, timeframe, and sampling strategies have implications for the limitations within which conclusions can be drawn from this research.

Regarding research scope, English language proficiency comprises four interconnected skills: speaking, listening, reading, and writing. This research focused on just two of those skills, reading and writing, and cannot not be generalized to speaking and listening skills. Research on the latter skills using the Intel Program can be conducted as a separate study at a later date.

Research for this study was conducted in just one semester during the winter of 2015, based on the regulations that apply to Saudi researchers, placing limits on the amount of data that could be collected. Conducted in Makkah, Saudi Arabia, it includes only schools that are supervised by the general directorate of the Makkah region. Within that region, the study was further limited to schools that apply the Intel Program and, within those schools, to the classrooms that involved educational technology in their education practices for teaching English language skills.

Due to the cultural context of the research, participation was limited with regard to gender, in that the qualitative research exclusively involved interviewing male teachers, male officials, and adolescent male students.

As a qualitative case study with the foregoing limitations, the results of this research can only be directly applied to the Makkah region and cannot be generalized to all regions of Saudi Arabia.

Dissertation Overview

This dissertation consists of five chapters providing an introduction, literature review, research methodology, data analysis, results, and discussion.

Chapter 1 provides an introduction to the research study and presents the research problem and purpose of the study. After outlining the motivation for this research, it discusses the study's rationale and significance, presenting the research questions and providing a dissertation overview.

Chapter 2 focuses on three main topics, examining: the history of using technology in language teaching in Saudi Arabia, the Intel Program in Saudi Arabia, and teaching English as a foreign language in Saudi Arabia. This chapter includes a literature review on each of these topics and further discusses literature related to the impact of technology on English reading and writing skills.

Chapter 3 began with an account of the challenges that faced me while collecting my research data, both from an academic and a cultural point of view. Then it introduces the methodologies underpinning this research, discussing the research questions and then explaining the research design, including the process whereby the research data was collected, the functionality of interviews as research instruments, and the methodologies

for data collection and data analysis. Finally it concludes with a discussion of ethical considerations.

Chapter 4 provides the results and findings of the interviews and a discussion of those findings as they relate to the impact of the Intel Program on students' English language reading and writing skills. The chapter is divided into different themes based on the results first for reading effectiveness, and then for writing effectiveness. Final comments and discussion broadly examine the research outcomes and their connections to specific results and to the findings of the literature review in Chapter 2.

Chapter 5 summarizes the results of the study and presents the final conclusions. Moreover, it gives a summary of the whole study, before presenting researcher recommendations for future academic research. Finally, it establishes the research implications of the study.

Research appendices, the final part of the dissertation, provide key documents in first English, then Arabic. I have provided these appendices in both languages because the research was conducted in the native language of the participants, the Arabic language. Documents provided in both English and Arabic such as the: (a) research approval letters from the ethics department at Memorial University of Newfoundland, (b) those from the ethics department of the Ministry of Education in Saudi Arabia, (c) the informed consent form, (d) the informed assent form, and (e) the interview instrument, and other appendices.

Chapter Two

Review of Relevant Literature

Overview

This chapter provides a literature review for three interrelated themes. The first part describes the history of technology use for language teaching (LT) in Saudi Arabia. The second part reviews the Intel Program innovation in education and traces its introduction to the world and to Saudi Arabia; it then discusses teaching English reading and writing skills through the Intel Program. Finally, the third part addresses issues of teaching English as a foreign language in Saudi Arabia.

Part 1: The History of Using Technology in LT in Saudi Arabia

King Abdulla's vision of improving education in general, and of focusing on technology in teaching and learning the English language specifically, is a cornerstone for the massive expansion of educational technology in Saudi Arabia (Ministry of Education, 2014). In 2014, The King allocated US $33 billion as a general budget for education. Perhaps more importantly, in 2007, King Abdullah introduced the "Tatweer" project to establish technological educational environments with the cooperation of the Intel Corporation and Microsoft (MOE, 2014). As a result, the use of computers in language education in the KSA continues to increase: Statistics show that in 2000, the percentage of Internet users was 0.9%, and by 2013 it had risen to 49%. This increase of Internet usage in Saudi Arabia indicates a significant growth in computer and technology access among the population (Usage and Population Statistics, 2014).

The Ministry of Education in the KSA has been trying to catch up with educational developments around the world. In a bold move, educational technology was introduced to Saudi schools with the aim of facilitating the educational process in general and English language learning in particular. The Saudi government has a long history of supporting and encouraging education, allocating approximately about one third of their national budget for education purposes every year (Al-Maini, 2011). In 2007, the Ministry of Education promoted the Intel Program encouraging educational stakeholders to follow King Abdulla's vision of improving education, and allocated US $3.1 billion for the development of educational technologies including the Intel Program, a project jointly managed by the Intel Corporation and Microsoft (MOE, 2014).

Since 1950, the practice of *educational technology* has passed through many developmental stages (Warschauer, 1996). Because of the development of the computer and its prevalent use in language learning, a special approach called Computer Assisted Language Learning (CALL) has been developed. Overall, this technology can be divided into four stages of development: (a) the language laboratory; (b) behaviouristic CALL, in which the computer is a tool to perform drills and practice exercises; (c) communicative CALL, in which the computer is employed as a tutor to help develop communication skills; and (d) integrative CALL, which focuses on using multimedia content to assist learning in a real environment where language skills can be integrated into the learning process (Warschauer, 1996). The technology used for language learning in the Kingdom of Saudi Arabia (KSA) has progressed through all four of them (Al-Asmari, 2005).

The use of information and communications technology in language learning in Saudi Arabia is complex and varied for educational and geographical reasons that result

both from the size of the nation and from its demographic isolation. Lack of proper

teacher training, a shortage of infrastructure in some areas, and a lack of Internet

availability have influenced the government side of the issue, while cultural beliefs and a

lack of student motivation are the main extra-governmental issues that impede the use of

technology in language learning (Al-Seghayer, 2011).

The Use of Technology for Language Learning in Saudi Arabia

Among other early developments, in 1979 the Ministry of Education implemented

distance education to supplement traditional education methods by furthering students'

learning by using radio channels (Albalawi, 2007). In 1980 the Ministry of Education

realized the importance of emerging technologies in education. As a result, it formally

established an organization called Technical Education and Vocational Training (Al-

Asmari, 2005).

During the 1980s Saudi Arabia was in the first stage of the nation's information

age. Initially, the Ministry of Education used computers as a tool to store and process

information related to students and teachers. Meanwhile, students started using their

personal computers for assignments and report writing (Alshumaimeri, 2008). In 1985

the Kingdom connected with satellite technology via the Arbsat satellite, allowing it to

implement education through TV (Albalawi, 2007). Contemporary English language

teachers focused on using TV and videotapes to concentrate solely on English language

listening skills, focussing on Saudi secondary channels and other channels that use the

English language as a main language. By 1990, computer use had become a compulsory

subject, and teachers began using computers for language learning purposes

(Alshumaimeri, 2008).

The second phase of using technology in the KSA began with the introduction of the Internet. The first institution in Saudi Arabia to connect to the Internet was the King Fahd University of Petroleum and Minerals, in 1993 (Alturise & Alojaiman, 2013; Chanchary & Islam, 2011). Then in 1994, the Internet was made available at some colleges and universities for medical research purposes. In 1997, access was extended to the general public (Ali, Sait, & Al-Tawil, 2003); and in 1999, additional colleges implemented access (Altowjry, 2004). Step by step during the 2000s, the Internet became accessible to people around the country. As access broadened, people showed a strong interest in it (Al-Sharhan, 2000), creating an upsurge of Internet usage and causing Saudi universities to offer visual and auditory communication to students in remote places using interactive television technology (ITT; Albalawi, 2007).

The third phase of using educational technologies in the KSA has been the emergence of e-learning. E-learning has been defined broadly in Garrison (2011) as, "e-learning is networked, on-line learning that takes place in a formal context and uses a range of multimedia technologies." (p. 2). In addition Garrison said, "E-learning is an open system. With the power of the Internet, the teaching and learning transaction is exposed to unfathomable amounts of information." (p. 3).

In 2003, Aum Alqaura University and the King Fahd University of Petroleum and Minerals established the first e-learning technology center to help all students access their right to education (Aldraiby, 2010). Subsequently, other Saudi universities started to use e-learning in their education, and by 2008, Saudi universities had established a national center for e-learning and distance learning (Alturise & Alojaiman, 2013). That same year, the Ministry of Education called for a plan to implement educational

technology in all parts of the country, which included both e-learning and distance learning in higher education (Chanchary & Islam, 2011).

The Ministry of Education has played a major role in providing technology to all schools in the KSA. In 2007, the Ministry of Education incorporated the Intel Program into ministry plans. The Intel Program is a project with the goal of integrating technology in teaching and learning, and has recently been introduced to general education in the KSA. It has been developed from training centers implemented by the Ministry of Education around the country, and from there, it has been introduced to some Saudi schools. As a result, more than 100,000 teachers and students have been trained to use the Intel Program in their classes, focusing on integrating information communication technologies into their education (Saqlain, Al-Qarni, & Ghadi, 2013).

The Intel Program has been a major step in improving Saudi education. Semanoor, a local software company specialized in education, is working in cooperation with the Intel Corporation to provide all schools from kindergarten through Grade 12 with an electronic curriculum, while also providing DVDs for language learning purposes to all private and public schools (Al-Khalifah, 2010). Related projects by the Ministry of Education include Jehazi, providing all teachers with laptops, printers, and scanners purchased at a reasonable price and paid for in monthly installments. Another project, Tadreebi, was launched to provide online training in how to integrate technology in teaching and learning for all Saudi teachers (Al-Khalifah, 2010).

The Use of Language Laboratories in the KSA

In Saudi Arabia, language laboratories were not introduced until the 1980s, and were usually designed for teaching courses on computer usage. English language teachers

were unable to use these facilities until the late 1990s, when most schools had English

language laboratories and/or what were called "English Clubs." The main resources for

these labs were personal computers and software applications, and their main focus was

on the audio and video components of educational technology. The lab programs

concentrated on improving listening comprehension. During this stage, students could

watch and listen to learn, beginning by listening and repeating in the lab. Teachers used

the audio-lingual method, focusing on drills and practice to ensure the student learning

process. Stern (1992) noted that "technology became a central feature of the audio-

lingual method." Some researchers have indicated that one of the major benefits of using

labs is that teachers can concentrate on the main skills of listening comprehension,

pronunciation, and grammar; teachers using the labs could create well-constructed tasks

in order to achieve target goals that varied depending on their students' needs (Brenes,

2006). Language labs are still being used to fulfill these functions in language learning in

Saudi Arabia.

   Using a laboratory for language teaching has several advantages: Every student

has an equal opportunity to listen to a native speaker of the target language (Rivers,

1970), the tapes provide a perfect model of pronunciation (Underwood,1989), and

students can practice as much as they want by repeating sentences aloud. Participating

and practicing in the lab helps to develop students' pronunciation of the target language

(Brenes, 2006; Rivers, 1970; Underwood,1989).

   The use of language laboratories has not been limited to universities. Labs were

also used in high schools, because of the increasing interest in using them. However,

language laboratories have been criticized by many opponents, chiefly due to the lack of

knowledge and training among teachers (Brenes, 2006), including a lack of theoretical

knowledge on the part of teachers (Lee, 2000). The lack of research regarding the

efficacy of the language laboratory has been another barrier to developing a laboratory

approach. These shortcomings led to criticism of language laboratories focused on an

audio-lingual approach (Pederson, 1987). Another perceived shortcoming of language

laboratories has been that their focus on using drills and practice does not provide

learners with authentic and meaningful language skills, as the main goal is to master the

language by practicing drills.

However, language laboratories are still being used in many countries, including

Saudi Arabia, that teach English as a foreign language. I would argue that students who

have little experience with the English language, for example, would have difficulty

following the communicative CALL approach to learning (see below), due to their lack

of English language skills. As stated in Brenes (2006), drill and practice are still the

elementary methods for teaching foreign languages.

Implementing CALL Approaches in the Saudi Context

Computer-assisted language learning (CALL) is a crucial topic of debate. The

three phases recognized by Warschauer (1996)—behavioristic, communicative, and

integrative—are presented here in the order of their historical appearance, though in

Saudi Arabia they have been implemented as a single stage integrating all three

approaches and employing them together. The reason for this combined approach is that

in Saudi Arabia, the technologies in question were introduced simultaneously, after their

development, whereas in developed countries such as the United States and the United

Kingdom, they were introduced consecutively.

Behavioristic CALL

Globally, the first phase of CALL appeared between the 1950s and the 1970s. Based on the behaviouristic approach of "drill and practice," it assisted language learning using mainframe computers to facilitate individual learning (Warschauer, 1998). In Saudi Arabia, this phase occurred parallel to the first use of English labs at school and university levels during the 1980s. During this stage, computers came to be used for many different applications, including "vocabulary drills, brief grammar explanations and drills, and translation tests at various intervals" to help the students learn new languages. Murphy (2001) cited Chiquito, Meskill, and Renjilian-Burgy (1997, p. 72) as explaining the early stage of CALL as the transfer of foreign language textbooks to "computer-based application." Students could turn pages, fill in spaces, and answer multiple-choice questions using computers.

In this approach, the computer works as a tutor (Taylor, 1980), with students responding to the computer and with learning constructed "from the computer" not "with the computer" (Reeves, 1998). Such an approach does not focus on teaching students how to engage in meaningful communication for learning purposes. Rather, its main focus is on correcting students' errors (Hubbard, 1987).

When we examine the roles of teachers and computers in this approach, we find sharp contrasts between their role and that of the students. Teachers are the guides responsible for controlling the students' way of learning and for determining the methodologies applied to teaching and learning. This is a typical teacher-centered approach in which students are receivers of knowledge, placed in a passive position (Shattuck, 2007). Similar to the teachers' role, the computer knows the right answers and

can provide feedback at the same time. Therefore, the computer simply asks questions and students answer them (Murphy, 2001; Taylor, 1980).

Research conducted in Saudi Arabia has confirmed that teachers there tend to use the audio-lingual method as the dominant approach to teaching English as a foreign language, following a behavioristic model (Alnofaie, 2010; Al-Seghayer, 2011; Zaid, 1993).

Communicative CALL

The second phase of CALL, known as communicative CALL, was developed during the late 1970s and early 1980s (Warschauer, 1998). Several programs were used to provide skill practice using drills such as language games and text construction. In contrast to behavioristic CALL, in which the mainframe was the primary technological resource, in communicative CALL the personal computer serves as the main resource (Warschauer, 1998). It provides a stimulus to students who, rather than needing to discover pre-determined answers, are instead encouraged to think critically and then write. In communicative CALL, the computer is also a tool that allows students to use programs such as word processors, grammar checkers, and spelling checkers. (Brierley & Kemble, 1991; Taylor, 1980).

Because communicative CALL focuses on communication, not on linguistic form, language skills are taught within the lesson instead of being taught separately (Warschauer, 1998). It requires students to create their own sentences in real contexts, and to produce original sounds. Most importantly, communicative CALL does not tell students if or when they are wrong and does not congratulate them for every attempt. The main goal is to use the target language as much as possible, to be flexible, and to avoid

having only one response. With a suitable environment for engaging with the subject and with tangible problems, students can use the target language freely, experimenting and learning without fear of evaluation. As a result, the students control their own learning (Warschauer, 1996).

In the Saudi context the communicative CALL approach was not launched until the introduction of the Internet in the 1990s, and it is not much used. Researchers such as Al-Seghayer (2014) have expressed the belief that a communicative approach is not used in classrooms due to problems such as curriculum suitability, a lack of teacher knowledge, and students' beliefs about learning English. Al-Asmari (2015) and Al-Seghayer (2014) recommended the integration of technology in classrooms to enhance teaching and learning using the communicative method.

Integrative CALL: Multimedia and the Internet

During the 1990s, the use of technology in the KSA increased rapidly once students and teachers had easy access to computers. The introduction of multimedia and the Internet became two landmarks of integrative CALL. The computer had been the most important tool during the behaviouristic CALL and communicative CALL stages, but in the integrative stage, the computer became a support for language and learning—a part of the whole, but not the whole approach. Teachers following this approach shifted their view of communication from cognitive to socio-cognitive, focussing on using the language in a meaningful and real context (Warschauer, 1998).

Computer-mediated communication made learning easier through the Internet, enabling students to communicate with others in small groups. This model of group communication provides teachers and students in Saudi Arabia opportunities to share

information with small groups, a whole class, or with international groups. In this stage, students can collaborate with others to learn, and the learning process helps students to construct their knowledge themselves. The Internet can be used for communication, and for teaching and learning English as a foreign language using computers to provide well written reading material and linguistic exercises (Hubbard, 2009; Murphy, 2002; Warschauer, 1998).

Using the Internet for online learning can avoid a teacher-centered approach, allowing the curriculum to shift to a student-centered approach (Alrumaih, 2004) in which the role of the teacher is that of a monitor. Following this approach leads to the realm of constructivist theory, in which students construct their own knowledge. One important advantage of using online learning is that students all have an equal chance to participate in the class. They become active participants, rather than passive ones as in face-to-face communications. Thus, the Internet allows students to participate in authentic communication with both teachers and other students, in schools or outside schools (Alrumaih, 2004; Murphy, 2002; Warschauer, 1998).

Most recently, social media has been used in the context of teaching and learning, including sites such as Facebook, Twitter, YouTube, and Skype; students and teachers have come to communicate freely through these types of social media. The invention of social media and the development of technology makes technology itself a learning environment rather than a teaching tool. Teachers direct students, who have become the center of learning. Al-Khalifa & Garcia (2013) found that teachers in higher education in Saudi Arabia implemented Facebook, Twitter, LinkedIn, and YouTube. They indicated that Facebook was the most used among the Saudi population, in 82% of households.

Young students are very much engaged in social media, as they can share their ideas

opinion and build small communities (Tervakraki, 2011).

According to Hanson and Smith (1997), many studies have shown that technology

enhanced language learning (TELL) had assisted and benefited foreign language students

through online international interaction with native speakers. Use of the Internet gives

students the ability to construct their knowledge and develop their critical and logical

thinking skills (Singhal, 1997). The present form of online language learning (OLL) is

also on the rise; and by looking at the capacity for communications on the Internet, we

can understand its attraction as a tool for language learning in which different learning

styles and strategies are no longer issues (Garrett, 1991).

As the Intel Program has been introduced in Saudi Arabia, an integrated approach

has become the prevalent methodology. Students have become able to use social media

and to communicate effectively by integrating the social media into their learning

process. Teachers also direct student learning, serving in a mentorship role as the students

become the center of the learning process. Through integrating software, hardware, and

the Internet, teachers introduce integrative CALL to their students. This approach has

been introduced to the Saudi community, and since then, teachers and students have gone

to great effort to incorporate the integrative CALL approach where the Intel Program

exists.

Issues of Using Technology in Language Learning

In Saudi Arabia from 1980 to 1990, the focus was on providing a particular type

of educational technology without looking at the effects. In contrast, from 1990 to the

present, the major concentration has been on the quality of education (Ministry of

Education, 2014). However, as Al-Alwani (2005) explained, major problems such as the technology infrastructure and availability of Internet access across the country reduce the ability to use e-learning; and as Saqlain et al. (2013) pointed out, implementation of the Intel Program has been constrained by lack of internet connectivity. Al-Wehaibi, Al-Wabil, Alshawi, and Alshankity (2008) concurred, asserting that the quality and availability of the Internet is a major issue in Saudi Arabia. Another issue affecting the use of educational technologies, noted by Al-Seghayer, is the lack of training for teachers in Saudi Arabia. Compounding these difficulties are the cultural beliefs of students, which lower their motivation for learning the English language (Alsghayer, 2011). In summary, the major obstacles preventing technology implementation in all parts of the country are infrastructure shortages, lack of training, and cultural beliefs.

An infrastructure shortage exists despite Saudi government claims of huge amounts spent on education and educational technologies, totaling approximately one third of the annual budget. Regrettably, some research studies indicate that this overstates the budget for education and does not match the reality of the Saudi government's spending. In his 2005 study, Al-Alwani found that there is insufficient funding for schools to incorporate educational technology into their classrooms. Researchers such as Al-Maini (2011) and Saqlain et al. (2013) have also indicated a lack of classroom computers and language laboratories, as well as poor integration of computers into the curriculum (Al-Maini, 2011). Researchers have investigated the shortages of infrastructure for e-learning, and they report that unavailable or poor quality Internet access is the most significant barrier, followed by shortages of hardware such as computers and data projectors (Al-Maini, 2011; Saqlain et al., 2013).

The second crucial point is teacher and student training. Some research studies such as Bingimalas (2009) have indicated that teachers in Saudi Arabia have no confidence using technology in their classes due to a lack of training both at the university level and also as professional development. Such studies have concluded that teachers should be given sufficient training to use technology in classes, and should have professional in-service training to keep them abreast of new technologies. Additionally, students should have enough training at all school levels to allow them to comfortably interact with technology and online learning (Bingimalas, 2009).

Some studies have indicated that many teachers lack both the preparation necessary for using technology in their classes and the time to learn how. Teachers claim that class time is insufficient to conduct a lesson using technology, which has led them neither to use technology nor to prepare lessons that incorporate it (Oyaid, 2009). Therefore, the most important goal for achieving a high level of technology use in schools is to have computer-competent teachers and students. Srikameswaran (2003, cited in Lockard & Abrams, 2004) noted that "you can't teach what you don't know and you can't lead where you won't go." Saudi Arabia is now on the path to technology leadership, and the future depends on technology, teachers, and students. Therefore, teachers and students must become computer competent, not merely computer literate.

Another issue related to students and teachers is their mutual reluctance to use technology for language learning. In a recent study, Al-Faleh (2012) showed that some schools in Saudi Arabia have most of the necessary technological materials, including data projectors and computers, but that Internet connections are still a major problem that negatively impacts teachers' and students' desire to use technology in classes. To

facilitate online learning development and to apply the Intel Program in an appropriate

fashion require effective provision of the Internet in all schools (Al-Alwani, 2005;

Saqlain et al., 2013). Alshumaimeri (2008) showed that male teachers often have

negative attitudes toward using computers in language teaching, and other researchers

have shown that students prefer to study in traditional classrooms rather than involving

themselves in e-learning (Ali, Sail, & Al-Tawil, 2003; Chanchary & Islam, 2011).

Almutairi et al. (2010) offered several recommendations, teachers and students who are

reluctant to use computers in classes should be encouraged to use technology. They

should have official training that will lead them to view using technology as a preparation

for a future environment, while the government must encourage all students and teachers

to use technological materials. Similarly, the government should develop a plan to

provide all students with equal opportunities to use technologies in every part of the

country from cities to villages. Addressing infrastructure deficiencies, Alqurashi (2009)

recommended that the government provide all necessary technological equipment

without delay.

The third and last issue centers on cultural beliefs surrounding technology in

Saudi Arabia, which is one of the most serious problems effecting technology

implementation in both rural and urban areas. Some families fear that technology may

affect their children's morality, leading them to limit children's access to it. Alqahtani

(2016) mentioned some concern among Saudi students about receiving immoral images,

which they consider a negative factor when deciding whether or not to use the Internet.

Albirini (2006) noted that teachers in Syria, which shares a similar culture with Saudi

Arabia, were concerned about the risk of moral damage to students through the use of

such technology. Al-Gahtani (2004), too, proposed that the conflict between Arab culture and Western culture resulted in the unsuccessful implementation of computer use.

Some people believe that technology will change their Islamic culture, which may be affected by other cultures via the Internet (Al Alhareth, McBride, Prior, Leigh, & Flick, 2013; Elmusa, 1997). They believe that students, regardless of gender, will be influenced by Western culture and that ultimately those students will go astray (Elmusa, 1997). Maghrabi and Palvia (2012) explained that the effects of information technology could lead to changing cultural norms in the Saudi community; while Straub, Loch, & Hill (2001) found that culture is a strong factor that influences resistance to technology use in the Arab world. As a researcher from the Saudi community, I believe that in the Saudi context this issue still persists, but is decreasing with the passage of time; however, it still affects teachers' roles and their communication with some students.

In short, it is clear that teacher training, teacher competence, and cultural beliefs all affect the reluctance of both teachers and students to adopt new technologies. As Al-Kahtani, Ryan, & Jefferson (2005) clarified, despite positive perceptions related to using the Internet in teaching and learning in Saudi Arabia, there were some barriers, summarized in the following fifteen points:

> 1) lack of Internet access; 2) system availability; 3) lack of access of specialized online databases; 4) low speed of connection; 5) quality of the information source …. ; 6) lack of training, support and computer and Internet skills; 7) lack of educational institutions' encouragement and incentives; 8) field of study; 9) clarity and ease of use; 10) technical difficulties; 11) lack of skill in the English language; 12) lack of interest; 13) social factors; 14) high cost of Internet connections; and 15) medical reasons. P. 237

Conclusion

Technology for language learning has been used in Saudi Arabia since the 1980s, although the developed countries began using it before then. From 1980 to 1990,

the Ministry of Education took significant measures to introduce technology to educational institutes, including the use of electronic media for distance education. Then, the Internet came to be used for educational purposes, and ultimately, the use of the Internet led the Ministry of Education to introduce e-learning through the Intel Program.

In terms of computer-assisted language learning (CALL) approaches, though developed sequentially, they were introduced in Saudi Arabia simultaneously, due to the late introduction of computer technology. Teachers have been using language laboratories to improve students' audio-lingual skills, with mainframe computers primarily used for drill and practice. Behaviouristic CALL was introduced to facilitate drill and practice, while communicative CALL, which focuses on communication rather than form, was introduced the same year. In the 1990s, computers were introduced to all Saudi schools for language learning purposes via integrative CALL.

Murphy (2001) noted that teachers can face many problems in their use of technology in the 21st century. In order to teach 21st-century learners, she suggested, teachers must consider revising their methodology as technology evolves, seeking new techniques for integrating technology into a successful learning environment. However, the integration of technology into education in general, and in language learning in particular, is not an easy task. In the Kingdom of Saudi Arabia, teachers face challenges including poor infrastructure in some areas, lack of Internet availability, lack of technology training for teachers and students, lack of motivation, and Saudi cultural beliefs toward technology, all of which impede the integration process.

Part 2: The Intel Program in Saudi Arabia

The Intel Program

The Intel Program was established in 2000 and was created as a professional

development program for K–12 teachers. The program is designed to provide 40 hours of

training that focus on how to use modern technologies and integrate them into the

classroom setting (Glinski, Weiss, & Shetty, 2013). The Intel Corporation established a

relationship with several organizations to conduct this project. Firstly, it developed a

relationship with the Institute for Computer Technology (ICT) to develop the curriculum

in collaboration with Intel employees (ICT, www.ict.org). Then, it developed a

relationship with the Education Development Center's Center for Children and

Technology research, which focused on evaluating the quality and effectiveness of the

Intel Program.

Following the Intel curriculum, participants develop a unit plan including

students' work, support materials, and plans for implementation. The training sessions

focus on pedagogy, classroom management, challenges associated with integrating

technology into the classroom, assisting students with conducting research on the

Internet, and intellectual property. The Intel Program employs Microsoft software such as

Microsoft Word, Power Point, and Publisher to allow K–12 teachers and students to

create and develop presentations, web pages, brochures, and newsletters (Culp, Keisch,

Light, Martin, & Nudell, 2003, p. 1):

> Intel program process is structured including a ten-module sequence 1. Getting
> started 2. Locating resources 3. Creating student multimedia presentations 4.
> Creating student publications 5. Creating unit support materials 6. Creating
> student websites 7. Creating teacher support materials 8. Creating an
> implementation plan 9. Pulling unit portfolios together 10. Showcasing unit

portfolios

Through this process K–12 teachers can promote the effective use of technology in the classroom (Culp, Shankar, Gersick, Pederson, & Shankar, 2001). Culp et al. (2003) examined the implementation of the Intel Program in the United States; it has been established that when implemented the Intel Program has several core objectives. In this case, these were to improve the integration of technology skills and to train 100,000 teachers in the United States between 2000 and 2003. Internationally, the Intel Program has spread to 70 countries, and 15 million teachers have been trained to implement Intel technologies into their classrooms (Intel, 2014).

The task of the Ministry of Education of Saudi Arabia was to formalize best practices in both teaching and learning and to structure foundational content for Saudi learners. The aim was to prepare Saudi Arabia for modern society and to prepare students for the scientific demands of working in a modern economy and in modern business. One area of focus for the program was English language learning, which now takes place within the framework of the Intel Program. In English language learning, teachers have been trained to enhance the English language skills of their students (reading, writing, speaking, and listening) through the Intel Program (MOE, 2008).

One of the goals of the Intel Program are to integrate technology effectively into the classroom and to develop student-centered learning practice. Moreover, Intel seeks to develop the necessary skills for students to thrive in the 21st century, including 4Cs, collaboration skills, communication skills, creative skills, critical thinking skills. All these skills introduced beside improving critical thinking skills, collaboration skills, problem-solving skills, and technology literacy skills (Osburg & Todorova, n.d.;

Paragină, Paragină, & Jipa, 2010). The national report on education development in the

Kingdom of Saudi Arabia (2008) established that the general objectives of the Intel

Program are:

> Provide male and female teachers with basic skills to employ information and telecommunication technology (ICT) in the classes pursuant to educational standards to enhance teaching and learning processes. Provide male and female teachers basic and required skills to create class plan, work techniques, and means compatible with national educational standards. Provide students with analysis, critical thinking, problem solving, creativity, communication skills, information search, access and processing skills. (p. 41)

> According to the Ministry of Education, Tatweer department (2008) the Intel®

Teaching Objectives in Saudi Arabia include specific objectives for teachers and others

for students:

> Teachers' objectives [are] to employ technology effectively inside classroom. To emphasize concepts of practical learning, and to design study units and evaluation instruments in accordance with the broad lines of curriculum. To encouraging projects-based learning. [While] students' objectives [are] to focus on ways which help them employ technology in improving their learning such as research, communication and productive strategies. To enhance their participation and enable them use technology effectively inside classroom. To prepare them to face future problems by mastering technological skills that suit modern requirements. To developing their higher order thinking skills. (p. 10)

Literature Review of the Intel Program

By conducting an extensive literature review, the researcher established that there

has been limited research into the Intel Program's impact on English language skill

improvement, development, or effectiveness. Further, most of the existing studies have

been intended as an evaluation of the Intel Program (Culp et al., 2004; Light, McMillan,

Culp, Menon, & Shulman, 2006; MOE, 2008; Pasnik, 2001), training effectiveness

(Hupert, Martin, & Kanaya, 2004; Martin Kanaya, & Crichton, 2004; Todorova &

Osburg, 2009), and challenges impacting its implementation (CCT, 2006; Fox, 2002; Paragina et al., 2010).

It has been demonstrated in other research that technology can change teaching and learning strategies in classrooms, facilitating the move from a teacher-centered approach to a student-centered approach (Arko-Cobbah, 2004; Cole, 2009; Dunleavy, 2007; Saqlain, 2013) and changing the role of teachers into a combination of supervisor, assistant, and facilitator. The above-mentioned research has demonstrated that the use of technology is changing the role of teachers and students effectively and fundamentally (Arko-Cobbah, 2004; Cole, 2009; Saqlain, 2013). This speaks to the importance of conducting research that explores the effects of using the Intel Program on English language reading and writing skills in a Saudi context through examining how the roles of students and teachers effect language learning, whether positively or negatively.

Previous research on the Intel Program has focused on Intel training for K–12 teachers, rather than focusing on students or on the effectiveness of the offered courses. Research by the Center for Children and Technology (CCT) focussed on the Intel Program's training methods and their effects on teachers altitudes, practices, and beliefs (Culp et al., 2001):

> The Center for Children and Technology is part of Education Development Center, Inc. EDC is one of the world's leading research and development groups addressing education and health issues worldwide. EDC is a nonprofit institution that conducts research and creates tools and contexts for learning for people of all ages, backgrounds and abilities. (p. 4)

The researcher found throughout the literature review that although studies have been conducted in different contexts and with different methodologies, most of them indicated a positive attitude towards the use of the Intel Program in teaching and learning.

Further, they showed that the Intel Program supported student-centered learning design effectively, with teachers and students working collaboratively in groups on project-based learning. All of these results demonstrated that the Intel Program's methods are effective in shifting teachers' knowledge and skills to support 21st-century teaching and learning. The findings of most of these research studies and reports are outlined below.

Culp et al. (2001), using a survey design, reported that teachers who were involved in the Intel training program were positive toward teaching using Intel technologies and software. The size sample of this research was 8,008 teachers. Among the respondents about 7.7% were math specialists and 6.8% were science specialists, while 19% were English/Language Arts specialists. These statistics demonstrate that significant numbers of English language teachers have been involved in the Intel training program and are eager to integrate technology into their classroom practice. About 97% of these teachers mentioned that they intend to implement the ideas and skills that they developed during their training into their classroom practice and integrate it successfully and about 94% of those teachers indicated that they would recommend the program to their friends and colleagues. Similarly, about 91% of the teachers surveyed explained that after completing their training they felt "well prepared" to integrate educational technologies into their classrooms.

In the same research, Culp et al. (2001) mentioned that 51% of teachers who received training via the Intel Program have implemented it in their classrooms, but that 49% did not. Factors preventing implementation of their unit plans included insufficient access to technology, lack of time, or standardized tests that forced them to teach to the test, meaning that the applicability of the unit plan to the curriculum was insufficient.

Teachers who did integrate and implement the unit plan confirmed that 99% of students were "motivated and involved in the lesson", 89% of students' projects were more "creative" than in other work without using Intel, and 80% of students "projects showed more in depth understanding".

Evaluating Culp et al.'s (2001)'s work illuminated two issues requiring further research into the Intel Program. The first was the rate of successful implementation, with only 51% of teachers actually using the unit plan they created during Intel Program training. The other issue was the lack of a case study research method to examine the pedagogical approaches and their interaction with teacher's practice and belief. The subsequent results of their teaching shows that teachers who used Intel in their classrooms were most likely to use the constructive approach, student-centered technologies and trust their students' ability to use technology skills. Therefore, there are many issues and topics have not been studied which create a demonstrably important and clear gap to study the effectiveness of the Intel Program on all courses relating to English language skills, especially in my area: writing and reading skills.

Hupert et al. (2004) used several methods to evaluate the Intel Program, such as surveys, phone interviews, observations, and site visits. They examined teachers' satisfaction with and perceptions of the Intel Program and their use of technology inside classrooms, with a focus on materials that they created during their training and their instructional practice. Their findings indicate results similar to those of Culp et al. (2001), namely (a) that teachers feel prepared to integrate technology into their classrooms after their training, incorporating new ideas into their classroom teaching practice; and (b) that their involvement in project-based technology integration continues to grow with the

passage of time.

Hupert et al. (2004) reported that among ten different subjects, English language teachers who have received training from the Intel Program demonstrate the second highest percentage of willingness to implement their training into their teaching practice, with 47% of English language teachers indicating that they felt prepared to integrate technology to their classes. In their study, teachers of various subjects felt positively about integrating technology into their teaching after receiving training. However, teachers of all subjects mentioned that they faced a variety of major and minor obstacles in implementing Intel Program at their schools. Minor obstacles included lack of administrative support, faced by 82.4% of respondents, and lack of instructional support, raised by 76.6% of respondents. The most significant obstacles were insufficient access to technology in classrooms, noted by about 54.8% of respondents, and a lack of time for planning, noted by 53.9% of respondents.

Hupert, Martin, & Kanaya (2004a) found that 29.2% of the participants in the original Intel Program were English language teachers, and that this percentage had increased with the passage of time. The sample size was 1,702 participants. In 2006 the percentage of participants among 1,178 teachers who were English language teachers increased to 33%, an indication of the strong belief of English teachers in using technology to facilitate teaching and learning (CCT, 2006). Among participants in the study by Hupert et al. (2004), 91.5% indicated that the program helped them to integrate technology into the curriculum; 88.4% mentioned that the training illustrated effective uses of technology with students; and 91.3 % indicated that the ideas and skills they learned during their training enabled them to integrate technology into their classrooms

successfully. Indeed, 65.7% of the participants clearly stated that they adopted methods

that enabled a student-centered classroom dynamic and that helped students' develop into

independent learners; while 83.4% of teachers mentioned that they supported their

students using technology in their schoolwork to emphasize the student-centered

approach.

During the same year, Martin, Hupert, Kanaya, & Dial (2004b) studied both

classic and expansion teachers in the Intel Program. Classic teachers were those surveyed

after training in the classic Intel Program during 2001–2002; while expansion teachers,

surveyed in 2002–2004, were the master teachers who also got advanced training. Martin

et al. reported that about 63% of classic and expansion teachers implemented their unit

plans and other technology-integrated lessons into their classrooms. Further, most of the

classic and expansion teachers reported that students responded positively to the

integration of technology. Most of the teachers reported an increase in software

application use in their classrooms. Both classic and expansion teachers used the

strategies discussed in the training session, and all technology used in the class supported

their instructional practice. They also reported an increase in their use of project-based

teaching after the training session. The survey findings point to a variety of factors that

influence teachers' rates of technology implementation: The socioeconomic status of

students is not the main factor affecting implementation rates. Rather, the existence of

computers in the classrooms, giving easy access to them, led to high levels of

implementation, as did training teachers who had more teaching experience.

In their international study on Intel implementation, Martin, Mandinach, Kanaya,

& Culp (2004c) identified four main factors that impact the implementation of

technology in schools: Infrastructure, professional development, administrative support, and time are the main factors though each of them is different from country to country. Martin & Shulman (2006) identified other factors that impact teachers' use of technology: "teachers' pedagogical beliefs, teachers' access to technology, and teachers' access to quality professional development" (p. 38). In their study, 91.1% of teachers from 5 schools districts out of 7 schools districts who completed the survey reported that they are more likely to use the computer in classrooms and labs if they have access to them. Therefore, access to adequate technology in classrooms is a factor that influences teachers' ability to practice teaching and learning through technology (Martin & Shulman, 2006, p. 23).

Martin & Shulman (2006b) found that 92.4% of the teachers in their study used technology with their students. Teachers who reported that they used the computer in their practice were more likely to have a great number of computers in their classrooms (Martin & Shulman, 2006). Martin & Shulman (2006) also found that teachers who favored a constructivist approach and held student-centered pedagogical beliefs tended to integrate technology and use project-based instruction more than those whose hold teacher-centered pedagogical beliefs, who tended not to use project-based instruction. Those teachers who used technology had a strong positive beliefs about using technology in their teaching practice: Among them, 57% of them indicated that their students' computer skills had increased; 51.9% mentioned using technology in their classrooms to prepare students for future jobs; 43.8% reported using technology to improve student proficiency in research; and 43.6% indicated using technology to improve their own productivity and efficiency (Martin & Shulman, 2006; Martin & Shulman, 2006a).

In a different context, Light's (2009) research in three countries (India, Turkey, and Chile) found changes in four dimensions in the learning environments of these countries. First, teachers changed their beliefs, attitudes and knowledge about using technology, coming to believe that technology is more effective in promoting students' learning. Second, students engaged collaboratively and effectively with the technologically assisted content. Third, the relationship among teachers, students, and parents changed for the better. Fourth, the students used the technology and it improved their learning level. Light, Polin, and Strother (2009) asserted that students involved in collaborative study through project-based learning activities learn in a more effective manner than those in classrooms where teachers have not changed their learning to more student-oriented practices. Light found that teachers, after being involved in Intel Program training sessions, became able to implement those technologies in their teaching practice effectively, and that the training increased teachers' motivation towards using technology in classrooms.

Osburg and Todorova's (n.d.) international evaluation of the Intel Program showed positive results for its use in teaching and learning practice, especially as students engaged positively through the increased use of project-based learning. The study also found some challenges surrounding the Intel Program, including a lack of time, lack of student computer skills, and insufficient ongoing training for teachers.

Istrate, Osburg, Arati, and Todorova (2010) suggested that the goals of the program are not restricted to students' acquisition of technology skills, but include development of collaboration skills, critical thinking skills, and problem solving skills. Istrate et al. viewed critical thinking, cooperation, communication, and creativity as parts

of learning acquisition that develop by using innovative tools such as the Intel Program. This is in keeping with the purpose of the Intel Program, which was developed and implemented to promote 21st-century skills through collaboration between the Intel Corporation and governments.

In a European context, Istrate et al. (2010) found that teachers on that continent were able to implement the Intel Program in their classrooms effectively, and that they supported the student-centred learning approach. More than 80% of those teachers had a positive perception of the practices taught by the Intel Program. As well, the Intel Program helped students to learn about other cultures and to experience learning in a meaningful fashion by engaging them in project-based learning. More broadly, Istrate et al. (2010) illustrated that the Intel Program supported teaching and learning by developing educational policies to implement 21st-century skills, train teachers, access the Internet, use different technologies, support teaching and learning approaches, and support stakeholders in many countries.

In a mixed international context, Glinski et al. (2013) conducted a qualitative study looking for the impact of the Intel Program on girls' and women's education in Chile, Jordan, and India. They interviewed 100 stakeholders including teachers, students, principals, supervisors, and local Intel staff. The study found that girls have greater knowledge of computer skills and are more self-confident after the implementation of the program. It also demonstrated that Intel creates an engaging and interactive environment in the classroom, while allowing for lessons that relate to students' lives. This approach of teaching encouraged female students to learn collaboratively and think critically. Glinski et al. concluded that teachers reduced their emphasis on a teacher-centered

approach and empowered a student-centered approach. The teachers were able to access the network and the support center that developed, which subsequently helped female teachers to develop self-confidence in both their personal and their professional lives, while simultaneously increasing their professional training. For their part, students had a high motivation to use the Intel Program; they engaged more readily in project-based learning activities and became more active in both the classroom and the community.

Todorova & Osburg (2009) conducted a case study of teachers who were involved in Intel advanced online program. Their research design used teachers' self-assessments and external evaluations to assess Intel training conducted between 2005 and 2008 and to examine the impact of the Intel training program on teaching and learning practices. The results indicated that teachers held a positive view of the Intel training online program; 80% of them were satisfied with participating in the online training program. Post-training, teachers developed a high competency for integrating technology into teaching and learning, empowered by their high motivation. Furthermore, teachers increased their collaboration skills with their colleagues and changed the quality of their teaching practice to be more collaborative. Todorova & Osburg found that students increased their motivation through the use of a learner-centred approach. Indeed, 87% of teachers in their study believed that the use of digital technology and media in the classroom directly enabled the use of a student-centred approach and subsequently increased students' motivation. About 75% of teachers indicated that students had a high interest in participating in these classes.

Paragină, Paragină, & Jipa (2010) analyzed the Intel Program in Romania, comparing it with more traditional teaching methods by examining the strengths,

weaknesses, opportunities and threats of applying the Intel Program, which introduced

project-based learning, 21st-century education and collaboration skills alongside Web 2.0

to facilitate learning activities in that country. Romanian teachers who were involved in

Intel Program training appreciated it. There was a demonstrable increase in the number of

teachers who trained using the Intel Program, and the study found it enabled students to

develop their own collaboration and computer skills through the provision of high-quality

and multimedia technology in classrooms. However, Paragină et al. assumed that teachers

understood how to integrate technology into the classroom effectively.

Crucially however, the study revealed several challenges related to the economic

status of Romania, where there was a general lack of computers, technical support, and

administrative support. Teachers were not able to communicate with students at home

because students did not have Internet access at their homes. Another challenge was the

curriculum itself, which is designed to serve theoretical knowledge acquisition, not to

develop those skills that conflict with Intel Program innovation. Likewise, PBL is very

time intensive because it requires the implementation of many additional activities in

classroom. Similarly, PBL does not give a chance for individuals to be evaluated. Finally,

related to the shift from traditional teaching to technology-based teaching, their results

identified a concern about resistance to change, related to social and political factors.

Gorges, Light, Menon, and Michalchik (2008), using a case study methodology,

explored the impact of the Intel Program on teachers' knowledge and skills in five

different countries: Brazil, China, Costa Rica, Nigeria, and Vietnam. The study was

conducted by the Education Development Center and SRI International with local

researchers from each country, who interviewed teachers and principals from at least four

schools in each country. The main point was to investigate how teachers used ICT in their

classrooms after training with the Intel Program and how it impacted their knowledge and

skills. Findings indicated that teachers' knowledge and skills of ICT had an impact on its

proper implementation, readiness to employ the Intel Program, and the availability of the

ICT infrastructure.

Gorges et al.'s (2008) results from all five countries showed some common

points. In general, teachers had a positive view of the Intel Program and enjoyed the

learner-centered design. Participants believed that, after training in the Intel Program and

implementing it in the classrooms, they increased their knowledge and skills related to

using ICT. However, teachers from each of the five countries had their own unique

teaching practice. Brazilian and Cost Rican teachers were more open, had greater access

to technology, and were more aware of using learner-centered design. In China and

Vietnam, teachers struggled with learning how to implement learner-centered design, as

it is not commonly used in their educational systems. Finally, in Nigeria, teachers were

totally unfamiliar with the use of learner-centered design as a result of both their cultural

view of teaching and the poor ICT infrastructure there.

Gorges et al. found that after training teachers in all five of these countries using

the Intel Program, teachers became aware of learner-centered design and skilled in its

implementation and use. However, few teachers used the action plan they developed

during the training sessions; and most participants did not find the products that they

developed during the training session relevant or useful for their teaching practice,

although the majority of them reported that they enjoyed using the newsletters created by

Microsoft Word and lessons created by Microsoft PowerPoint. Overall, many participants

believed they needed additional time to consider themselves sufficiently trained to use both ICT and the Intel Program effectively.

Literature Review of the Intel Program in Arab Countries

Looking to the Intel Program and its impact on teaching practice in the Arab world, the researcher examined two case studies conducted in Egypt (UNESCO, n.d.) and Jordan (Intel, 2007), as they share cultural similarities with Saudi Arabia. The results share several common themes. They demonstrated that teachers became better able to integrate technology in classrooms and better able to promote student-centered learning through project-based learning. Also, students became better able to work collaboratively through project-based learning. Teachers had a positive perception of the Intel Program, as it shifted them from traditional teaching to technological teaching. One participant in the Egyptian case study said, "I shifted from the teacher doing everything to a more student-centered approach" (p. 2).

However, these two studies also illuminated some challenges to be resolved. There were some difficulties in shifting from traditional teaching to modern methods. Also, a lack of technology infrastructure and Internet connectivity caused difficulties for the shift from traditional teaching to technologically augmented teaching. Finally, there remained a need for ongoing training to enable teachers to improve their technology skills and teaching practice (Intel, 2007; UNESCO, n.d.)

Meanwhile, examining the context of Saudi Arabia, the development department in the Ministry of Education in Saudi Arabia (MOE, 2008) conducted a study involving the schools of the King Abdullah project for educational development. To evaluate the Intel Program, they surveyed 711 teachers, then interviewed 200 of them and visited 40

schools for observation. This research was conducted one year after the beginning of the

Intel Program in Saudi Arabia; 40% of the developed schools were involved. The study

found that 53% of the participants used the units developed during Intel training sessions

in their classrooms. Among participants, 73% confirmed that they engaged their students

in technology use; and a majority of participants indicated that their students were

motivated, worked collaboratively, showed a more in-depth understanding of the content,

and had more confidence to share their ideas.

Also in the Ministry study, teachers agreed that they changed their teaching

practice by more regularly accessing the Internet to develop activities for their classes. At

the time of the study, 65% of teachers were delivering their lessons using technology.

Further, teachers encouraged students to review and revise their homework regularly,

required students to present their work in class, and encouraged their students to search in

the Internet independently, all using Intel technologies. The study found that students

involved in project-based learning worked collaboratively, while teachers supported

students' research into topics they were interested in. This, in turn, led to a change in the

role of teachers, who became facilitators while students became the center of the learning

process.

The Ministry of Education (2008) concluded that some points affected the

implementation of the Intel Program negatively. These related to connectivity, training,

time, technical support, and parent attitudes. The study showed that 50% of schools were

not connected to the Internet, while 40% of students were not connected to the Internet at

their homes, and 77% of students did not complete schoolwork on computers when

outside the school setting. Also, 60% of teachers believed that they were not able to use

project-based learning perfectly because they needed more training on it, while 41% of

teachers claimed that the timetable was too short and school time was inadequate to

conduct the Intel lessons. Other reported challenges included 37% of students who did

not have adequate computer skills, and 21% of teachers who believed they did not have

adequate technical support. Finally, at the beginning of the implementation of the

program, parents withdrew their children from schools when faced with the extensive use

of the computer, and did not return them to school until they realized its benefits.

Related Literature Review for Teaching English through ICT

The Intel Program presents a new set of tools for language learning. However,

since there are not yet any research studies related to this specific program, the researcher

has written this literature review based on pre-existing research in the more general field

of educational technology use in language instruction. Young (2003) found that online

language learners were not reluctant participants. Rather, they were more motivated than

their peers in traditional classrooms; even when they participated in an activity, or

answered questions, they did not feel embarrassment. Thus, Young (2003) documented

the importance of the social element in facilitating online language learning.

Tan, Nabb, Aagard, and Kim (2010) mentioned that the use of the Internet is

helpful for vocabulary building and pronunciation practice when learning English. They

also found that educational Internet usage improved learners' reading and writing skills.

However, participants reported a rather high incidence of cultural differences. Roessing

& Johnson (2005) examined the time efficiency of online learning; they highlighted the

importance of regular communication between student and teacher, and between student

and classmate. However, in their research study, almost all students were satisfied with online language learning.

Pastor (2007) concluded that learners benefited more from educational Internet use than from traditional classrooms, and that they favored online experiences. Indeed, educational Internet use even helped to diagnose problems in the design of traditional classrooms, such as revealing activities that are not helpful for the learning process. Online language learning was found to be an important facilitator and confidence builder.

Kongrith & Muddax (2005) stated that online learning can create a useful learning environment in which students can readily communicate with each other. They also stressed the importance of cultural familiarity in order for online learning environments to be effective. In another study, Campbell (2007) noted that discussion activities are very useful for encouraging participation, as they make students feel more confident. Subsequently, he recommended the use of technology for language teaching in classrooms. Blake (2009) found no support for the hypothesis that traditional learners benefit more than online learners because he found in his study that students who use the online in chatting improved their flouncy and English language more than who participated in the face-to-face teaching and learning.

English is considered one of the most important international languages, and it is often the key to gaining modern knowledge: Many English words are spoken in other languages for just that reason. These and other factors make English language learning and teaching theory vitally important (Pastor, 2007). Teaching and learning English varies from person to person because of cultural unfamiliarity, individual learning efforts, and variation in class participation (Campbell, 2007). Further, students face many

challenges such as difficult syllabi, which lead to challenges for motivation (Pastor,

2007). When students are limited to conversational partners from their own culture, they

do not have sufficient opportunities to practice English (Pastor, 2007). To this end, the

Internet can provide a useful tool by incorporating entertainment value into lesson

planning, for example, having students watch English movies on YouTube in order to

listen to native speakers of English (Kongrith & Maddux, 2005). Moreover, Internet

multimedia engages students via listening to music and uploading and downloading

videos (Kongrith & Maddux, 2005). Information technology is facilitating learning

through online learning (Young, 2003, p. 447), while the Internet also provides

alternatives to classroom learning (Chapelle, Jamieson, & Hegelheimer, 2003). Online

chat, instant messaging, and Internet Relay Chat (IRC) have all been proven to benefit

English language learners (Blake, 2009). The Internet can be a suitable source of readily

accessible material to second language learners (Kongrith & Maddux, 2005). Because of

these factors, the use of computers is increasingly a critical part of English language

education (Pastor, 2007). However, official approval of online English as a second

language (ESL) programs is new; in 2004 the first online ESL course was taught in

Canada (Roessing & Johnson, 2005).

Software designed for learning English as a second language was used before the

invention of the Internet. However, students do not presently have enough inspiration to

use computers or the Internet for language learning, which is not a positive indicator for

Computer Assisted Language Learning (CALL). The use of the Internet has increased;

students use the Internet for graphics, audio, video, e-mails, chatting, discussions, and

conferences; and the use of Internet for educational purposes is also steadily increasing (Kongrith & Maddux, 2005).

Further, e-learning is becoming increasingly popular around the world. Internet-based language learning is one of many fields with the potential to replace formal classroom learning (Kongrith & Maddux, 2005). Many studies have shown that second-language learners lack enthusiasm for involving themselves in classes, especially relative to native speakers. Chen (2003), Cheng (2000), Holmes (2000), and Tani (2005) all demonstrate this effect. This is due to the challenges and problems that second-language learners face such as the fear factor, reluctance, and lack of motivation. Even if they have good ideas, many ESL students allow their shyness or fear of ridicule to block them from participating in activities where their participation would benefit both themselves and their classmates/peers (Campbell, 2007).

Culture is another important factor that greatly impacts the language learning process. Cultural awareness is not only important for learners, but also for teachers. Campbell (2007) illustrated that disagreeing with others can create problems in many Asian cultures. Regrettably, many second-language teachers are unfamiliar with the cultures of their international students (Campbell, 2007), which leads to complications. Internet-based language learning provides an excellent solution to such problems. Researchers such as Chun (1994), Darhowr (2002), Kelm (1992), Kern (1995), and Warschuer (1996), and have found that Internet-based language learning makes learners more active participants in the education process. There are many methods through which the English language can be taught, such as ESL websites, YouTube videos, online dictionaries, and online chatting. As Kongrith and Maddux (2005) noted, language

learning materials are easily available online. Students can submit their assignments and lectures can be delivered comfortably and efficiently. Similarly, online forums, social networks, and virtual communities not only entertain learners but also motivate them.

Using technology in teaching and learning is not a new phenomenon. Technology has long been used in teaching and learning English as a foreign language to facilitate the acquisition of English language skills. In response to the widespread use of technology in teaching and learning English language skills, researchers have conducted several studies investigating the learning of specific skills such as reading comprehension (Kim et al., 2006; Marzban, 2010) and writing skills (Greenfield, 2003; Shih, 2011). These studies indicated an improvement in reading and writing skills among students who benefitted from the integration of technology into the teaching and learning process.

After the spread of CALL and the Internet, social media began to take part in the teaching and learning of English language skills. Facebook, Twitter, blogs, YouTube, wikis, and mobile-assisted language learning (MALL) such as the What's Up application and Blackberry Messenger (BBM). Usually students engage in using Facebook in the learning process by spending lots of time using it to communicate with other students and engaging in checking useful materials (Bosch, 2009). Researchers found that Facebook improved the students' reading comprehension level, as they could participate in learning at their convenience and with enjoyment and motivation (Kabilan, Ahmad, & Abidin, 2010; Marzban, 2010). Shih (2011) illustrated that students benefited from Facebook when developing their writing skills, and Greenfield (2003) found that students developed their writing skills collaboratively by exchanging emails. Ultimately, collaboration using emails or Facebook participation helped to develop students' writing

skills and simultaneously increased their vocabulary acquisition (Greenfield, 2003; Shih, 2011). The wiki is a similar platform that has been studied in relation to teaching and learning English. Mak and Coniam (2008) found an increase in students' ability to write in English with confidence and observed that this confidence enhanced students' creative writing skills.

Several studies have been conducted on MALL and instant short messaging and how they helped students learn English. Instant short messaging built for smart phones, such as the Whats' Up application and BBM, have been of particular interest. Whats' Up enhances the communication skills of both teachers and students (Bouhnik & Deshen, 2014). Plana et al. (2015) found that What's Up improved reading comprehension through involving students in short reading activities. Meanwhile, students treated the What's Up application as if it were play, engaging in it with joy, rather than treating it as class work activities (Alsaleem, 2014), which led to an increase in their motivation towards learning new vocabulary. Trenkov (2014) illustrated in his research that the What's Up application increased students' motivation toward learning. This resulted in improved word choice and word learning (Alsaleem, 2014) as well as students' awareness of learning vocabulary (Man, 2014).

However, Salem (2013) conducted a study using BBM as a short instant message tool and found that while BBM facilitates communication between teachers and students, teachers must be aware that, when teaching writing skills, BBM may encourage students to use shortcuts that will affect their academic writing and linguistic level. He explained that students involved in learning writing through the use of BBM refused to use academic words and kept using vocabulary shortcuts.

Teaching English Reading and Writing through the Intel Program

The Intel Program has been introduced to Saudi schools to promote teaching and learning, and teachers in Saudi Arabia are using Microsoft software in their English classes. However, they still struggle with applying suitable strategies to teach reading and writing skills. As the researcher has explained, the Intel Program focuses on using collaboration in teaching and learning alongside project-based learning (PBL). Therefore, in this section the researcher will discuss ways in which teachers can benefit from using collaborative strategic reading (CSR) to teach English reading comprehension for adolescents and ways in which they can benefit from using project-based learning (PBL) to teach writing and reading using the Intel Program. CSR and PBL are best implemented through technology; therefore, the researcher will illustrate how teachers in Saudi Arabia can combine the Intel Program with the CSR and PBL approaches to teach reading comprehension and writing. Ultimately, both teachers and students should know how to use CSR and PBL appropriately in the classroom.

Collaborative Strategic Reading[1]

Since 1980, CSR has been used in teaching and learning due to its benefits, which include enhancing motivation, critical thinking skills, collaborative learning, a positive attitude, group work, and social skills (Brown, 2008; Lin et al., 2011; Salomon & Globerson, 1989). Vygotsky's theory that knowledge is socially constructed provides the foundation for CSR. Children learn when they interact with people from their environment and in cooperation with their peers (Vygotsky, 1978, p. 104). Vygotsky argued that a child has two different levels of development. The first is the actual level,

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[1] This part has been taken from a previous researcher peer-reviewed publication.

where a child can solve problems by him/herself; and the second is the potential level,

where a child can solve problems with the assistance of others (Seng, 2007). The

difference between these two levels is called the zone of proximal development (ZPD),

and the second level can be achieved under adult guidance or through collaborative

learning (Vygotsky,1978, p. 86).

In the beginning, students do not have much understanding of the four stages of

CSR. Klinger and Vaughn (1998) referred to them as *preview*, *click and clunk*, *get the*

gist, and *wrap up*. At the first stage, students preview the passage, which helps them learn

the most about the passage, activate their background knowledge about the topic, and

make predictions. During the preview stage, students notice headings, underlined words,

pictures, tables, and graphs. For example, Abidin and Riswanto (2012) asked the

following questions of the students: Have you ever been to the movies? Do you learn

who is going to be in the movie? Do you learn during what historical period the movie

will take place? Do you learn whether or not you might like the movie? Do you have

questions about what more you would like to know about the movie?

In the second stage, students click and clunk while reading. Clicks refer to

understandable parts of reading and clunks refer to complicated concepts, ideas, and

words that students fail to understand. The main purpose of the click and clunk stage is to

encourage students to pay attention to reading for understanding.

At the next stage, students learn to get the gist by identifying the main idea in the

passage, then rephrasing the main idea in their own words to make sure that they

understand the concept. The teacher asks the students to describe in their own words the

most important places, persons, and events they just read.

At the wrap up stage, students formulate questions and answers based on the key ideas they have just learned. The main goals of the wrap up stage are to improve students' knowledge, understanding, and memory of the paragraph. The students generate their questions with question starters such as who, what, why, when, where, and how. In the same way, these strategies can be used with EFL learners.

All four strategies are taught to students, and when they become proficient, they are divided into groups to practice the strategies. During the first week of the class, a teacher explains CSR stages to students, and trains the students by practice to pass them through the click and clunk stage; a teacher gives his/her students an easy paragraph. The students read the paragraph in two to three minutes, seeking to understand the entire paragraph in order to predict and to activate their background knowledge. If the students understand the whole context, then it is click (I get it). If the students do not understand the context, then their teacher tells them to underline the difficult words, and it is called clunk (I do not get it). After that, their teacher encourages peers to explain the meanings of the poorly understood words. If peers do not know the meanings either, then their teacher explains the meanings to them.

The same strategy is used for all the four stages to train students. As a result, the students can use these strategies effectively by themselves. The students are divided into groups of four, five, or six. Once students are proficient in CSR, they are assigned roles as a leader, as a clunk expert, as an announcer, as an encourager, as a reporter, and as a timekeeper. The leader tells the group what strategies to use and when, the clunk expert uses the clunk cards to remind the group of the steps to follow, the announcer makes sure that everyone participates in the activity, the encourager encourages and praises all group

members, and the reporter reports the main ideas to the class. Naturally, the timekeeper

sets the time for each activity.

Klinger and Vaughn (1998) describe the importance of group roles. They state

that, in the beginning, students learn best through teacher-led activities. Later, students

are ready to perform their own roles in a cooperative learning environment. Students can

perform more than one role such as group leader, clunk expert, announcer, encourager,

reporter and timekeeper; and all of these roles enhance students' reading skills through

collaborative learning. Klinger and Vaughn (1999) stated that a teacher's role changes

when students start working in groups, as the teacher then monitors the students and

provides them necessary assistance while the students cooperate with each other, teaching

and learning from their group mates.

Klinger et al. (2004) illustrated the benefits of CSR. They indicated that CSR

helps students learn specific strategies, such as learning in a cooperative environment,

brainstorming and predicting (preview), monitoring understanding (click and clunk),

finding the main idea (get the gist), and generating questions and reviewing key ideas

(wrap up). CSR was primarily designed to facilitate reading comprehension for students

with reading issues (Klinger et al., 2001). However, Klinger et al. (2004) argued that

CSR also addresses the following issues: adequately including students with disabilities

and English language learners (ELL) in text-related learning; teaching text

comprehension strategies that facilitate students' learning from expository text; and

providing opportunities for students with learning disabilities to interact effectively with

peers.

The Effectiveness of CSR

Klinger et al. (2004) carried out a quantitative research study with five intervention and five control teachers from five schools, along with their students. The findings indicated that students in CSR classes improved their reading comprehension remarkably. Two years later, Kim et al. (2006) conducted an experimental study with students from Grades 6–8 in which a computer-based CSR version was used with the intervention group. The findings indicated that students in the CSR group outperformed students in the comparison group.

In another study focused on English as a foreign language (EFL) learners, Zoghi, Mustapha, Maasum, and Mohd (2010) found that EFL learners have positive attitudes towards collaborative strategies for reading. Annamma et al. (2011) interviewed 17 middle school teachers, finding that CSR is beneficial for all learners, especially for English language learners, struggling learners, and marginalized learners, or for learners who are at risk of failure in middle school. All of the teachers were very satisfied with CSR and wanted to continue to apply it in the future.

In one of their recent experimental studies, Vaughn et al. (2011) examined the effects of CSR and metacognitive learning on students in Grade 7 and Grade 8 English language arts classes. Students from 61 classes participated in this study, and the authors found a significant difference in favor of the treatment groups. Fan (2010) undertook a quantitative research study with 110 EFL learners to evaluate the effectiveness of collaborative strategic reading at a university in Taiwan. This study found that CSR had a positive effect on EFL learners' reading comprehension, especially in terms of comprehension questions related to getting the main idea and exploring the supporting

details. Recently, Karabuga & Kaya (2013) carried out a quantitative research study to examine the effectiveness of CSR on EFL students' reading comprehension. EFL learners from 40 prep classes at the university level participated in this research study. The study also indicates that CSR has positively affected students learning in reading comprehension.

In these days, the main challenge for teachers is how to successfully use CSR to enhance reading skills with information communication technologies. Warschauer (2008) conducted a multi-case research study in the United States. Data were collected through observations, interviews, surveys, and document reviews; all the participants had access to laptop computers throughout the school day. Surprisingly, the findings showed that laptop computers had not improved their reading skills.

Lin, Chan, and Hsiao (2011) conducted an explanatory sequential design research study with 91 Grade 8 EFL students in Taiwan. Their main intention was to explore students' perceptions of learning vocabulary collaboratively through computers. First, quantitative data was collected using an empirical design. The findings indicated that students learning vocabulary collaboratively through computer use did not outperform students learning vocabulary without computers. Then qualitative data were collected through interviews. However, the findings indicated that more than 70% of the participants preferred a collaborative learning environment using computers.

Project-Based Learning

Societal changes have a significant impact on education and on the approaches that are used for teaching and learning. Project-based learning is an approach that enhances learning through projects, and as Thomas (2000) notes, doing projects in

schools is not a new phenomenon. He says that there is a long history of doing projects, developing interdisciplinary themes, conducting field trips, and implementing laboratory investigations. According to the definitions found in PBL handbooks for teachers, projects are complex tasks based on challenging questions or problems that involve students in design, problem solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).

Other characteristics of project-based learning may include authentic content, authentic assessment, teacher facilitation, cooperative learning, reflection, and incorporation of adult skills (Diehl, Grobe, Lopez, & Cabral, 1999). Moursund (2001) defined project-based learning as an individual or group activity that continues for a specific period of time and results in a demonstration, performance, or product; while Blumenfeld et al. (1991) declared it a comprehensive approach that engages students in the investigation of authentic issues in a classroom environment; and Genc (2015) defined it as a constructivist approach that requires a whole class or a group of students to take responsibility for their decisions. Another definition is that project-based learning is an innovative approach that teaches a multitude of strategies important for success in the 21st century (Bell, 2010). Reviewing various definitions of project-based learning shows it to be an approach that involves a student, a group of students, or a whole class in an activity that runs over a period of time and culminates a realistic product, presentation, performance, and/or demonstration. The activity takes place in a classroom environment; and the students learn and improve skills including cooperation, collaboration, planning,

designing, decision making, and time management.

To explain the nature of project-based learning, Castañeda (2014) described three main stages of a PBL approach: getting started, field work, and culminating and debriefing events. Selection of the topic and information collection are the aims of the first stage. In the second stage, the students get involved in the project by investigating events, objects, places, or topics; and in the last stage, students demonstrate their knowledge. Regarding the characteristics of the projects themselves, Thomas (2000) asserted that they must have five components: centrality, a driving question, constructive investigation, autonomy, and realism. The implementation of project-based learning is not an easy task (Grant, 2011). Researchers have documented some of challenges such as increased competition among curricular objectives, the quantity of time dedicated to in-depth inquiries, and a shift in roles.

Despite its challenges to implement, project-based learning has many potential benefits for learners. Many research studies have suggested that in PBL, students are engaged in their learning and learn numerous life skills such as problem solving, time management, responsibility, and collaboration, organization, self-control, task initiation, and metacognition (Hall, Palmer, & Bennett, 2012; Krauss & Boss, 2013; Starobin, Chen, Kollasch, Baul, & Laanan, 2014; Wolff, 2003; Zhang, Peng, & Hung, 2009). According to Thomas (2000), project-based learning also has the potential to deal with the needs of diverse learners in the classroom. A few studies showed some other benefits such as students' achievement, creativity, and motivation. For example, Jollands, Jolly, and Molyneaux (2012) carried out a research study with 20 engineering graduates. The data was collected through interviews. The findings show that that enrolling in PBL courses

resulted in benefits such as project management skills, time management, confidence, communication skills, and systems thinking.

The list of the benefits of project-based learning is not a small one. Tuncay and Ekizoğlu (2010) demonstrated that free project-based learning increased motivation and self-confidence in students. They conducted a research study with two groups to evaluate their achievements and found the experimental group outperformed the control group. Barak and Dori (2005) conducted a research study with college freshman chemistry students. The findings show that the project based experimental group outperformed the control group. In another qualitative research study, Zhou (2012) found that students believed creativity was most important in helping them to design the projects. Similarly, in Palmer and Hall's (2011) study, the participants enjoyed working in teams. According to Nation (2008), project-based learning develops students' critical-thinking and problem-solving skills and prepares them for the real world. Wurdinger and Qureshi (2015) conducted a research study to investigate whether life skills could be developed in a PBL course. The researchers conducted surveys and interviews with graduate student participants in such a course. The findings showed that that there was no significant difference in time management, collaboration, and work ethic; but there was a significant difference in responsibility, problem solving, self-direction, communication, and creativity.Overall, life skills on average showed an increase. The interviews indicated that PBL allowed students to practice and develop life skills.

Regarding learning a foreign language through project-based learning, Foulger and Jimenez-Silva (2007) anticipated that project-based learning has the potential to benefit English language learners. They speculated that due to the nature of project-based

learning, which creates opportunities to promote academic skills, the students feel more engaged and motivated. Thitivesa (2014) argued that project-based learning promotes communication in various forms; therefore, project-based learning may be beneficial for teaching a language. In an other research study, Mikulec and Miller (2011) used projects in French class. The students were engaged in conversation, exchanging opinions and thoughts. The approach was seen as a way to develop students' cognition of pertaining to perception, memory, judgment, and reasoning through language use.

A few research studies have clearly demonstrated the importance of writing in project-based learning. These studies have shown that project-based learning not only increased the confidence of participants but also enhanced their creativity. For example, Ho (2000) carried out a research study on primary-level students from two different schools in two different countries: Singapore and United Kingdom. This was an international, information technology-based, collaborative project. The participants exchanged information through emails and explored writing tasks for various purposes and audiences. The findings indicated that the project enhanced participants' confidence, as well as their intercultural and cross-cultural awareness and understanding. Similarly, a research study conducted by Mak and Coniam (2008) investigated authentic writing through the use of wikis by ESL learners in a secondary school in Hong Kong. In this project, the students produced a school brochure to distribute to their parents. The study found that the project boosted students' confidence and enhanced their creativity. Irawati (2015) conducted a descriptive-qualitative research study with 20 college students in an academic writing class. The class was divided into groups of four or five students, and each group had to make a project in six weeks. In terms of content and vocabulary, the

results indicate that the application of cultural project-based learning developed students'
academic writing.

Even the results of other research approaches, such as quantitative research and
action research studies, also support the use of project-based learning to improve the
writing skills of learners, especially foreign language learners. For instance, Sadeghi,
Biniaz, and Soleimani (2016) recently conducted a study to investigate the possible
impact of project-based learning on compare-and-contrast paragraph writing skills of
Iranian learners of English as a foreign language. For the study, 36 male students were
chosen from language institutes in Iran. A pre-test and a post-test were administered and
showed that the experimental group outperformed the comparison group. Probosari
(2015) conducted action research within the biology teachers' education program at the
Faculty of Teacher Training and Education of Sebelas Maret University, Indonesia, to
examine the change in students' scientific writing skills while participating in a reading
project. The findings showed that PBL could have a positive impact on students scientific
writing skills. In terms of creative writing, Vass, Littleton, Miell, & Jones (2008)
observed, recorded, and studied children's classroom-based collaborative creative writing
activities for students aged 7–9 years in England. Their findings showed that
collaboration stimulated and enhanced creative writing activities.

Conclusion

The Intel Program is an international program that supports the integration of
technology into the classroom. Beginning in 2000 in United States, it spread around the
world, training teachers in the effective use of classroom technology; the number of
trained teachers has reached 10 million worldwide. The Intel Program reached Saudi

Arabia in 2007, when teachers began receiving official Intel Program training. The program's goals and objectives focus on changing the learning and teaching environment to support the student-centered learning with the introduction of 21st-century skills. These skills are called the 4Cs—collaboration, communication, creative, critical thinking—and are introduced along with improvements to digital literacy, problem-solving skills, and the introduction of project-based learning strategies. Teachers in Saudi Arabia are using PBL and collaboration strategies such as CSR to teach English language reading and writing skills; most teachers have introduced CSR to teach reading skills, using PBL to teach writing skills.

From 2000 to the present, most research on the Intel Program has examined aspects of training, such as training effectiveness, teachers beliefs about training, teachers attitudes toward training, and training evaluation. Most of the research has indicated that the Intel Program has been viewed positively by teachers, and that the learning has become more student-centered. This research has indicated that the Intel Program's focus on the use of PBL and on collaborative work has had a positive impact on students' skills. However, most of these studies have also indicated some obstacles affecting implementation of the Intel Program, such as the lack of infrastructure, lack of technology, lack of training, lack of administrative support, and lack of time.

Part 3: Teaching English as a Foreign Language in Saudi Arabia

Introduction

The discovery of oil in Saudi Arabia, the influx of international visitors to its holy cities of Makkah and Medina, the rise of Internet communications, and other developments have created a need for English language instruction there despite strong

social and cultural challenges resisting it (Al-Johani, 2009). Education has been given top priority in Saudi Arabia ever since its Ministry of Education was established in the mid-1950s, with the Saudi government allocating a substantial portion of the national budget for educational purposes every year (Al-Maini, 2011). Ongoing efforts ensure that educational continues to grow, with English language teaching and learning growing concurrently (Ur Rahman & Alhaisoni, 2013).

The government of Saudi Arabia is working hard to introduce instruction in English as a foreign language at all education levels, starting from Grade 4 and continuing into the university level. It was introduced to elementary schools (Grades 4–6) in 2010 because the Ministry of Education believes in its international importance and wished it to be taught at the earliest stages possible. The reason for introducing English language learning late in elementary school is the belief that, if introduced too early, it would negatively affect Arabic language learning. Students at the elementary school level receive two classes of English language per week, with each class period being 45 minutes in length. During the intermediate level (Grades 7–9) and the secondary level (Grades 10–12), this is increased to four hours of English language classes per week, though class periods remain 45 minutes in length (Alrashidi & Phan, 2015).

The Saudi English language curriculum is a national curriculum, designed locally in Saudi Arbia, and having the same content for both girls' schools and boys' schools. This curriculum is called English for Saudi Arabia, and it designed using unit based format (Almutairi, 2008). Its content focuses on Saudi culture, costumes, religion, and traditions of the society. The Ministry of Education provides students with two textbooks—a pupils' book and a workbook—and provides teachers with a teacher

guidance book (Al-Otaibi, 2004). These books focus on teaching reading, writing,

listening, and speaking skills as well as providing some grammar and vocabulary lessons

(Almutairi, 2008). The majority of teachers involved in teaching the English language of

Saudi extraction and nationality, with a minority of Arab teachers and native English

teachers. English teachers in Saudi schools must have at least a Bachelor of Education

degree specialized in English language teaching or have a Bachelor of Arts degree in

translation, specialized in the English language; however, they are not required to have

either pre-service training or teaching experience (Alfahadi, 2014).

It is very clear that the government of Saudi Arabia is eager to introduce the

English language to Saudi students at all schools levels. As is illustrated above, the

Ministry of Education set as its goal, not simply teaching basic English language skills,

but letting students learn to communicate and interact with others in a proper and

effective manner, though the ministry has primarily assigned these goals to teaching

efforts at the secondary level (MOE, 2016).

According to Ur Rahman and Alhaisoni (2013), the Ministry of Education clearly

states the aims and objectives of teaching English in Saudi Arabia:

> 1. To enable students to acquire basic language skills (including listening, speaking, reading, and writing).
> 2. To develop student's awareness of the importance of English as a means of International communication.
> 3. To encourage students to develop a positive attitude towards learning English.
> 4. To enable students to acquire the necessary linguistic competence required to use English in various life situations.
> 5. To enable students to acquire the necessary linguistic competence required to excel in any profession.
> 6. To develop student's awareness of the cultural, economic, religious and social issues of their society and prepare them to actively participate in solving them.
> 7. To develop a level of linguistic competence that enables the student to present and explain Islamic concepts and issues, and to participate in spreading Islam in the future.

8. To provide students with the linguistic skills necessary to benefit from interacting with English-speaking nations, enhancing the concepts of international co-operation and developing both an understanding of and respect for cultural differences between nations.

9. To provide students with a linguistic basis that enables them to participate in replicating other nations' scientific and technological advancements with the intent of enhancing the progress of the KSA nation.

The Ministry of Education has taken into consideration the importance of

teaching and learning the English language in Saudi Arabia. To this end, it is working on

a project to develop and improve English language teaching and learning in Saudi

schools. King Abdullah's project for developing education is supervising this project,

known as the English Language Development Project (ELDP). According to ELPD

(2014, p. 9), the principles underlying the new curriculum include:

1.Language is used for communication: Teaching a language involves enabling learners to interact socially in a variety of situations and contexts. This is optimally achieved through the integration of the four skills of speaking, listening, reading and writing.
2.Learners' needs and abilities must be taken into consideration.
3.Learners have different individual learning styles.
4.Learners should be involved in meaningful, interactive tasks for optimum effectiveness.

The general aims of the curriculum:

The general aims of the English Language Curriculum are to:
a) enable learners to use the language in meaningful contexts
b) build learners' ability to communicate their ideas fluently, accurately and confidently.

Curricular goals:

Through developing their communicative competence in the English language, learners should achieve the following goals which enable them to:
Goal 1: explain the tenets of Islam with a vision to promoting international understanding and tolerance.
Goal 2: advocate and participate in spreading Islam.
Goal 3: promote mutual cultural understanding and respect among nations.
Goal 4: enhance their cognitive and problem-solving skills, thus leading to academic and professional advancement.
Goal 5: develop an awareness of the significance of English as a means of

international communication.
Goal 6: develop a positive attitude towards learning the English language.

In order to achieve the above objectives, the Ministry of Education has taken many steps, including the integration of technology into the curriculum, revising the curriculum, and providing pre-service teacher training. However, these steps have not been sufficient to generate the desired outcomes. Teaching and learning English as a foreign language is problematic, not only for teachers, but also for students. This results from a combination of factors, including a deficiency in the English language curricula offered by some schools, poor teaching methodologies, problems with proper language learning environments, and lack of motivation. These factors, in turn, mean that many school graduates lack the skills necessary to enroll in university English courses (Alghamdy, 2008; Alqarni, 2009; Zughoul, 1983).

Theories of learning and teaching approaches became a factor in the Saudi educational context as early as 1932. However, teachers have encountered many difficulties in applying these theories and approaches. Some researchers in Saudi Arabia have examined the realities of Saudi education and, in so doing, have shed light on applicable approaches and theories of learning (Al-Seghayer, 2011; Alghamdy, 2015; Zaid, 1993). To understand the current debates and issues in English as foreign language (EFL) teaching in terms of curriculum design, teaching approaches, and content preferences, and to grasp how these are related to Saudi Arabia's EFL teaching context, one must examine the theories of learning in the Saudi context, second language acquisition theories, English language methods and approaches, current issues in EFL

teaching in Saudi Arabia's context, and the culture of teaching in the Kingdom of Saudi Arabia.

Theories of Learning in the Saudi Context

Learning theories are critical to describing how people learn in any context, and are of particular value to examining learning in the Kingdom of Saudi Arabia (Al-Jasser, n.d.). John Watson coined the term *behaviourism*, referring to a learning theory based on stimulus and response conditions. According to Al-Jadidi (2009), behaviourists apply a worldview of rewards and targets to education, arguing that habits can be formed through repetition, mimicry, and memorization, and viewing learners as both passive and dependent on instructors for the acquisition of knowledge. Meanwhile, B. F. Skinner introduced the concept of operant conditioning, an approach that posits that a behaviour can be modified through the use of positive or negative reinforcement. In terms of Saudi Arabia's educational context, past students received physical punishments for failing to memorize vocabulary and learn sentence patterns. However, in the modern Saudi educational system, physical punishment is forbidden. Instead, students are offered rewards for positive behaviour and for maintaining a positive attitude towards learning.

Constructivism, another key learning theory, argues that knowledge acquisition is an active and constructive process in which learners construct or create their own knowledge based on a combination of current knowledge and past experiences, becoming information constructors rather than information receivers. Cognitive constructivists believe that learners learn from one another through observation, imitation, and modeling. For example, Vygotsky (1978) emphasized the social interaction of learners, asserting that all learning takes place through interaction (Apple, 2006). Thus, in the

constructivist view the teacher becomes a collaborator and facilitator, while the students are active learners who construct their own knowledge through interaction with one another. This constructivist theory of learning has rarely been applied by Saudi teachers. The reason for this rarity of use is that Saudi instructional approaches have tended to be teacher centered. However, newer teachers, who are getting modern training, have begun to apply constructivist theories of learning to their classroom methodologies.

Al-Jasser (n.d.) argued that none of the above theories is solely applicable in the Saudi context, due to a combination of factors. For example, the use of language drills is very important for Saudi learners, because most Saudi learners have difficulty producing the sounds of *p*, *d*, *v*, and *t*. Crucially, Al-Jasser (n.d.) suggested that behaviouristic theory is applicable to novice learners in Saudi Arabia, while cognitive theory can be applied only to high-level learners. Moreover, English language laboratories are still used in many countries when teaching English as a foreign language, including Saudi Arabia. This researcher would argue that students who have minimal experience with the English language, for example, will not be able to follow the constructivist theory of learning due to their limited English skills. As stated in Brenes (2006) drill and practice remain the elementary methods for learning foreign languages.

Theories of Language Learning

Chomsky's Theory

There are many theories of second language learning, and it is beyond the scope of this paper to elaborate upon them all. However, some theories are particularly relevant to the Saudi educational context, and will be discussed here. Before Chomsky developed his theory of language acquisition, little was known about the process of second language

learning. Now, Chomsky's linguistic theory of universal grammar (UG) is the most

influential theory in the field of language learning. UG theory is based on the principle

that the structure of language exists biologically in the human mind. Chomsky (1965)

argued that all human beings have the same biological linguistic structure, irrespective of

social and cultural differences. He also argued that learning the grammar of a second

language is the first step towards creating correct linguistic parameters. The school of

thought that follows Chomsky's ideas has been termed cognitive, mentalist, generative,

and transformationalist (Chomsky, 1965). Cognitivists have argued that individuals learn

a language because they have an inborn capacity that helps them to acquire any given

language, and that the environment serves as a trigger: When children are exposed to a

language, some functions of the brain automatically start working. Chomsky referred to

these functions as the language acquisition device (LAD); children use their LAD to

understand any language that is spoken around them (Al-Jadidi, 2009). From the

beginning of English language teaching in Saudi Arabia, teachers have used Chomsky's

theory. This is apparent firstly because they are trained through grammar-translation, and

secondly because English is taught as a foreign language, with teachers giving

instructions in the mother tongue with an emphasis on grammar and sentence patterns.

Krashen's Theory

Krashen's theory of second language acquisition is based on five hypotheses: the

acquisition–learning distinction, the natural order hypothesis, the monitor hypothesis, the

input hypothesis, and the affective filter hypothesis (Krashen, 1982). The acquisition–

learning distinction is the most important of these hypotheses (Apple, 2006). It states that

any adult has two ways of developing competence in a second language. The first is

language acquisition, a process similar to the way children master their first language, in which comprehension and fluency in the target language occurs subconsciously. Language acquirers are not aware of the process that they are using.

The second method of developing competence in a second language is learning. This process takes place intentionally; the learners know about the language, discuss the rules of the target language, and come to understand them. Some people have argued that children acquire language, while adults learn language; however, the acquisition–learning hypothesis claims that adults can also acquire a target language, although they may not be able to a achieve the same levels of competence as a native speaker.

The input hypothesis is also used for a second language acquisition (Al-Jadidi, 2009). The first statement of this hypothesis is the same as the ones mentioned earlier, the second language acquirer masters the language in the same fashion as a child acquires his/her first language. Secondly, there is a natural order to acquiring both a first language and a second language. Finally, the adult language acquirer gets a modified input as children do. According to Krashen, language acquisition does not require the conscious use of grammatical rules. A learner first develops listening skills and then develops speaking skills. Indeed, a learner may not say anything for many months, a condition called the silent period of language learning. Krashen's affective filter hypothesis predicts that emotional factors are significant in the process of second language acquisition. Previous research has shown that many such factors have a substantial impact on second language acquisition, the most common of which are motivation, self-confidence, and anxiety.

In public schools in Saudi Arabia, it is difficult to apply Krashen's theories because most Saudi students speak their mother tongue outside the classroom. Even after their English class, they resume speaking Arabic for other classes such as science, social studies, and mathematics. However, there are some schools whose students do speak English outside of the classroom. The students attending schools that are using English language as a medium of instruction, such as Al-Mamlaka schools, belong to wealthy families; and their parents, drivers, and servants also speak English. In addition, Al-Mamlaka students have exposure to the English language during their visits to other countries. Another example is Aramco, the company responsible for oil production in Saudi Arabia, which operates its own schools. Many people who work at these schools are from Western countries, so the Saudis who live in compounds with them have to speak English. In Aramco schools, the medium of instruction is English; and as everyone at the compound speaks English, students are also exposed to it outside of class. In these two schools, Al-Mamlaka and Aramco, teachers pay close attention to direct methods of English language teaching.

Teaching Approaches and Methods

Second language teaching has seen many developmental stages, in which various approaches, methods, and techniques have been used to teach a second language. According to Anthony (1963), an approach reflects a certain model such as a theory, while a method is a set of procedures or an overall plan for the presentation of the target language. On the other hand, a technique such as an exercise or a task is a more specific activity in classroom. In this sense, an educational approach is broader than a method or a technique. What follows is a brief introduction to the approaches and methods of teaching

that have been used in foreign language education; Celce- Murcia (2001) described some

significant approaches, which are listed below.

The researcher has examined the details of how these approaches have been used

in Saudi Arabia, based on a combination of research and his personal experiences as an

English teacher. Presenting the approaches for teaching English as a foreign language in

this section lays the groundwork for a later discussion of findings that compare the most

used approach in Saudi schools before and after implementation of the Intel Program.

Grammar-Translation Approach

The grammar-translation approach is a modern take on the classical approach that

focuses on grammatical rules, memorization of vocabulary, translation of texts, and

written exercises (Brown, 2007, p. 18). This approach has been very much appreciated in

Saudi Arabia, and remains in use. Many teachers give instructions in Arabic language,

translate difficult words in Arabic, and assign their students to translate passages,

memorize grammar rules, and memorize vocabulary (Alghamdy, 2015; Alnofaie, 2010;

Al-Seghayer, 2011). All the translation is done from the target language into the mother

tongue, and teachers may or may not speak the target language fluently. This approach is

problematic because of the minimal use of the target language for communication, which

means that despite their studies, students generally remain unable to communicate in the

target language (Celce-Murcia, 2001).

The grammar-translation approach has been criticized for two reasons: firstly,

because it fails to develop communicative skills in learners; and secondly, because it is

difficult for language learners to memorize a huge list of grammatical rules and

vocabulary (Brown, 2007). However, this method still being used in Saudi schools

because it is simple to implement in teaching. Also, teachers worried about their students being unable to pass the English exam and failing. Thus, teachers put much effort into teaching grammar using the grammar-translation approach (Al-Mazroou, 1988; Alnofaie, 2010; Al-Seghayer, 2011)

Direct Approach

The directed approach to language learning was introduced in reaction to issues with the grammar-translation approach, and in an effort to enable foreign language learners to communicate effectively in the target language. In this approach, the use of the mother tongue, and translation into the mother tongue, are prohibited during lessons. Doggett (1986) stated that the goal of the direct approach is to teach the culture of the target language. Actions and pictures can be used to explain a situation or a word, the teacher must be native speaker or possess native-like proficiency, and grammar is learned inductively. As a result, students learn meanings through the target language (Diller, 1978), and they communicate in it.

In Saudi Arabia, very few teachers used this approach in the past, typically because teachers themselves were not sufficiently trained to teach using the direct approach (Al-Seghayer, 2011). Meanwhile, few foreign language teachers were available to teach the target language because, in the past, people were not as willing to travel for work. These factors meant that the implementation of the direct approach with native speakers was a serious issue. Of course, some schools and language institutes did have access to native speakers, but most Saudi schools were forced to operate without native speakers of the target language.

Reading Approach

According to Brown (2007), the reading approach places emphasis on comprehension, teaching only the grammatical components used for reading, and use of translation is limited. Though a teacher using this approach does not need to be a native speaker or possess near-native proficiency, no Saudi teacher applies the reading approach exclusively. They make use of it, but only for the sake of reading comprehension.

Audio-Lingual Approach

The audio-lingual approach, which is based on behaviouristic psychology, is widely used in Saudi Arabia (Al-Seghayer, 2011; Zaid, 1993). In this approach, the learners mimic, repeat, and memorise patterns and vocabulary; and grammar rules are taught inductively. The intent is that, once a pattern is learned, the learner can change the words to create new sentences. The teacher plays major role in the audio-lingual approach, as he/she provides students with a model to work from (Celce-Murcia, 2001).

Oral-Situational Approach

Many critics have challenged the reading approach, because it de-emphasizes speaking and listening skills. According to (Celce-Murcia, 2001), this approach is a modern form that makes some additions to the direct approach. It emphasizes spoken language, language materials are presented orally before students engage in reading or writing, and use of the target language is encouraged in the classroom. However, this approach is not used much in Saudi Arabia. Teachers there are not aware of how to incorporate different methods into their instruction, as most of them did not receive enough training in how to implement these methods (Alghamdy, 2008).

Cognitive Approach

According to the cognitive approach, the target language is acquired. Learners are responsible of their own learning, and grammar is taught deductively (Brown, 2007). All four language skills (reading, writing, listening, and speaking) are given equal importance, and perfection is considered unachievable. Errors are considered part of the learning process. Teachers in Saudi Arabia primarily teach English as a foreign language using this approach.

Affective-Humanistic Approach

The affective-humanistic approach has not been used in Saudi Arabia in the past because most Saudi teachers were familiar with the grammar-translation and audio-lingual approaches and preferred them. This approach emphasizes meaningful communication (Celce-Murcia, 2001), encouraging students to work in pairs or groups and to support each other. The classroom environment is given special consideration when learning the target language; and the teacher works as a facilitator, providing simple instructions, making groups, and guiding the learners. As a result, it is very important for the teacher to be a proficient in the target language, which causes challenges in the Saudi context. Al-Seghayer (2011) and Al-Mohanna (2010) observed that it is difficult to employ methods that require high levels of proficiency on the part of teachers, as most teachers have insufficient training to conduct lessons using these methods. Alrashidi (2015) mentioned that the culture of teaching in Saudi Arabia focuses on a teacher-centric approach, which lets the teacher control the class and talk more than the students in the class. Unfortunately, this style of teaching is incompatible with the affective-humanistic approach.

Comprehension-Based Approach

In this approach, listening skills are considered the most important of the four skills, as they contribute to reading, writing, and speaking. Learners listen to meaningful speech in the target language and are expected to respond non-verbally in a meaningful way (Brown, 2007). Then, when they feel confident, they begin to produce the target language verbally. The goal here is that learners master the second language similarly to their first language, and their errors are ignored. In the contemporary Saudi educational context, all language skills other than teaching grammar and vocabulary are assigned equal importance, meaning that this approach is not useful in the Saudi context. As Al-Seghayer (2011) asserted, teachers in Saudi Arabia focus on teaching grammar and vocabulary rather than focusing on meaningful communication and comprehensible communication due to the comparative ease of implementation.

Communicative Approach

The communicative approach focuses on interpersonal interaction. Students work in pairs or groups on activities for communication such as role-playing, dramatization, and social contexts. According to Johnson and Morrow (1981), the main goal of the communicative approach is to enable students to communicate in the target language, in which the teacher must be proficient. However, though communication is considered one of the main objectives in Saudi EFL education, teachers and students remain reluctant to work in pairs. The general goals for teaching English in Saudi Arabia included use of this approach as an objective (MOE, 2016), and according to AlShahrani and Al-Shehri (2012), the government of Saudi Arabia is eager to implement the communicative approach to teaching English as a foreign language. However, Al-Asmari (2015) agreed

with Al-Seghayer (2011) and Alharbi (2015) that the communicative approach to language teaching must overcome some challenges if it is to be applied in the Saudi classroom, challenges related to materials and aids for communicative activities. More recently, Al-Asmari (2015) found that the lack of technology in classrooms caused resistance to use of the communicative approach.

Suggestopedia

Suggestopedia is a teaching method developed by Bulgarian psychologist Georgi Lozanov (1979), who proposed that students learn faster through Suggestopedia than through conventional methods of acquiring a foreign language. In this method music is the main educational element, and is applied to presented vocabulary, readings, dialogues, role-plays, drama, and many other classroom activities. The other important factor in Suggestopedia is the creation of a comfortable classroom environment adapted to accommodate learners with elements such as relaxed seats (Erton, 2006). Suggestopedia was criticised by Scovel (1979) due to its impracticality, as it is hard to implement if music and comfortable chairs are unavailable. Zaid (2015) asserted that Suggestopedia has some drawbacks when examining its use in Middle Eastern countries such as Saudi Arabia. Those drawbacks relate to the setting of classroom environments and the high number of students in each class. Moreover, this researcher confirmed that for the cultural and religious reasons, Suggestopedia is the only educational method, which is inappropriate to be used through music and to implement in Saudi Arabia. As Elmusa (1997) explained, Saudi society has rejected the use of music in education, as it conflicts with the religion of Islam.

Final Remarks

Each of the above approaches has its own pros and cons; indeed, some were introduced to correct for perceived failings in the others. According to Celce-Murcia (2001), each approach is based on a slightly different theory, and they collectively indicate how a foreign language is learned. Though some approaches were only employed during a specific period of time in the past, they may still be useful in the present. A wise teacher should adopt strategies according to the situation, the needs of the students, their learning styles, their backgrounds, and the objectives of the lesson. According to AlShahrani and Al-Shehri (2012), the government of Saudi Arabia is eager to implement the communicative approach to teaching EFL. However, the reality is different in Saudi schools, as most Saudi teachers continue to use the grammar-translation approach. This is chiefly because when they apply communicative approach, they get a negative response from their students, who lack motivation and perceive learning English as unnecessary (Al-Ahdal, Alfallaj, Al-Awaied, & Al-Hattami, 2014).

Current Issues in Teaching and Learning English in the Saudi Context

Teaching and learning EFL is problematic, not only for teachers, but also for students. Researchers in Saudi Arabia claim that students graduate with very low competence in English, despite nine years of study, and that they join universities with a very weak level of English language skills (Alrashidi & Phan, 2015). This results from a combination of several factors, including old teaching methodologies, the use of the Arabic language during English classes, lack of motivation, problems with proper language learning worldwide, teacher-centered instruction, some misconceptions and beliefs, deficiency in some English language curricula offered by schools, memorization

strategies, and inadequate teacher preparation (Alghamdy, 2008; Alqarni, 2009; Zughoul, 1983).

In this section the researcher highlights current issues related to both teachers and students. Several studies conducted in Saudi Arabia have noted the considerable and noticeable issue of low achievement and low competence in English language skills, a problem of long standing that continues today (Alghamdy, 2008; Al-Johani, 2009; Alrashidi & Phan, 2015; Fareh, 2010; Khan, 2011; Rajab, 2013). One of the reasons behind low achievement was the reliance of teachers on grammar-translation, audio-lingual, and other outdated approaches that render students unable to communicate in a meaningful way.

Saudi teachers usually use the grammar-translation method or the audio-lingual method in their classrooms (Alghamdi, 2008; Al-Seghayer, 2011; Zaid, 1993). Most of them are unable to use other approaches to foreign language teaching due to a lack of knowledge and English proficiency (Al-Hazmi, 2003). After they successfully complete their teaching degree, many teachers are still not competent in English language communication (Alghamdi, 2008; Al-Hazmi, 2003; Al-Seghayer, 2011). A second issue arises due to the lack of teacher preparation; English teachers are provided with insufficient training to be effective in their intended role.

Among two traditional approaches to EFL teaching, Al-Seghayer (2011) and Zaid (1993) stated that the audio-lingual approach is most commonly used in Saudi Arabia. However, teachers do not include all its components; language laboratories, in particular, are not included by most teachers. Grammar-translation is the next most commonly used approach. Al-Nofaie (2010) and Fareh (2010) both found that the large number of

students in Saudi classrooms has forced teachers to use outdated methods such as these to control the classroom setting; while Ellis (2008) explained that teachers use outdated approaches such as grammar-translation to focus on grammatical significance and elements rather than on the communication process.

A related issue is the use of the Arabic language when teaching EFL. Use of the mother tongue is allowed in classrooms; in fact, non-native English teachers in Saudi Arabia often use Arabic more than they use English (Alnofaie, 2010). Officially, teachers are discouraged from using the mother tongue instead of the target language. However, teachers who rely heavily on the Arabic language have argued that they use it in the classroom to explain new vocabulary, to confirm students' understanding, and to explain grammatical concepts. Regrettably, due to the amount of time teachers spend talking and to maximize use of the mother tongue in the classroom, students are unable to develop competence in communicating English (Alnofaie, 2010; Al-Subahi, 2001). Saudi students have limited exposure to English outside of school (Khan, 2011; and see below) and their other courses are taught in Arabic. If their teacher also speaks Arabic in English language class, then students' competencies in listening and speaking English must remain commensurately low.

To carry out a language learning activity, a teacher should give instructions in simple, clear, and easy English supported by gestures and role-play. If learners are beginners, the teacher can give instructions in the mother tongue, but then let the learners practice English through reading, writing, listening, and speaking activities. The main point is that the mother tongue can be used to teach a foreign language, but only in a limited way, for example, when teaching to beginners (Ansari, 2012).

Much research has been done in Saudi Arabia concerning students' attitudes towards learning the English language (Al-Johani, 2009; Almutairi, 2008; Fareh, 2010; Khan, 2011). Documented issues include: students who are not motivated to learn the English language and do not want to (Fareh, 2010); teachers who do not motivate students to practice the English language through different stages or provide real-life situations for practicing what has been learned (Al-Johani, 2009); teachers who do not encourage students to use the English language in class or outside of class; and teachers who attempt to correct their students' mistakes every time, criticizing them rather than focusing on flow of conversation. Khan (2011) asserted that teachers do not give students feedback on their revised assignment drafts, and they do not follow their students' work continuously.

Students' low achievement rates may be caused in part by the lack of real-world contexts in which to practice the English language and thereby increase their competence (Alqahtani, 2011; Khan, 2011). Students do not practice English outside the classroom because there is limited opportunity for them to do so, as Arabic is the primary language of daily life, even for some foreign workers (Alrabai, 2014). Likewise, students speak their native Arabic with family, friends, and other people in their everyday life. The English language is not used in Saudi government offices, nor is it even used in places such as airports and hospitals, where the Arabic language is used even by workers (Alqahtani, 2011). This results in a limited opportunity for the students to speak the English language outside of school grounds.

Ahmad (2014) asserted that teaching English in Saudi Arabia is affected by Saudi culture and religion. This causes the role of Saudi students to remain passive, and their

achievements remain low (Ahmed, 2014; Alkubaidi, 2014; Alrabai, 2014; Fareh, 2010; Rajab). Fareh (2010) found that in Arab classrooms teacher-centered activities are predominant and that teachers speak most of the time, typically without encouraging students to speak during class. As the teachers talked more than students in the classroom, they dominated both the teaching and the learning process; and students subsequently lost their competence in producing the English language (Fareh, 2010).

In Saudi Arabia, there are some societal misconceptions that learning English may affect the students' first language, culture, identity, religion, and community customs. People believe that learning another language will affect the holy language, the language of the holy book (Quran) and will result in the loss of Saudi Arabian customs, culture, and identity (Al-Seghayer, 2013; Elyas & Picard, 2010; Mahboob & Elyas, 2014). They use Dubai in the United Emirates as an example, asserting that people there now rarely speak the Arabic language (Alrashidi & Phan, 2015). As learning the language is associated with learning the culture of the target language, people in Saudi Arabia believe, for example, that students will turn away from traditional clothing as they start wearing western clothing. Also of concern is that learning another culture will lead to participation in celebrations that do not exist in Saudi Islamic culture, such as Valentine's Day or Halloween. The generous hospitality of Saudi culture is seen to be at risk from exposure to cultures that emphasize individuality and privacy rather than sharing and collaboration with the community. Moreover, the community customs of Saudi people are segregated based on gender; and learning English, it is believed, will lead people to accept the idea of gender integration in community life, creating conflict with Saudi culture.

In addition, students believe that English is of no use to their future lives and unnecessary because they do not see a real use of it in their daily lives (Alghamdy, 2008; Al-Johani, 2009; Alrashidi & Phan, 2015; Al-Seghayer, 2011; Fareh, 2010; Khan, 2011; Rajab, 2013). When students notice that experts such as doctors in a hospital or English teachers do not use the English language in their daily lives, it fuels the assumption that the language is not important, and it decreases their motivation to learn and use English (Alqahtani, 2011).

One important issue highlighted by Al-Mazroou (1988) and Alnofaie (2010) is teacher reluctance. They feel they have to teach the prescribed curriculum, not go beyond it, or they are hesitant to use their own instructional activities. One reason for this reluctance is that teachers fear that their students may fail if they use their own activities and do not complete the curriculum. Another reason is that the Ministry of Education discourages the use of teachers' own activities. As a result, teachers in the KSA are often unable to use innovative strategies.

Alqarni (2009) and Al-Seghayer (2014) asserted that the quality of English textbooks is another major challenge that faces teachers and learners of English skills. Al-Seghayer noted a lack of balance between the objectives of the Saudi English curriculum and the students' needs and levels of comprehension. Alqarni recommended that textbooks should be developed to match students' levels and needs.

Access to improved textbooks, though, would not address the issue of effective teaching strategies. The most used strategy for teaching the English language has been memorization, without requiring students to understand the meaning of the task (Alkubaidi, 2014; Alrabai, 2014; Rajab, 2013). Teachers in Saudi Arabia mostly teach

paragraphs, vocabulary, and grammar through the memorization strategy. Teachers have claimed that they used this strategy because they were worried that students will fail in their exams (Alkubaidi, 2014; Alrabai, 2014; Assalahi, 2013; Rajab, 2013). Regrettably, tests and exams in Saudi schools do not assess and evaluate communication competence in the English language; rather, they evaluate memorized elements such as vocabulary and grammar. This type of exams results in a low communicative competence among students, even though they pass their exams with high marks (Alkubaidi, 2014).

The teacher preparation program for English teachers in Saudi Arabia, began in 1980. At the end of a four-year program, teachers are awarded a Bachelor of Education degree. During their program, prospective teachers are exposed to linguistics, English language teaching methods, courses intended to improve their English language proficiency, and courses in education (Alrashidi & Phan, 2015; Seghayer, 2011). Al-Jadidi (2009) asserted that bilingual teachers tend to be more teacher centered in their approach, relying heavily on text books, focusing more on teaching grammar, and using very few teaching techniques. In contrast, monolingual teachers are student centered; focus on accuracy, grammar, and lexis; and use various communicative activities. Regrettably, this has led to issues in teacher efficacy that resulted in a focus more on teaching grammar than on teaching meaningful language use.

Al-Hazmi (2003) argued that this is because EFL teacher programs in Saudi Arabia are non-systematic and inadequate. Colleges of arts prepare EFL learners as translators, whereas colleges of education prepare them for general teaching. Further, teacher preparation programs do not focus on EFL education. Due to this lack of training, many English language teachers are unable to achieve their desired goals. Khan (2011)

reported that English language teachers face many challenges including qualifications, training, experience as bilingual teachers, perceptions of Arab culture, the status of the English language in Saudi Arabia, the psychology of learners, and dichotomies in teaching methods. The problem in teacher training is that some courses are taught traditionally, using Arabic language during instruction. Non-native teacher trainers use the mother tongue in the classroom, and this causes pre-service teachers to adopt the same methodology in their teaching. Assalahi (2013) reported that teachers' belief that their preparation courses were "theoretically-oriented" and prevented them from understanding real classroom practice, leading them to use the grammar-translation approach.

Al-Seghayer (2011) made several recommendations to improve the competence of Saudi English language teachers, the first of which is aimed directly at EFL teaching methodologies. At the present time, prospective EFL teachers have to take one or two courses on EFL teaching methodology. Al-Seghayer (2011) recommended that EFL teacher training should instead require courses in English language methodology, second language acquisition, general applied linguistics, language testing, and theories of learning; and that prospective teachers' practicum should be increased from one semester to two semesters. This would provide enough practical experience to allow novice teachers to thrive under trained supervisors. In order to improve pre-service teachers' competence in communication, it was further recommended that they be required to take more courses in the English language; that partnerships between colleges and education departments be used to improve pre-service teachers' skills; and that pre-service teachers

of the English language be sent to Anglophone countries, providing total exposure to and

continuous practice in English (Al-Seghayer, 2011; Al-Seghayer, 2014).

In Saudi Arabia, English language teachers should be able to use any potentially

beneficial method or any approach and strategy to teach English that could help students

to communicate in the classrooms, or outside the classroom, in a proper and meaningful

way. It is obvious that there is no best method, but there is a suitable method for a

suitable time and lesson:

> …there is, as Gebhard et al. (1990:16) argue, no convincing evidence from
> pedagogic research, including research into second language instruction, that
> there is any universally or 'best' way to teach. Although, clearly, particular
> approaches are likely to prove more effective in certain situations, a blanket
> prescription is difficult to support theoretically. The art of teaching does not lie
> in accessing a checklist of skills but rather in knowing which approach to adopt
> with different students, in different curricular circumstances or in different
> cultural settings. (Klapper, 2001, p. 17)

This section has examined issues related to teaching and learning the English

language in the Saudi context, highlighting the most commonly debated issues.

Considerations included outdated teaching methodologies, use of the Arabic language,

lack of motivation, problems with proper language learning worldwide, teacher-centered

instruction, some misconceptions and beliefs, deficiencies in some English language

curricula offered by schools, memorization strategies, and teacher preparation programs.

Conclusions to be drawn from this review include the need to: implement modern

teaching methodologies such as the communicative method; implement student-centered

instruction to create a more meaningful environment; encourage students to use the

English language to develop their English competency; and enable teachers to use

different teaching strategies rather than focusing exclusively on memorization. All of

these changes could be implemented through a proper teacher training teaching and

through professional training days.

Culture of Teaching English in Saudi Arabia

In order to make learning English interesting and useful, English teachers in Saudi

Arabia must be aware of the relationship between language and culture. Brown (2007, p.

74) clearly demonstrated that language and culture are intertwined. If one learns a foreign

language, one will definitely learn something related to the culture of the target language

(Kaplan, 1966, p. 13). Brown stated that foreign language learners learn associated

cultural values, customs, and ways of thinking, feeling, and acting. Nisbett (2003)

supported this argument, adding that geographical locations also have a heavy impact on

thinking. For example, people raised in Western cultures think differently than people

raised in Eastern cultures. Sapir and Whorf explained that there is a relationship between

language, culture, and thoughts, meaning that learning a foreign language is affected by

culture and thoughts (Lado, 1957). Al-Jadidi (2009) in her study in Oman reported that a

conflict may arise when students are taught by teachers from different cultural

backgrounds, such as Muslim students being taught EFL by Western teachers using

teaching materials that have been developed in Western countries without regard for

Islamic expectations.

Learning English as a foreign language in a conservative culture like that of Saudi

Arabia is an arduous task, due to the commonly held belief that learning English will

destroy Saudi culture and minimize the use of Arabic (Elyas, & Picard, 2010). Likewise,

it is widely feared that Western culture will replace the present culture, meaning that

students are often poorly motivated to study English. Ansari (2012) stated that, due to the

social and cultural backgrounds of the students, English teachers have to face many challenges. In the same vein, Khan (2011) noted that it is difficult for EFL teachers to encourage even motivated and enthusiastic learners to use English outside the classroom, due to the widespread use of Arabic.

Al-Seghayer (2011) examined possible methods for eradicating the misconceptions that Western culture and the English language will destroy Saudi Arabia's existent culture. He noted that the Ministry of Education has taken some measures, such as the introduction of books without any pictures showing Western culture. However, in order to break these cultural barriers, Al-Seghayer recommended going beyond such a response, calling for the topic of "language learning and its importance" to become a center of everyday media discourse. The aim would be to demonstrate that the use of English does not mean the destruction of Saudi Arabia's culture, but serves to develop an understanding of other cultures around the world, while simultaneously allowing Saudi culture to be introduced to rest of the world. The Saudi people can be effectively educated through informal education, especially by TV channels examining the benefits of using the English language in the context of its role as a language for international communication, and especially as the main language of modern technology and science. A country cannot make progress without learning English, and due to rapid advancements in technology, a country cannot exist alone; the world has become a global village.

Lately, the Ministry of Education has worked on editing the new Saudi English curricula under the name "Say It in English," in order to incorporate Saudi culture and religion (Alnahhas, 2016). As Alnahhas (2016) explained, the new curriculum is divided

to several units, and in each unit there are four lessons for teaching the four English

language skill groups through Saudi culture. Some researchers (e.g., Al-Seghayer, 2011;

Benahnia, 2012) have claimed that teaching Saudi culture to students in English would

maintain the culture and beliefs of the students. However, recently Alnahhas (2016)

explained that the new curriculum includes other different cultures, with the goal of

allowing students to compare and contrast between Saudi culture and others through

components such as weddings, entertainment, and kinds of food. Benahnia (2012)

claimed that students should not be exposed to foreign culture at the earliest stages of

learning English, because students need to develop self-competence in speaking English

by talking about their own culture and beliefs. Benahnia recommended exposing younger

students only to their first language's culture, so that the students would later have the

self-confidence to learn and use the English language.

Some linguists have argued that English can be learned without integrating

Western culture. Suzuki (1999) focused on Japan, asserting that Japan, as a superpower,

does not need to integrate Western culture to learn English. In the Arab context, cultural

issues and their remedies can be discerned in Al-Jadidi's (2009) story. She mentions:

> I normally teach whatever I come across, but I notice that some female
> students (especially very conservative ones) do not like pictures of girls on the
> beach in bikinis, for example, so they come to me and we talk privately about
> the issue. They tell me that they feel embarrassed to look at pictures that they
> call 'inappropriate' or 'obscene', and that they cannot talk about it in the class
> in front of the male students. We talk about what topics they like and what
> topics they dislike. They tell me that they do not like topics that are outside of
> our culture, especially activities that contain 'obscenities'. (p. 160)

As a result, Al-Jadidi (2009) became careful and avoided such topics, substituting

sentences that were more acceptable to her students, while also making sure to explain

Western cultural ideas. Similar teaching methods can be applied to teaching English to Saudi students. Some students are always interested in foreign cultures, traditions, foods, and festivals; a teacher can utilise these interests and introduce foreign cultures by relating them to the students' own culture.

Clearly, not every method is suitable for Saudi students' classrooms. The methods discussed previously are all applicable in Saudi Arabia's educational context, with the exception of Suggestopedia, which is impractical due to its use of music. Culturally and religiously, Saudi students are not comfortable with music since, as Elmusa (1997) explained, Saudi people condemn the use of music. The experience of this researcher confirms that for cultural and religious reasons, Suggestopedia is the only educational method that is impossible to implement in Saudi Arabia.

Islam, a religion based on the teachings of the prophet Muhammad (PBUH), is the main factor that influences people's lives in Saudi Arabia. Critics of English language learning can be educated through the example of the prophet, who appointed one of his companions to learn a foreign language (Hebrew), a process that took place without destroying the companion's self-identity. Related to this issue, Haq and Samdi (1996) examined the validity of the argument that the use of English is a source of corruption to participants' religious commitments. They collected data through questionnaires completed by 1,176 undergrad students, and their findings showed that learning English did not make the participants westernized, neither weakening their national identity, nor corrupting their religious commitment.

Mansoor (2008) made some recommendations for the use of English language learning in the Pakistani context that seem applicable to the Saudi context as well. If so,

then teaching the English language by incorporating Saudi culture will undoubtedly prove effective. Applying Mansoor's work to Saudi Arabia would also imply that English language and literature should be a part of all levels of education in Saudi schools. Finally, teacher-training programs should include the components of culture and their classroom applications.

Despite the pedagogical significance of the teaching approaches and theories discussed in this section, no one approach or theory is complete by itself. One reason is that the phonetic and grammatical structures of the Arabic language are different from those of the English language (Al-Jasser, n.d.). Moreover, the culture, the attitude, the aptitude, and the age of the learners are important factors that a teacher must keep in mind while preparing lesson plans for foreign language learners.

Both bilingual and monolingual teachers are integral to teaching EFL. Bilingual teachers are key for teaching English to beginners, who are unfamiliar with the target language and should be given instructions in Arabic. As their education progresses, slowly and gradually, a bilingual teacher can minimise use of Arabic and encourage learners to use English, eventually reaching the point where it is used exclusively in the classroom. Al-Jadidi (2009) interviewed both English language learners and English language teachers in Oman; and all the participants agreed that bilingual teachers were essential for beginners. However, at advanced levels, monolingual teachers can create an effective learning environment by encouraging learners to speak English.

Conclusion

Teaching EFL is crucial in Saudi Arabia's educational context, and EFL education in Saudi Arabia is different from many other contexts around the world. This is

primarily due to the heavy influence of Saudi Arabia's local culture and language on EFL

learners. However, in spite of these difficulties, the Saudi Ministry of Education is

making serious efforts to spread English language teaching and learning on a large scale

in the Kingdom and it has clearly stated its objectives towards English language

education. Teachers, learners, and policy makers have endeavoured to achieve these goals

by applying theories of learning, theories of second language acquisition, as well as

various approaches, methods, and techniques. The grammar-translation and audio-lingual

approaches are most common ones being used in Saudi Arabia's educational context. To

be sure, several approaches are not being used in Saudi Arabia due to issues such as

cultural barriers or lack of teacher training. However, a wise teacher can select

approaches and techniques according to the backgrounds of his/her students to give them

the maximum possible educational advantages. Culture is a major factor in learning a

foreign language, as learners study the culture associated with the target language.

However, in the context of Saudi Arabia, students may not be interested in learning a

foreign culture, particularly a Western culture. In such a circumstance, it is the teacher's

responsibility to respect their students' wishes and avoid those sentences, contexts, or

pictures that conflict with Saudi culture.

Chapter Three

Research Design and Methodology

Introduction

This chapter describes the design methodology that underlies the research and data collection for this dissertation. The case study methodology and interview methods were created in accordance with the qualitative paradigm. To guide and shape the direction of this study, the researcher asked the following primary research question:

What is the effectiveness of the Intel English language learning program on male Saudi adolescent students' reading and writing skills, and what are the challenges to improve the Intel program?

This main question was then divided into five sub-questions:

1)   How is the Intel Program used to teach reading skills?

2)   How is the Intel Program used to teach writing skills?

3)   To what extent does the Intel Program enhance the English reading skills of Saudi adolescents?

4)   To what extent does the Intel Program enhance the English writing skills of Saudi adolescents?

5)   What are the challenges encountered by teachers and learners in using the Intel Program?

To answer these questions, the researcher designed a qualitative case study comprised of two qualitative methods. To collect the research data, an open-ended questionnaire was administered and followed by face-to-face interviews with 26 participants. The participants included 10 teachers, 10 students and 6 officials from the Directorate of Education in Makkah.
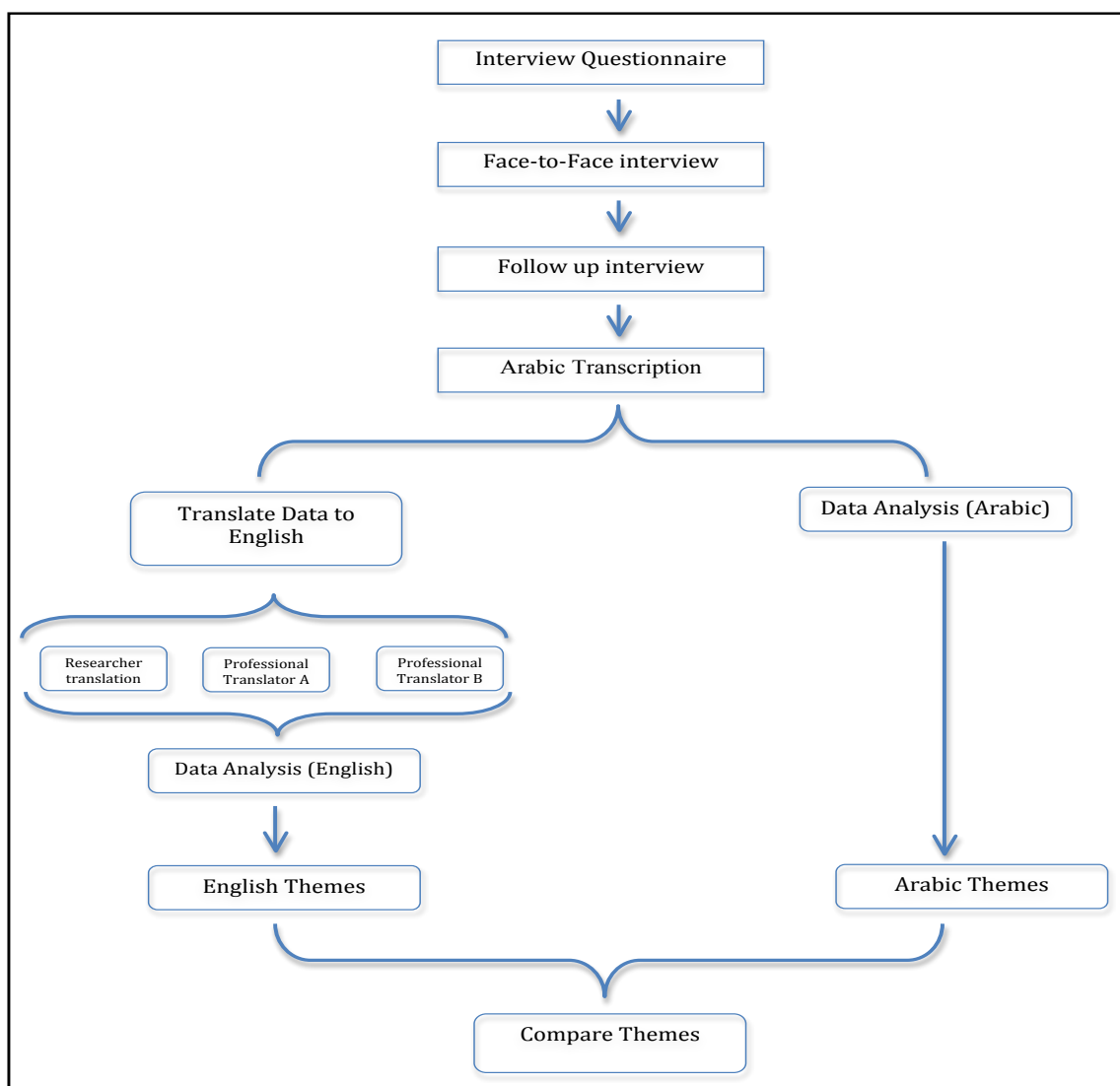
Figure 1: Summary of Research Methodology

The researcher took into consideration both the accepted protocols for interviews and some culturally sensitive issues, such as interviewing teenagers face to face, an issue explained in detail later in this chapter. Figure 1 provides a detailed organizational outline of the methodology underlying this study.

Background of the Methodology

This research study was conducted in Makkah, Saudi Arabia, between January 7, 2015, and August 30, 2015. The Saudi population is 31 million, spread over 2,149,690 square kilometers. The official language of the country is Arabic, while English is a commonly utilized foreign language. The case study population was located in Makkah, a city located in the western region of Saudi Arabia. The common name and spelling of Makkah in Saudi Arabia is *Makkah al-Mukarramah*. In the English language it spelled as *Mecca*, but the researcher used *Makkah* following the official spelling employed in Saudi Arabia.

Makkah is one of the largest cities in the country and is the principal holy city for all Muslims. With a population of more than 1,675,000 people (Saudi Statistics, 2010), Makkah is considered to be a multicultural city, as it includes people from different tribes in Saudi Arabia and from ethnic groups originating in Asian countries such as Burma, Afghanistan, Uzbekistan, Turkistan, India, and Pakistan (Karan, 2004). According to the Directorate of Makkah's statistic department, Makkah has 548 schools, with 845 English teachers and 371,141 students, 90% of which are using educational technology in their teaching and learning practice. In Saudi Arabia, and especially in Makkah, all King Abdullah schools that follow the Tatweer Program, all model schools, and some public schools that have technology equipment were using the Intel Program in their teaching

practice (MOE, 2016).

Challenges and Issues of the Research

The researcher encountered some challenges when conducting his research, especially when collecting the data gathered through interviews. Some of these challenges were related to cultural and social issues, while others were related to the academic awareness of both teachers and students. The researcher experienced these challenges during data collection and throughout his interview observations. Each was discussed, examined, and overcome; the issues and their resolution can be summarized as:

1- Some teachers feared that the researcher was an authority figure connected to the Ministry of Education who could harm their careers if they participated in this study. The researcher confirmed for participants that he was not a part of the government, and he tried to build a good relationship with participants. The resulting friendly environment allowed the researcher to get more data.

2- Some teachers lacked academic knowledge of specific teaching methods and strategies. In response, the researcher provided a detailed explanation of the targeted topic, covering how it is related to the methods and strategies of teaching English as a foreign language to native speakers of the Arabic language. The researcher tried to make every question clear by providing several pertinent examples.

3- Teachers had some concerns about being interviewed and recorded using any type of audio recorder, whether an iPhone, audiotape, or digital recorder. To accommodate this the researcher designed an open-ended questionnaire to be

answered by participants, which served as a preliminary stage before the face-to-face interviews. This helped the researcher with data generation and note taking, and helped to focus the face-to-face interview as well.

4- On the other hand, some teachers showed considerable respect to the researcher, as they considered him to be working with the Ministry of Education. They stressed to the researcher that they were taking care of the future of education in the country, in an effort to support their reputation at the Directorate of Education in Makkah. The researcher confirmed to them that he was not going to harm their careers if they decided to withdraw from the research, while also ensuring that they knew that he was a student working on a Ph.D. dissertation and not a member of any higher authority.

Another facet of respect is that Saudi culture requires people to be more generous with their guests. As a result, the researcher noticed during the first round of interviews that participants were focusing on concerns of hospitality rather than on the interview. To avoid cultural patterns that may have affected the interview environment, the researcher tried not to conduct secondary interviews at participants' homes. Rather, the researcher asked if it would be possible to conduct the interviews in a café or a public place; they accepted.

5- Most of the teachers participants were unaccustomed to speaking openly and critically, which caused them to be less candid than would have been ideal. To rectify this, the researcher used an open-ended questionnaire as a strategy to give them a chance to write as much as possible; and he interviewed each participant twice. The researcher noticed that the participants needed to feel that they were

safe before they could speak freely, and this became a focus of the researcher's side of the interview process throughout.

6- Some of the teacher participants did not want to spend the interview time talking about the research topic. When this occurred, the researcher asked the participant if he needed a break to drink tea or coffee, and then continued the interview. If the participants did not want to answer any given question, the researcher moved on to another one to avoid compromising the ethical integrity of the project.

7- Within some subsets of Saudi culture, teachers will not usually refuse to participate in a study if they have been asked to do so. Regardless of whether they want to participate, they will still consent; and then individuals who do not want to be involved simply do not show up and/or do not reply to emails. Fortunately, this issue only occurred on one occasion: The researcher struggled contacting a participant to set up appointments for his interviews, and was forced to look for another participant.

8- According to some of the student participants, their parents required them not to participate in a video or audio recording of their interview. This is demonstrative of parents' culturally generated fears for their children. Naturally, the researcher respected this request and did not ask the students for a recording. Instead the researcher adopted a new strategy, pairing note taking with use of the participant questionnaire.

9- On several occasions during the interview process, students asked the researcher to keep their responses private and not to inform the school of their responses. Some showed considerable fear over any possible leaking of the replies they

provided. The researcher confirmed for each student that when they talked about their schools and teachers, their anonymity would be assured.

10- Some of the student participants lacked knowledge of the interview topic. Where possible, the researcher repeated the question multiple times or asked the question in another manner. Also, the main topic was introduced to students in a simple manner by introducing the Intel Program through practice and activities in different subjects such as math and the Arabic language.

11- Some ministry officials did not demonstrate any interest in participating in this research. Indeed, it was very difficult for the researcher to find six officials willing to serve as participants. Most of the officials who were contacted assumed that they did not have enough time to participate in the study, while one official said clearly, " I do not want to [get] in trouble."

12- After getting letters of permission from the Directorate of Education, some school principals still did not want to grant the researcher access to their school to conduct this study. Principals believed that kids must stay in their classes and wished to prevent them from, as one principal indicated, wasting their time. Fortunately, the researcher was able to convince the principal that the research project was intended to facilitate the development of the Intel Program and that it would harm neither the school nor the staff.

In short, the researcher tried his very best to overcome these challenges and obstacles. He introduced an open-ended questionnaire before interviewing participants face to face, which led to a reduction in the issues surrounding audio recording, increased responses in the face-to-face interviews, and calmed the fears of both participants and

parents. Another important issue that the researcher took into consideration was the possible causes of reluctance to participate in the study, which were related to cultural and personal issues. The researcher explained to participants clearly that he was a Ph.D. student and did not belong to any higher authority that could harm their career. Moreover, the researcher spent the interview period working to reassure participants and confirm that any information provided would be saved confidentially and that their names would remain anonymous.

Research Design and Methodology

Qualitative Approach

Creswell (2009, p. 246) defined qualitative research as "a means for exploring and understanding the meaning individuals and groups ascribe to social or human problems." Researchers choosing qualitative research methods often intend to study issues in their natural settings, seeking to interpret phenomena in terms of the meaning that respondents give to their own experiences (Kvale, 2009).

Qualitative research is used to gather ideas about respondents' attitudes, behaviors, concerns, cultures, and lifestyle; and it is designed to examine the nature of the relationship between a program and a group of people in its natural setting (Maykut & Morehouse, 1994). The researcher is empowered to explore and interpret each response in the context of the research question (Patton, 2002), which is what the researcher strove to accomplish in this study.

Recognizing the impact of subjectivity and interpretation by the research respondents, the researcher chose to use a qualitative approach in order to gain a better understanding about the research topic. In particular, in keeping with a social

constructivist worldview, the study gave participants a chance to explain their personal

experiences and to give more opinions on the topic without forcing meanings into a few

narrow categories or ideas (Creswell, 2009).

The use of face-to-face interviews is not commonly done in Saudi Arabia, where

most of the academic work has been based on surveys, observations, and quasi

experiments. Though conducting research using these methods posed some challenges,

they were overcome as explained above, producing a richer and clearer understanding of

the research topic.

Qualitative Case Study Design

A qualitative case study is "an in depth analysis of one or more events, settings,

programs, social groups, communities, individuals, or other bounded systems" (McMillan

& Wergin, 2002, p. 120). Creswell (2013) stated,

> Case study research is a qualitative approach in which the investigator
> explores a bounded system (a case) or multiple bounded systems (cases)
> over time, through detailed, in depth data collection involving multiple
> sources of information (e.g., observations, interviews, audio-visual
> materials, and documents and reports), and reports a case description and
> case-based themes. (p. 97)

The investigator can examine one entity within a specific context; for example, in

educational research, the researcher can use a school or classroom (e.g., English

classroom) as the context in which to conduct a qualitative case study. Usually,

researchers use interviews, document reviews, and observation to collect their research

data (Creswell, 2013; McMillan & Wergin, 2002). Similarly, this case study provides

first-hand knowledge of the role of the Intel Program in improving Saudi students'

English reading and writing skills, focusing on creating an in-depth picture of the Intel

Program in the context of the Saudi classroom. More specifically, the researcher used a descriptive case study design in an effort to gain a deep understanding of how Saudi male teachers and students experience language learning in Makkah by acquiring and interpreting detailed information (Savin-Baden & Major, 2013).

As noted by Savin-Baden & Major (2013, p. 155), a descriptive case study "involves a detailed account of the subject of study." To this end, the researcher included 26 participants chosen from a mixture of teachers, students, and officials in a purposeful manner intended to create a representative sample. Details about the selection process, consent process, and other particulars are outlined in the sections that follow.

Participants

The first criterion in selecting participants for this study was incorporating male teachers and students into the interview process. Saudi culture does not allow male researchers to interview females, and the educational system in Saudi Arabia is divided along gender lines. Working within these constraints, the researcher organized face-to-face interviews with 10 male teachers and 10 male students located in Makkah city, as well as with 6 male officials. All participants were volunteers, and the voluntary nature of their participation was emphasized at various stages in the selection and research process. The following three sections provide details of the selection process for teachers, students, and officials.

Teachers

Marshall & Rossman (2006) asserted that a researcher who is conducting a qualitative study is responsible to recruit research participants if there are any specific

criteria that must exist among the participants. To ensure that the selected teachers were involved in the Intel Training Program, the researcher chose 10 male teachers non-randomly from the list provided by the Directorate of Education in Makkah City (Creswell, 2012). The Directorate subsequently provided contact information for all teachers involved in the Intel training sessions, to facilitate sending them an invitation to participate and a consent form.

Ten male English language teachers from five different schools were invited to participate in this study. As the researcher required all participating teachers to have at least 10 years of experience, the participant group included six teachers with 10 to 12 years of experience and four teachers with 15 to 20 years of experience teaching at the high-school level. All of these teachers had a very high performance rating according to their school principals. Eight of them had bachelor's degrees in teaching English and similar experiences teaching English, while the other two had a master's degree in education. All of these teachers had also completed Intel Program training at the training department in Makkah City for at least two weeks of full-time training. As part of the Intel Program training requirements, each of the teachers had first developed an Intel educational case and then applied it at their schools. The English curriculum in Saudi Arabia consists of eight units, each of which has a specific topic and is divided into four lessons. These lessons include teaching, speaking, listening, reading, writing, and pronunciation. To demonstrate their understanding of the program, teachers were required to develop an Intel Program case for one complete unit.

Students

Student participants were chosen from among adolescent groups using a non-

randomized (representative) sampling from the population of Makkah. Ten male students were invited to participate in this study; all of them were chosen from one school because the researcher felt that it would be best for all participants to have the same level of education and to restrict the context to one school. Each of the participating students was an adolescent aged between 15 and 18 years. The researcher did not require any specific level of academic success for the students, but it was compulsory that the interviewed students already have experience with the Intel Program, or at least that they have been taught by a teacher who had successfully completed one semester of the Intel Program training. It was not necessary for the researcher to include well-trained students in this study, nor was it required that students have completed the Intel training program in its entirety.

Based on the rules of the Directorate of Education in Makkah, after getting consent forms from school principals, the researcher went in person to one of the schools and asked the principal to select 40 students non-randomly to participate in interviews. The researcher then indicated that 10 out of the 40 students would be interviewed. The principal provided the parents' contact information to the researcher by accessing NOOR, a database system of contact information for all Saudi students in Makkah. Subsequently the researcher contacted the parents of the 10 selected students and requested consent, first from the parents and then, if the parents agreed, from the students.

Officials

The participating officials included school principals, English language supervisors, and Intel trainers. The researcher chose six male officials non-randomly from among the school list provided by the Directorate of Education in Makkah. This list of schools

ensured that the schools selected for participation had integrated the Intel Program into

their teaching practice. As with the teachers, all officials selected to participate had at

least 10 years of experience. After the researcher chose six schools, he contacted their

administrators to request consent from the principals and to provide them with the

necessary forms.

The six officials invited to participate in this research had to meet certain

requirements. All had to have at least 10 years of experience as a principal, supervisor, or

Intel trainer; and all must have focussed on the English language as their main subject. In

addition, the participating Intel trainers had to have at least 10 years of experience

teaching, preferably in teaching English language skills at the appropriate school levels.

Research Procedures

In preparation for field research, the researcher applied for ethical approval first

from Memorial University. After receiving approval from Memorial University, the

researcher submitted that approval to the Directorate of Education in Makkah in order to

receive final approval from the Saudi government. The Directorate of Education granted

approval and provided a letter granting access to all public and private schools in

Makkah. As well, the researcher received a separate letter approving his request to

interview officials at the Directorate of Education in Makkah.

After the Educational Training Center within the Directorate of Education had

provided the researcher with a list of all teachers who had received Intel Program

training, they provided a second list detailing the schools that apply the Intel Program in

their teaching practice. The researcher then started this study by sending an email

invitation to 10 teachers and 6 officials offering them the chance to participate. The

researcher waited for a week, but did not receive any response; so he reached out to another 10 teachers, but after waiting a week there was again no response. The researcher decided to send an email to another 10 teachers and to call them via telephone to confirm that they had received the emails and to encourage them verbally to participate in the study. These teachers responded to the phone calls with the warmest welcome, as is Saudi cultural practice. Usually in Saudi culture people feel the are important if you talked to them directly face to face or through phone call that gives the researcher a chance to get his participants. They promised to read and reply to the email by accepting or rejecting. The researcher then waited until he received six emails from teachers responding that they would participate in the research. As the other four did not reply to the email, the researcher then sent emails to four new teachers and followed the same process of calling them by telephone to ensure that they had received the email invitation. These four teachers also agreed to participate in the research and responded to the email the next day.

For the researcher, the most important part of preparing for the study was to receive an email from school principals agreeing to participate in the study. Unfortunately, the researcher did not receive any response to his first set of email requests. Subsequently he chose to include telephone invitations, while being careful to ensure that the principals did not feel pressured to agree. After contacting four principals, two of them welcomed the researcher and agreed to participate. In response, the researcher telephoned the principals at their schools and set up an appointment for an interview. The researcher understands the reasons underlying the reluctance displayed by the teachers, principals, and officials, who were concerned about losing their jobs or

having their careers negatively impacted in some way. Some of them chose not to participate as they thought that the researcher was trying to supervise them and might write a report that opposed their interests. In general, the researcher understood that it was chiefly social and cultural barriers preventing them from participating in the study.

As one of the principals provided the researcher with an early appointment for his interview, the researcher asked him to allow students from his school to participate in the study. Specifically, the researcher asked the principal to recommend 40 students, among whom the researcher would then chose 10 for the sake of confidentiality and to ensure that the principal would not know which students had participated. The principal allowed the researcher to access the 40 students' contact information; and the researcher made the confidentiality of the students his highest priority, so that neither the English language teachers nor the school principals would know who had participated in the study.

The next stage involved sending invitation letters to parents asking them to allow their children to participate in the study. The best and easiest method for contacting children's parents proved to be calling their home telephone numbers. The researcher called 10 families, and 3 of them agreed to allow their children to participate, while the others refused out of concern that participation might make their kids too busy, interfering with their studies. The researcher continued looking for another 7 students by calling and offering invitations until, after calling about 15 more families, the researcher reached the desired number of participants. The researcher met students' fathers face to face and provided them with a hard copy of the invitation letter and a hard copy of the consent forms in both Arabic and English. As a researcher from the same society and

culture, the researcher understood that there were some sociocultural barriers underlying the reluctance of taking part in the research.

Two English language supervisors and two Intel trainers were invited to participate in the research via email. In order facilitate better communication and reduce waiting time, the researcher then called to personally invite them and to tell them that an email invitation had been sent. Subsequently all four indicated that they were willing to participate.

The researcher moved ahead with sending the consent forms to participants in both English and Arabic, as the native language for the participants is Arabic. All teachers, English language supervisors, and Intel trainers received the consent form through email. However, the researcher provided the two principals with two hard copies of the consent forms of each version of the consent forms, as he began to deal with the schools immediately. As noted above, the researcher provided all parents of the 10 students with two hard copies each of both the consent form and the assent form of each version of the forms. In each case, the researcher arranged for a meeting with the parents to provide them with these forms.

Recruitment of Participants

The recruitment approaches for this study were designed to meet specific research and ethical criteria while accommodating significant sociocultural and administrative realities of Saudi society. This section briefly focuses on the researcher's process of recruitment for participants in the study.

The Educational Training Center in Makkah, a subdivision of the Directorate of Education in Makkah, has a list of all schools that use the Intel Program in their teaching.

Likewise, they have a list of the names of all teachers who have been trained to

incorporate the Intel Program into their teaching practice. For the purposes of

maintaining confidentiality, the researcher used these lists to purposefully choose six

schools without informing the Directorate of Education of the specifics. The researcher

then purposefully chose six officials, two of them principals, from among these schools

and chose four officials from the Directorate of Education in Makkah. The officials

included principals, English supervisors, and Intel Program trainers. The researcher chose

one school purposefully, and asked a principal to provide him with information about the

English language performance of 40 students chosen from among specific categories.

Choosing 10 students among the 40 so that the principal did not know exactly

who participated, the researcher chose student participants from three categories: three

students who had high English language scores, four students who had average English

language scores, and three students who had low English language scores. Specifically,

the researcher chose the student with the highest scores in English language from each of

Grades 10, 11, and 12; one student with the lowest scores in English language from each

of Grades 10, 11, and 12; one student with approximately median scores in English

language from each of Grades 10 and 11; and two additional students from Grade 12 who

had average scores of approximately 50% in their English language classes. This

combined to make the 10 students a representative sample across grades and

performance.

The researcher chose 10 students from a single school to facilitate the selection of

a representative sample. The researcher's intent was to interview students who had

studied within the same school system, possessed the same educational level, and were

products of the same society and the same environment. In addition, it was more practical

for the researcher to contact students' families from one school instead of going through

the process of soliciting permission to contact students from multiple schools. Access to

contact information for the students' families, allowed the researcher to contact parents

using the telephone for the sake of confidentiality.

In contrast to the case of student selection, teachers were chosen from different

schools. As the researcher was provided with a list of all English language teachers who

had received training in the Intel Program, it proved easy to contact them through email.

This was further necessitated by the fact that there are usually between one and three

English language teachers in each school, rendering it impossible to generate a sufficient

sample size from just one school.

Likewise, the Directorate of Education in Makkah provided the contact

information for the principals, English language supervisors, and Intel trainers. The

researcher contacted them using the combination of emails and phone calls outlined

above to request that they participate in the study.

Data Collection

Qualitative Methods

Phase One: Open-Ended Questionnaire

The researcher used an open-ended questionnaire as an implement for gathering

qualitative data. The intent had not initially been to use this method of data collection, but

the researcher decided to incorporate it after completing the first two face-to-face

interviews because participants' nature and culture made it preferable (see **Teachers'**

interviews, below). A written component was especially helpful because most

interviewees were reluctant to grant the researcher permission to audio record their interviews.

An open-ended questionnaire has several advantages when used in qualitative research. It gives the participants a chance to reply at a time of their convenience, allows them to read over the interview questions a few times before answering, and enables them to respond without anxiety and without risk of being influenced by the researcher. Participants can include more information in their responses (Creswell, 2012) and can also express their feelings and emotions with a high degree of accuracy, which allows researchers to understand more from the collected data. Using an open-ended questionnaire gives the participants the right to express their opinions in detail, incorporating feelings and ideas that cannot be addressed through a closed-ended questionnaire. It also allows for multiple answers with no limits on detail or variation. Researchers have established that open-ended questionnaires grant enough time to answer complex questions while simultaneously facilitating self-expression, creativity, and the provision of research information (Reja, Lozar Manfreda, Hlebec, & Vehovar, 2003).

In the context of this study, an important benefit of using the open-ended questionnaire was to prepare participants for the next level of data collection: face-to-face interviews. Participants had clearer ideas about the subject and were much better able to explain them in detail having first mentioned them in the written questionnaire. Students were more comfortable in the face-to-face interviews because they could use their open-ended questionnaires as a guide during the face-to-face interviews and elaborate upon their previous responses. Most of the participants, especially the students, responded to the open-ended questions very briefly, though the short, simple answers were primarily a

result of the age, education level and academic achievements of any given participant (Denscombe, 2008).

The researcher provided all participants with a copy of the open-ended questionnaire. Teachers, English supervisors, and the Intel trainers received them through email; while school principals and students received hard copies. The researcher informed participants that they should answer the questionnaires at their convenience, but that it should be returned to the researcher within a limit of 30 days. The researcher also informed the participants that they had the right to withdraw from the research at any stage if they desired to do so; but that, conversely, if they failed to return the questionnaire to the researcher within 30 days, then he would exclude them from the study and inform them of their removal. Fortunately, all participants returned their responses within the allotted time. After reading all the responses, the researcher then developed additional interview questions for each participant based on their responses. In general, the researcher intended to use these additional questions in the next stage to facilitate elaboration and clarification of the participants' answers to the open-ended questionnaire.

Phase Two: Face-to-Face Interviews

As Opdenker (2006) explained, face-to-face interviews have long been the most used method of conducting qualitative research, and they have been widely used where researchers depend on qualitative data in their work (Sturges & Hanrahan, 2004). Some researchers have demonstrated a bias towards face-to-face interviews, arguing that they are the most effective method of conducting qualitative research. Likewise, they believe that findings collected using face-to-face interviews are more accurate than other

qualitative methods, and that the quality of data derived from those findings is superior to that acquired using other methods (Tausig & Freeman, 1988).

McCoyd and Kerson (2006) asserted that the face-to-face method is the "gold standard" in qualitative research because of its numerous advantages. Perhaps the most important of these advantages is the ability to focus on visual cues provided by the interviewee. Face-to-face interviewing provides multiple ways to collect data, including verbal, non-verbal, and contextual cues (Tausig & Freeman, 1988). According to Opdenker (2006) and Kavle (2009) control over time and place is advantageous, allowing the interviewer to create a good ambience. The interviewee can react directly to what the researcher says; and the two can interact with each other based on features such as voice, intonation, and body language over and above the specific questions and answers outlined in the interview.

The interviewer had planned to record the face-to-face interviews to take full advantage of the benefits of having audio data. Employing an audio recording device would have allowed the researcher to focus on verbal cues and spoken word. This functions far better than handwritten notes, because recordings allow the researcher to review the whole interview as many times as needed to thoroughly examine the data (King & Horrocks, 2010). However, developing a complete set of audio recordings proved to be impossible, as many of the participants refused to allow audio recordings due to a mixture of personal, social, and cultural issues.

The researcher used face-to-face interviews with all participants, combining note taking with the prior open-ended questionnaire in order to facilitate a better understanding of the data and to prevent participants from becoming confused or getting

worried during their interviews. Then, the researcher and the participant discussed the

written component in a second face-to-face interview. Ultimately, the researcher focused

on this mode of data collection to ensure that the culture and beliefs of the participants

were respected at all times (Kerlinger, 1968).

Interview Process

   The researcher began each of the interviews by following approved protocols: He

introduced himself to the participants and thanked them for participating in this study

(Creswell, 2012). Rather than immediately begin interviewing participants about the

research topic, he instead asked general life questions in accordance with Saudi cultural

practices. Saudi culture focuses on positive relationships with people, even if you do not

know them. Indeed, it is culturally appropriate to ask people about themselves, their

families, and their other relatives even when you do not know any of those people. The

researcher did not know any of the participants, yet he was able to build good

relationships with them in order to facilitate a positive, comfortable, and relaxed

interview environment.

   With all participants, and without exception, the researcher read the previously

signed consent form to the participant again and asked them if were sure that they were

willing to begin the interview, especially with the students. The researcher assigned each

participant a pseudonym, explaining that the pseudonym was necessary for

confidentiality purposes (Creswell, 2012). During the interview sessions, an audio

recorder, a specific device just for recording, was used with just five participants: four

teachers and one English supervisor. The other participants refused. The interview

sessions were varied in length; the interviews with officials and teachers were between 45

to 90 minutes in length, while students' interviews ran between 30 and 60 minutes. The researcher worked to be an active listener rather than a frequent speaker, and used encouraging sentences to let participants give rich information (Creswell, 2012).

During the face-to-face interviews, the researcher asked the participants to clarify some of their responses and to explain in greater detail some of the narratives brought up in the open-ended questionnaire. During the interview sessions, where audio recording was impossible for ethical reasons, the researcher took notes by hand. After the interviews, the researcher added his notes to the pool of data and compiled the data from both the face-to-face interviews and the open-ended questionnaire. Finally, follow up interviews, generally between 30 and 50 minutes in lengths, were conducted with all participants to fill out answers that were unclear or did not contain enough information (Creswell, 2012).

After the follow up interviews, the researcher brought the final version of the data to the participants to be checked over. The researcher used the inductive approach to analyze the collected data by coding and identifying themes. After all interviews were completed, and the data were checked over the researcher transcribed the interviews in the Arabic language then later translated them into the English language to identify the major themes therein. Later, the researcher brought the transcribed Arabic data to the participants to read over and to request changes if anything had been added by mistake (Creswell, 2012).

Teachers' Interviews

After the participants returned their consent forms, the researcher arranged for a face-to-face interview with each of them. The interview questions were designed by the

researcher himself in the form of open-ended questions developed to assess the

effectiveness of the Intel Program. The interviews were conducted individually in the

Arabic language, as it is the first language for the participants and gave them a chance to

explore their thoughts and ideas with an ease that would not have been possible if the

interviews had been conducted in English. All teachers were interviewed outside of their

schools: Four of them were interviewed in a café, three were interviewed in their homes,

and the other three were interviewed in a public library. The interview locations were

chosen based on the participants' preferences, and the interviews were translated into

English as the next step.

The interviews were semi-structured, with the intent of giving the participants a

chance to explain their responses as needed (Freebody, 2003). The first four interviews

were audio recorded and then later transcribed into the Arabic language. The researcher

realized during the first two interview sessions that the teachers were confused and

worried by being recorded, leading to short, sometimes inadequate responses. Therefore,

the researcher decided to ask the participants if they would prefer to do the interviews

again without audio recording. The teachers accepted this idea, and one of them asked for

a copy of the interviews questions; the researcher provided all teachers with a hard copy

of the open-ended questionnaire, which they were asked to complete at their homes. Once

the participants had returned the completed questionnaires to the researcher, he arranged

for a further face-to-face interview.

Students' Interviews

As noted in the previous section, the researcher had noticed while interviewing

teachers that audio recording of interviews was confusing or distressing to participants.

Thus, after the researcher sent the Arabic and English consent and assent forms to students' parents, and after receiving permission to conduct the interviews with the students, the researcher provided all parents with a hard copy of the interview questions in the form of an open-ended questionnaire in the Arabic language. The researcher asked the students to answer questions by writing their responses freely and encouraged them to use extra sheets of paper if they felt the need to explain more. After a few days the researcher was called to retrieve the completed questionnaires from four of the families. The researcher collected them, read them over carefully, and then added some clarification questions.

The next step was the face-to-face interviews, conducted in a public library to preserve the students' anonymity and to ensure that the school principals and teachers would not know who had participated in the study. Student interviews were conducted in an open area of the library in the presence of the student's father or older brother, as Saudi culture prohibits interviewing students with their mothers or sisters present. The student's companion remained in the area near the interview to ensure that participants' culture was respected and to avoid any ethical issues. However, the companion was seated at another table, at a distance that enabled him see but not hear the discussion. The researcher interviewed each of the students following this same procedures.

The researcher transcribed the results from the questionnaires onto a computer and then added the data from face-to-face interviews and follow-up interviews. Then he checked it with the participants themselves in another round of face-to-face sessions. After this, the researcher began analyzing the accumulated data in the Arabic language to extract the key themes, which would then be translated into the English language later on.

Officials' Interviews

The main purpose of the officials' interviews was to triangulate the data provided by the teacher and student interviews (see **Triangulation**, below). The procedure already established for interviewing teachers was applied again for interviewing officials. Two principals were provided with hard copies of the consent form in both Arabic and English, while the English supervisors and Intel trainers were provided the forms via email. After receiving their consent, the researcher conducted separate interviews with each of them in their offices at school. The researcher followed the established procedure of providing participants with a hard copy of the interview questions in Arabic as an open-ended questionnaire. The researcher asked each participant to answer all of the questions and then return them to him. Two principals, two English supervisors, and one Intel Program trainer returned their hard copy and arranged for a face-to-face interview. One Intel Program trainer returned the questionnaire, but with very short answers and without answering 60% of the questions. Despite these issues he showed enough interest that he was welcome to participate in the face-to-face interview.

The researcher started by interviewing the English language supervisors. One of them was willing to permit audio recording, so the session was recorded; the other one did not allow recording. After this, the researcher interviewed the two school principals but was unable to do any audio recording, as they demurred. One Intel trainer was interviewed without audio recording, as he was hesitant about that. The other Intel trainer was not interviewed, as despite indicating a high level of interest, he did not show up. The researcher sent him several emails asking if he would still like to participate in the study

and he replied that he would meet the researcher within a week. After 10 weeks without

further response, the researcher was forced to send him an email telling him that he was

excluded from the study, as he was clearly unwilling or unable to participate. By the end

of the study he had replied agreeing to his exclusion.

Consequently the researcher contacted another Intel trainer, who agreed to

participate and was interviewed following the same procedures used with the other

participating trainer. After that, follow-up interviews were conducted, and then all

interviews with officials were transcribed in the Arabic language. Finally, the researcher

checked the transcripts in another round of meetings with participants.

Credibility and Dependability

The multiple-method strategy used in this research to promote high credibility

(Johnson, 1997) included the face-to-face interviews, open-ended questionnaires, and

note taking. Other strategies included interviewing officials for the sake of the

triangulation and the use of member checking, i.e., bringing data and interpretations back

to the participants continuously throughout the study for examination to ensure credibility

(Golafshani, 2003). Evaluating the credibility of the qualitative component means

questioning the extent to which the data is trustworthy (Bashir et al., 2008). Accordingly,

the researcher hired two professional translators to translate the collected data from

Arabic to English. Their work was compared against the researcher's own translation in

order to ensure the credibility and dependability of the translated data.

Data Analysis

Data analysis consists of the process of understanding and making sense of the

collected data, combined with a process intended to find results for the research question. Any given qualitative case study must follow a specific strategy for analyzing the data generated as a part of the qualitative research process. As the process of analyzing the interview data is extremely complex, researchers need to move back and forth between the interview transcripts multiple times in order to understand the content (Schwandt, 2015). After a lengthy process of reading and re-reading, researchers can then analyze their data in the form of " organized descriptive accounts, themes, or categories that cut across the data" (Merriam & Tisdell, 2015). This researcher chose to employ the strategy of categorizing the data into different categories and then using sub-categories to further clarify within each category.

Both concept-driven and data-driven approaches were employed to facilitate the analysis process. The data-driven approach consists of reading and interpreting the data from the transcribed text (down to up) to find both themes and results. Meanwhile, the concept-driven method seeks to find a concept for the transcribed text (up to down). The researcher has extracted some data from the text, which support a data-driven approach. The data-driven approach was the driving approach for this study, but the researcher has other data that depend on the concept-driven approach, because the participants explained some points in a storytelling style without specifying the concept. For example, some teachers explained how they teach reading through the Intel Program, but they did not know the real terms for that method. Based on the researcher's understanding of the framework and literature review, the researcher has realized those terms (Schreier, 2012).

The analysis process was started after several stages of data collection, including the open-ended questionnaire, face-to-face interviews, and checking transcribed data with

participants. The researcher followed two different methods for analyzing the collected

data (Merriam & Tisdell, 2015). First, the researcher gathered all the data in the Arabic

language, and then he analyzed it in Arabic to develop themes. After developing themes,

he translated the Arabic transcription and then re-established the themes in the English

language himself. The researcher chose to translate the data himself, as he has a

bachelor's degree in the English language, has taken two translation courses, has taught

English for five years, and understands the facets of Saudi culture that may effect the

translated content. The researcher also hired two professional translators to translate both

the Arabic transcript and the themes into English after receiving the proper consent form.

Names were excluded for confidentiality purposes.

After receiving the translated data and themes, the researcher compared the three

different translations without finding many significant differences. Merriam and Tisdell

(2015) asserted that if the translation of the professional translators was close to the

original text, then the researcher's translation is more reliable. The researcher then

analyzed the English transcript again and found the same themes. The researcher

employed this two-stage method of translation in order to guarantee the validity of the

translation and the validity of the found themes (Merriam & Tisdell, 2015).

The researcher identified the themes and patterns in both language analyses,

which emerged from the data to present robust evidence supporting all claims made in

this study (Saldana, 2016). Then, the outcomes of the research were related back to the

original sources, and significant unexpected outcomes were outlined separately. Through

the use of coding, the researcher avoided relying heavily on personal judgment, instead

employing evidence derived from the research data and the gathered literature review to

ensure unbiased research conclusions. As Kvale (2009) asserted, the results of interviews

depend on the personal judgment of the interviewees, rather than on context. The

researcher used interviews as a part of the qualitative study with the intent of establishing

the effectiveness of using the Intel Program to develop reading and writing skills in the

English langauge, and the interviewees depended on their own knowledge and

experiences when communicating with the researcher.

In other words, the researcher used an inductive approach to analyze the data

collected from the face-to-face interviews and the open-ended questionnaire by coding

and identifying themes (Creswell, 2012). The researcher reviewed the data he collected to

ensure that the themes were representative of the data. Themes were identified using the

keywords, sentences, and phrases that participants used in both the face-to face

interviews and the open-ended questionnaire, which the researcher then classified

(Saldana, 2016). The researcher read the questionnaires and transcripts again and again to

examine them, and then compared the themes and categorized them where it was

necessary. These classifications and categorizations were then scrutinized according to

the theoretical framework and findings of the literature review, allowing the formation of

a coherent thesis (Merriam & Tisdell, 2015; Saldana, 2016). The researcher compared

the themes that were collected from the teachers against those collected from both the

students and the officials and presented them in three general effectiveness themes.

Triangulation

Cohen, Manion, & Morrison (2007, p. 141) defined triangulation as the way the

researcher uses different methods to collect research data on some aspect of human

behavior in order to have comparable results. Thus, triangulation provides a way of using

two methodologies, such as the qualitative and quantitative methods together in one study (Creswell & Plano Clark, 2006; Tashakkori & Teddli, 2002), or of using two or more methods of data collection to measure the same variables (Boyd, 2001). Using these methods in concert can enhance the research outcomes (Brannen, 1995).

The intent of triangulation is to examine the data for completeness and to facilitate comparisons between gathered sets of data (Breitmayer, Ayres & Knafl, 1993). Several researchers have identified features of triangulation that were critical to confirming their findings, establishing the completeness of their findings, and making those findings more authentic and rich (Foss & Ellefsen 2002; Halcomb & Andrews, 2005).

In this research, triangulation was achieved through interviewing students and teachers as the main participants; the researcher then triangulated these interview results with those of the participating Saudi officials. Also, the researcher engaged in triangulation by employing different methods of data collection, specifically the open-ended questionnaires and the face-to-face interviews.

Ethical Issues

The Canadian Institute of Health Research (2010), Kavle (2009), and Wiles, Charles, Crow, and Heath (2006) have identified several ethical issues associated with educational research and have emphasized the ethical principles that should be followed by researchers, including: minimizing the risk of harm, getting informed consent, maximizing and protecting anonymity and confidentiality, and providing the right to withdraw.

Exploring the strong relationship between ethics and interviewing, Kavale (2009) urged researchers to focus on ethical issues from the start of the interviewing process to its conclusion. Ethical issues such as confidentially and privacy must be considered while preparing for and conducting interviews. Because ethics and interviews are part of an integrated process, researchers must take care to note any issues that arise during the interviewing process as well. For this study, the researcher used different methods of interviewing males in Saudi Arabia; every interview encountered some ethical issues that rendered it different from the others. The following sections highlight the most important ethical issues considered by the researcher, as established by the Canadian Institutes of Health Research (2010), King and Horrocks (2010), and Kavale (2009).

Minimizing the Risk of Harm

Interviewing participants must never be harmful; there should be no possibility that participants may be harmed or placed in a position of discomfort at any stage in the interview process (Zimmerman & Watts, 2003). Researchers work to avoid putting participants in a bad mood or bad situation, and they must have an accurate plan to minimize the risk of harm or discomfort to their participants including, for example, physical harm, psychological distress, and social disadvantage (Zimmerman & Watts, 2003). Procedures used to reduce harm include obtaining consent forms, protecting participant's privacy and confidentiality, avoiding deceptive practices when designing research questions, and giving the participants clear notice that they may withdraw at any time (Kavale, 2009).

Conducting interviews with teenagers in Saudi Arabia is a sensitive issue. Due to the strict culture of some groups in Saudi Arabia, teenagers are hesitant about being

interviewed because they are not permitted to talk to strangers, even if those people are identified as academic researchers. Thus, it was necessary that the interviewer work on protecting them by conducting the interview in a public library, in an open area, and with the companionship of a male family member to avoid harming the interviewees psychologically and to ensure that they were comfortable during the interview.

Obtaining Informed Consent and Assent

The second ethical issue facing this study was the necessity of having informed consent and assent from all participants. Researchers must ensure that participants understand that they are taking part in research, and what is required of them, before the interview process begins (Kavle, 2009). For this reason the consent form typically includes information such as the objectives of the research, the methods that researcher intends to use, the possible outcomes of the research, and any risks that the participants might face. The consent form also includes some general information, such as descriptions of the "educational, organizational and naturalistic research settings" of the research (Canadian Institute of Health Research, 2010; Kavale, 2009). Equally important is that researchers explain to participants that they are volunteers and that they have the right to give, or not to give, any information during the interview.

For this study, the researcher designed the consent forms based on Memorial University's standard form to allow for the development of a relationship between the interviewer and the interviewees. Using this form, consent was obtained before the interview (Canadian Institute of Health Research, 2010), and the researcher had the consent form on hand during all face-to-face interviews so that he could read it again for

the participants. This was done to ensure that they really were participating voluntarily in

the research and to avoid sensitive issues, including the background of the interviewees

(Strike, 2006). For example, the cultural background of different groups of teenagers in

Saudi Arabia is a sensitive issue that the researcher must treat with due care. The

researcher sent the consent form via email to teachers, English supervisors, and Intel

trainers with instructions to fill it out and return it to the researcher, which is safe method

of ensuring participants' privacy (King & Harrocks, 2010). To avoid personal upset of

participants during interviews, the researcher was very clear when explaining the

purpose, the research topic, the methods to be used, and the participant's role (Creswell,

2007).

Protecting Anonymity and Confidentiality

The researcher adhered to this third mandatory component of research ethics by

protecting the confidentiality, privacy of information, and anonymity of the participants

during the interview process (Canadian Institute of Health Research, 2010). Ensuring

confidentiality enabled participants to give more accurate and detailed information and to

communicate more easily and openly. Because Saudi culture played a major role in the

information participants were willing to share during an interview, throughout the

research process the researcher accommodated cultural differences as needed to protect

participants' anonymity and confidentiality.

For note taking, the researcher gave participants a fictitious name (Kvale, 2008);

and for the various research methods used, the researcher followed multiple distinct

procedures to ensure privacy. During face-to-face interviews, participants' responses

were shared only with the researcher, ensuring their confidentiality; while for the written

questionnaire the researcher encouraged participants to use nicknames to maintain

anonymity (James & Busher, 2009; Kavle, 2009).

Providing the Right to Withdraw

The researcher ensured that all participants understood (a) that they had a right to

withdraw from the study at any stage and at any time (Zimmerman & Watts, 2003), and

(b) that their part of the collected data would be destroyed if they withdrew before the

agreed cut-off date (King & Horrocks, 2010). In the planned interviews participants knew

that they were taking part in research; and giving them the right to withdraw at any time

created a more comfortable interview environment, generating more accurate results

(Willig, 2001) and making them more relaxed and interested during the interviews

(Zimmerman & Watts, 2003). If participants did decide to withdraw, the researcher did

not push them to continue or try to stop them from withdrawing. One Intel trainer did not

involve himself in the interviews after having consented, but did not ask to withdraw

from the study. The researcher emailed him several times asking if he would still like to

participate, but there was no response until the researcher sent him an email reminding

him that he had the right to withdraw from the research and that he was excused if he did

so. In reply, the participant indicated that he would prefer to withdraw.

Limitations of the Study

The researcher has focused on the effectiveness of using the Intel Program to

facilitate the development of English language reading and writing skills among Saudi

male students. The study cannot be generalized to include speaking and listening skills.

Data collection was limited to two semesters, the winter and spring of 2015, based on the regulations that are applied to Saudi researchers; this placed a limit on the amount of data that could be collected.

Because the study was restricted to Makkah, Saudi Arabia, it includes only schools that are supervised by the general directorate of the Makkah region. The study was further limited to only those schools that apply the Intel Program, and to just those classrooms in which educational technology is involved in their practice for teaching English language. With regard to gender, data were collected exclusively from male teachers, male officials, and adolescent male students due to cultural complications. As this study is qualitative case study of limited scope as noted here, the researcher cannot transfer the results to all regions of Saudi Arabia.

Chapter Summary

The researcher began this chapter by introducing the research questions that guided this study. Then, he explained and discussed the challenges that he encountered while conducting qualitative research in Saudi Arabia. Figure 1 on page 2 depicts the methodology that used to conduct this study. This chapter touched on the methodology of underlying this study and explained how it has been conducted. to collect research data, it used a qualitative case-study-based research design, consisting of an open-ended questionnaire and face-to-face qualitative interviews. The researcher transcribed both components and then moved to the analysis component.

The analysis component consisted of two steps. The first step consisted of using the Arabic transcript and analyzing it in the Arabic language throughout the coding process, as it was the first language for the participants and the researcher. The second

step consisted of translating the transcripts to the English language; first by the researcher

and then by two professional translators to ensure the credibility of the translation. The

researcher then analyzed the English version, using the coding process to identify the

themes. Finally, the researcher compared the Arabic and the English themes as a final

stage of analysis.

Also in this section, the researcher explained and discussed the recruitment of

participants, the challenges to credibility and dependability, triangulation, the ethics

approach underpinning the study, and finally its limitations. Subsequent chapters discuss

the major findings of this qualitative study in depth and detail.

Chapter Four

Results

Introduction

This chapter outlines the themes that emerged from the collected data as results for this study, the purpose of which was to explore the effectiveness how the Intel Program has been used to teach the English language reading and writing skills for Saudi students, to examine how well the Intel Program enhances the reading and writing skills of those students from the perspective of the teachers and students, and to examine the challenges that face the Intel Program in Saudi Arabia. For this purpose, the researcher has adopted a strategy of dividing the research questions into three components for the sake of clarity. Subsequently, the themes that emerged from the gathered data are grouped under the most closely related question, in order to answer it in detail. The researcher found that three general themes emerged from the qualitative data. Theses themes have been classified as the teaching and learning of reading and writing practice, the perceptions of students and teachers about the Intel Program, and challenges that impact the Intel Program's application.

There were 26 participants in this study. The researcher has assigned fictitious names to all participants in order to protect their privacy and confidentiality. The ten teachers' qualifications varied from bachelor to master's level in education, and each had more than 10 years' experience in the classroom. The researcher named the teachers as Turky, Salman, Ahmad, Zain, Mosa, Yahya, Ali, Shaker, Abdul, and Saleh. All these teachers have been involved in the Intel Program training sessions, and they have used the program in their classrooms. Turky, Salman, Ahmad, Zain, Mosa, and Yahya were

teaching in schools that had an abundance of technologies; while Ali, Shaker, Abdul, and Saleh were teaching in schools that were not fully equipped with technology.

Ten additional participants were students from a single school; thus they had same quality of education and had studied in the same environment. This school was fully equipped with technology, including computers, data projectors, smart boards, and the Internet. The researcher named them as Akram, Taim, Ammar, Saeed, Khaled, Aziz, Majed, Fares, Omar, and Thamer. Of the six officials included in the research, Bader and Nader were school principals, Morai and Kareem were English language supervisors, and Adel and Ashraf were Intel trainers.

Results Overview:

This section summarizes the most important results of this study, explained in detail in subsequent sections of this chapter. Using the Intel Program in Makkah schools has changed teaching practice inside classrooms. Makkah English language teachers mostly used the communicative method in their teaching, while the grammar translation method was rarely employed. However, Suggestopedia was not used at all, as it conflicts with Saudi culture and belief, meaning that it is unlikely to be adopted for use in regular Saudi classrooms going forward. The role of teachers has changed from being the dominant force in the classroom and the center of the learning process to being a facilitator in the classroom; while learning has become student centered, as the Intel Program supports the simultaneous use of project-based learning and collaborative learning. The researcher found that teachers teach descriptive writing, creative writing, and reading comprehension using the Intel Program effectively. These skills were taught by integrating different technologies, including Internet websites and social media, into

the classroom. Teachers and students share a positive perception of the Intel Program, and both groups perceive an improvement in student's reading and writing skills. Finally, the researcher found that there are some challenges that may affect the Intel Program negatively and that must be resolved, such as the Intel infrastructure, some parental issues, administrative issues, and a lack of training.

The following three sections of this chapter document these results in detail. Of the five research questions outlined in Chapter 1, Section One below addresses questions 1–2 relating to usage of the Intel Program; Section Two addresses questions 3–4 relating to the program's effectiveness; and Section Three addresses question 5, focussing on challenges of program implementation.

Section One: Answering Question One and Question Two:

The first two questions sought to investigate the ways teachers used the Intel Program to teach the reading and writing, namely, How is the Intel Program used to teach students reading skill? and How is the Intel Program used to teach students writing skill? These two questions share the same themes and sub-themes with only minor differences, which will be addressed during the discussion (see Chapter 5).

Teaching reading and writing practice through Intel

Teachers are using the communicative and grammar translation methods:

As the researcher examined the interview transcripts, he found that some teachers did not necessarily know the specific term for the method of teaching that they were using. However, through the teachers' explanations the researcher came to understand the

approaches and methodologies that they were using. Zain, during his interview, explained

his teaching reading and writing methods and then said,

> I do not know the specific term for that method, but I ask students to work in groups to read a story, and then to write their own summary of that story and to write what they learn from that story. I then ask students to play a role from that story in the class to increase their speaking skills as well.

> The Intel Program supports and elevates the importance of using the

communicative approach in teaching practice during its training sessions. Turky, who has

been teaching English for twelve years, said,

> I usually use the communicative method to teach English to kids. I often use this method, as it is the most suitable method for use with the Intel Program. My role is to direct and facilitate kids' learning processes in classrooms. As you know Intel focuses on project-based learning that can be completed collaboratively among kids. Also, as you know, the communicative method has some features such as group work and using role play to develop students' use of the English language. In the Intel program, kids work together playing different roles to develop video clips or to play a role in the classroom.

Teachers were using the communicative approach in their classes when teaching

through the Intel Program while sometimes incorporating different approaches such as

the grammar-translation method (GTM). All teachers involved the communicative

approach, and this was clear as they stated they conduct pair and collaborative work, as

well as following project-based learning and role playing to develop communication

skills. In addition, the main language in the classroom was the English language. Salman

explained that the "communicative method is the best method to be used through the Intel

Program… Students can engage and communicate effectively."

However, seven teachers agreed that they sometimes used the GTM to check the

understanding level of the students. They asked students to translate most of the reading

passages and stories under the assumption that doing so would enrich their vocabulary.

They explained that they were using the native Arabic language to explain some of the

requirements and the instructions in the classroom. However, all teachers agreed that the

primary teaching methods used in classrooms were delivered using English as the

medium of instruction for building meaningful communication. But they explained that it

faced many difficulties as some students did not understand and they got bored, which

led them to introduce some translation activities. Another teacher, Saleh, explained,

> I tried to use the English language exclusively during all my classes but I could
> not do it at all times because I have some students who do not understand English
> sufficiently. Their English level is too low. So, I introduce the instructions to my
> class using the Arabic language to explain the requirements. Also, I sometimes
> ask my students to translate the reading passages using Google translator
> sometimes in order to understand the passage and to learn the new vocabulary of
> the unit.

Also, students explained that they were involved in many classes that use just the

English language as the main medium of language instruction. They explained that they

have done some translation work. Akram, a student in high school, said, "I see that my

teacher is speaking in English all the time. But I do not understand what he is talking

about sometimes. So, I asked him to translate to Arabic so we can follow what he is

saying." Saeed, another student, said,

> I like the translation activities. I use the Google translator to translate any
> sentence. Also, I create my own vocabulary list in my Google account, so I can
> review weekly my vocabulary list. Also, this vocabulary list can be used in our
> class projects.

The researcher found through his interviews that the Suggestopedia method was

not used at all, as it has some features such as the music that conflict with Saudi culture

and religious belief. Salman, who is a very well educated teacher said,

> Not every method can be applied in an English classroom. Culture and the nature
> of students can prevent using some methods. For example, I am not able to use

the Suggestopedia method as it conflicts in some of its characteristics with our culture.

The researcher analyzed all methods that have been used by teachers, and the most used method was the communicative method, while the least used method was the GTM. However, the Suggestopedia method was not used at all, as it has to use music and singing rhythm, which is not acceptable in Saudi culture. Also, using the Suggestopedia method requires comfortable chairs and other necessities in every classroom, which is difficult to accomplish. Salman was explaining his teaching methods, then he said:

> One day I showed my students a video clip that had a song of the alphabet letters, just to warm up my class. The second day the school principal called me to investigate and asked me not to use any sort of music in classrooms. I learned later that it was a student's father who complained against this incident.

Teachers take on the role of facilitator, and learning becomes student-centered:

The main role of the teacher was that of a facilitator and supervisor for the students, making the students responsible for their learning. All teachers agreed that their responsibility is to supervise the students through their project design and in the classroom. Mosa explained, "It is required that teachers apply Intel as it was designed. It was designed to support student-centric learning." Eight teachers explained that this approach was applied in their classrooms, while two teachers believe that it was applied, but in a hard way. As Ali said:

> At the beginning of applying the Intel Program in my class it was very difficult to introduce student-centric learning because students at the high school were not used to it. They were used to being a listener all the time… Their role was a negative one. However, nowadays I can see an improvement in the students roles when learning the English language.

Also, students confirmed that their teachers followed different "styles of teaching" when using the Intel Program. The ten students explained that individual

teachers have different ways of teaching them reading and writing skills when using the Intel Program, as compared to when teaching them without the Intel Program. They mentioned that the teachers were introducing lessons in a very short way, then the students are required to work in groups to design a group project that supports their class lesson. Students used different words in the transcript such as "helper," "guide," and "supervisor" that demonstrated that the teaching was focused on student-centered learning. Khaled said, "My teacher is helping us when introducing the unit project… The teacher explains the requirements for us, then we work in five groups to create our own projects. Later our teacher corrects our mistakes." Majed observed, " I like the way my teacher works in class… We are learning what we want, with some help from our teacher… We do not focus on the textbook, we use Internet pages to do research and develop ourselves."

Teachers are integrating project-based learning and collaborative learning strategies:

By evaluating the transcripts, the researcher found that all teachers and students explained two strategies as the main ones used in the teaching of English language reading and writing skills. Project-based learning and collaborative learning strategies were highlighted as the clear dominant learning strategies by both teachers and students in the interviews. The Intel Program focuses on the development of 21st-century skills, which include incorporating digital literacy, collaboration, problem solving, and critical thinking into classrooms, all explored through the medium of project-based learning. All ten teachers described that their students were involved in project-based learning by completing a project for each unit of the whole curriculum. Yehya said:

One of the projects that my students developed was about a restaurant. I have designed it according to the project-based learning strategy. I have created a presentation to explain what each group is required to do, as each student has a specific role within their group. Members make a visit to a restaurant, take pictures of food, and then create a picture dictionary for all of what they have seen. I also asked them to interview one of the staff. This interview must be transcribed and if possible videotaped. Then students were required to write about their visit in details and post it to Facebook. The students were enthusiastic, and on the next day, they started the project. Really, it was significant.

Teachers believed that using the Intel Program improved students' collaboration skills. Salman explained that "the Intel Program gives the students a chance to develop their collaboration skills and their thinking skills… The collaborative learning strategy was introduced through this program to improve students' collaboration skills and led to student-centered learning."

The unit projects were designed over the duration of the semester, with the teachers supervising them. Eight students asserted that they engaged in working on their unit project effectively and that it improved both their English learning and their ability to work collaboratively. Akram reported that "most of our work through the Intel program was to collaborate with other classmates. It improves my ability to collaborate with others." However, two students believed that their classmates had done everything and indicated that they did not complete any tasks outside the school. Instead, they simply participated in tasks that were completed in the classroom. The main reason for this issue is that students were familiar with neither blended learning nor the Intel Program, a problem compounded by their lack of motivation to do their work at home. Aziz said, "I like working in groups to develop our projects; every student has a specific role to do. But a friend of mine sometimes refuses to do his role… He does not like to participate."

Teaching creative and descriptive writing skills:

After examining the transcript in depth, the researcher found that teachers employed a variety of activities to teach reading and writing. However, six of the teachers interviewed preferred to teach their writing activities through descriptive writing, while four teachers preferred to combine creative and descriptive writing processes in their activities. Through engaging with the transcript the researcher established these common activities for teaching writing skills: free writing, guided writing, correspondence writing, brainstorming, and completion stories.

All ten teachers mentioned that the free writing activities and the descriptive writing activities were provided to allow students to develop their writing abilities and that these exercises were conducted mostly in the classroom or at home through email correspondence. Ali said, "Students were asked to write simple sentences into a paragraph describing a picture freely… Pictures could be taken from the textbook or the Internet." Also, the ten teachers mentioned that they each used the collaborative learning strategy to teach writing activities by instructing students to write about the topic of the unit in groups and then use that writing in the project for the unit. Four teachers used activities intended to teach creative writing by conducting completion story activities in groups supplemented by peer work intended to develop student critical thinking. Turky said,

> Teaching writing in my classroom followed several activities. But when using the Intel program, I moved ahead to teach descriptive and creative writing to improve my students writing and thinking skills… My students worked in groups to write and rewrite a short story or to complete a story… Sometimes I give them a picture to describe in a small paragraph… They develop dialogue intended to create a short story that helped them to develop their imagination and emotion.

Salman explained as well,

I use story completion activities. Usually, I give my students a short story that is missing three paragraphs. Two paragraphs from the middle of the story and the third being the conclusion… My goal here is to develop my students' critical thinking as well as their creative writing… The story that I provide is from the beginner to the intermediate level.

Writing activities varied from the highest level of creative writing, such as completing stories, to descriptive writing in small paragraphs to sentences, to words. All of these are used in the students' project designs. All teachers mentioned that their students were asked to produce in-group, peer, or solo writing about the curriculum unit topic to improve their writing skills. Eight of the ten teachers interviewed believed that the best activities used in their classes were those using the collaborative approach and peer work, followed by solo writing activities. Four of them asserted that creative writing could be done effectively through group work. However, the other six teachers mentioned that creative writing is too difficult to teach to students at this stage, as their English language proficiency is not sufficient to the task. Shaker clarified:

Students have different learning levels, which usually depend on the students' background education. Some students live in families that do not know any English, while some students' families may speak the English language. It depends; if your father is a medical doctor, you will have a chance to learn English. Students are affected by their parents… Creative writing can be taught in my classroom, but if I have students who have more advanced English skills…I think it is very hard to teach creative writing at this stage, especially in my school.

Similarly, Abdul said,

I teach my students free writing to develop their thinking and writing skills. Also, I ask my students to write an email to their friends, or to send me an email writing two simple paragraphs about their daily life… Asking students to write creatively is presenting them with a very hard task.

Students' responses during their interviews supported teachers' claims about teaching them writing skills. All students stated that teachers most often introduce writing

activities through group work. They mentioned that teachers provide stories to be completed in group work. Fares explained, "Stories are not chosen from the English curriculum provided by the Ministry of Education. They are selected from the Internet or from the library." Also, Akram said, "My teacher provides us a general topic for the unit and he asked us to write about it collaboratively, to be added to the project for the unit later on." All students agreed that teachers communicate with them through email to develop their writing skills. Taim indicated that "we sometimes write simple paragraphs as a solo assignment and send it to the teacher through the email. Then the teacher sends us the feedback."

All students believed that learning through creative writing was fun, but that it has some difficulties; and they believed that the descriptive activities were much easier. Students showed an interest in both the descriptive and creative writing activities, but the majority preferred the descriptive activities, as they found them much easier. Saeed explained, "Teaching writing through completing a story is fun, but it was difficult for most students to engage in the group work." In addition to which, Omar believed "Creative writing activities were fun and interesting that help us to predict the future events of the story. And it develops our way of thinking." On the other side Khaled said, "I prefer activities that ask us to describe an event, object, or pictures more than writing a short story."

Teaching reading comprehension through collaborative strategic reading:

Examination of the interview transcripts revealed that teachers involved their students in a variety of reading activities intended to develop reading comprehension. However, they used different strategies and methods to conduct reading activities.

Teachers conducted several reading activities focusing on gist reading, detail reading, intensive and extensive reading, skimming scanning, and silent and out loud reading. Teachers asserted that they conducted most of these activities to develop students' reading comprehension and then reading fluency. Ten teachers conducted reading comprehension activities in group work following the collaborative strategic reading (CSR) approach. As detailed in Chapter 2, this activity includes four stages to teach reading comprehension: preview, click and clunk, get the gist, and wrap up. Mosa explained his reading activities as follows:

> The main goal of my reading activities is to develop students' understanding and comprehension. I usually introduce some passages from the textbook or the Internet. Then, students are asked to discuses some pre-questions as a preview to stimulate their background knowledge. Then students read, paragraph by paragraph, with their groups and check their understanding of the reading. If there are any difficult words, they try to find their meanings using an electronic dictionary or the Internet. If the students believe that they understand the paragraph, they will move smoothly to the next one. Then, students work in groups to write the main ideas in their own words. Finally, they generate questions and answers for the passage then discuss them across groups. Later, their summary of the readings should be posted to Facebook. Then I write my feedback and some encouraging sentences for them.

Four of the teachers divided their students into four or five groups, each comprised of five or six students, to work on reading the textbook passages assigned for the targeted unit while the remaining six teachers were working on reading passages selected from the Internet. Students read, discussed within their groups to check their understanding, and then, at the final stage, they discussed between groups.

All ten of the teachers interviewed conducted a reading activity based on listening to a CD for the reading passage as a modulus reading. Saleh explained that the "Ministry of Education provided a CD with each textbook that can be used to teach reading in the classroom." Eight of the teachers mentioned that they provided a web dictionary to help

with translations to and from Arabic and English. Yahya reported that "using the English-English dictionary and the English-Arabic dictionary via the Internet helped to increase students' understanding of the assigned reading passages." Two of the teachers also reported that they used the classroom dictionary to find meanings for new words.

All teachers mentioned that they participate in the discussion as a director, rather than a primary source of knowledge. Eight of the teachers explained that they used social media to discuss the reading for the sake of developing comprehension, whether the reading was taken from the textbook or from the Internet. Meanwhile, eight of the teachers mentioned that students were required to post group work summaries to social media pages and to build up their vocabulary list using Google translator. Salman explained:

> I have been really impressed that my students are learning vocabulary more quickly than I expected. For example, when we discuss the reading on Facebook or the Whats' up group, I ask them to write a summary for the reading passage. However, my role was just to guide their work and prod them for more accurate summaries. I saw that they were using a variety of new words. Usually I ask them to add any new words to their Google vocabulary account… My vocabulary target is about ten to fifteen words a week, but I noticed that some groups added thirty words every week, which is amazing.

Two teachers did not require that their students post their work on social media, but instead required to them to type their project work using Microsoft Word and Publisher. Abdul said,

> I do not usually require my students to post their work on social media… I still believe that the Intel Program requires the integration of technology in my teaching practice… I prefer to ask my students to use Microsoft Office for their project work because it is the recommendation of the Intel Program.

By looking at the students' responses, the researcher found that eight students mentioned that most of their reading activities used Internet stories more than the

textbook. Nine students believed that Internet-based stories are easier than readings

assigned from the textbook. All students reported that social media and technology such

as CDs and computers were used in the reading activities intended to teach them reading

comprehension. All students reported that group work was the dominant method

employed when conducting reading and writing activities. Ammar explain the reading

activity stages as follows,

> Our teacher provides us a short story from the Internet. I think these stories are
> much easier than the textbook passages. Then we read in-group. Then we discuss
> with the other groups in class, or through Facebook, or using Whats' up. Our
> teacher engages with us in the discussion and asks us general questions about the
> events described in the reading, or about the people in the reading such as asking,
> "Who was in the hotel and why?"

Teachers integrate technology to teach reading and writing skills:

Here, the researcher provides comprehensive results of the technology that has

been used in teaching the English language, especially reading and writing skills. Six

teachers asserted that they have used computers, data projectors, smart boards, overhead

projectors, speakers, laptops, printers, video cameras, and tablets such as iPads, as well as

applications such as Microsoft Office, Apple apps, Android apps, and Internet

connections. Two teachers mentioned that they have used only computers, smart boards,

data projectors, overhead projectors, and low-speed Internet provided via their own

Internet modem, as well as Microsoft Office and some Apple and Android apps. The

remaining two teachers reported that they have used their own laptops, own data

projectors, own Internet modems, and students' smart devices as well as Microsoft

Office.

The differences in the teachers' chosen technologies are related to the availability

of those technologies at schools and whether the school is supervised by the Directorate

of Education or by the Tatweer program. Zain asserted that "the good thing here is that

we are directly supervised by the King Abdullah development program [Tatweer

program]. They provide us with all of the technologies that we need. Even students; every

one got a laptop."

   However, the researcher found that the most used technology for teaching reading

and writing was the computer, and the researcher's own data shows that computers are

available in every school in Makkah. Meanwhile, the Internet is considered to be the soul

of the Intel Program, but it is not available in every school in Makkah. Mosa explained,

> It depends on the school principal and on the availability of the infrastructure of
> the Internet. If the infrastructure is there and the principal is willing to support the
> Intel program, it means you will have access to the Internet. Anyway, in my
> school we have Internet access and it works well.

   Six of the teachers interviewed have Internet at their schools, while four teachers

provided students with access to their own Internet to conduct classroom activities. Saleh

said, "Our school is poor in technology. The Internet and most technologies are not

there... Last year, I bought from my own pocket a telecom modem for my classes to use."

   Computers were provided to all schools in Makkah, but the quantity was different

from one school to another, and from one area to another. In general, six teachers

explained that they have at least one computer and data projector in each class and that

every student was provided with a laptop. Yahya mentioned, "Two years ago I taught a

class that has amazing new technology such as computers, data projectors, smart boards,

and speakers. Every student in the class got a new laptop from the Ministry of

Education."

   The remaining four teachers mentioned that they brought their own laptops and

data projectors or used the computers in the learning resource center of the school, as

well as the students' own laptops or tablets. Abdul explained, "In my school there is one

data projector... I use my own laptop and data projector because many teachers want to

use the school's data projector. Can you imagine, it is just one data projector for 30

teachers." While Shaker observed,

> I often use the learning resource center because there are no computers in my
> classroom... If I bring my laptop to class, I ask my students to bring their own
> laptops or iPads to be used in class with strict limitations from the principal.

> All teachers reported that they used Microsoft Office in their teaching. They

explained that PowerPoint is the most regularly used application. Salman explained,

> In the Intel training sessions it was made clear that we should include Microsoft
> Office in our class work. Also, our students should be required to create a project
> using Microsoft Office… I always start my class using a PowerPoint slideshow…
> My students mostly used PowerPoint in their projects, then Word, and then
> Publisher.

> All students mentioned that their teachers mostly used computers, data projectors,

smart boards, and the Internet in their classes, as well as concurring that the most used

application was PowerPoint, then Word, and then Publisher. All students assumed that

everyone received a laptop from the school. Thamer reported, "All technology stuff was

used in our class. Computers, smart boards, and data projectors were there. Also, when

we work in groups we use our laptops… We designed a project using Microsoft Office."

Teachers use social media to teach reading and writing skills:

Another theme that emerged from all of the participants was the idea of using the

Internet and social media in the teaching and learning process. Ten teachers reported that

e-mails and the What's up app were heavily used in their teaching practice. Zain

explained,

> The widespread use of the What's up application in Saudi communities led us, as
> teachers, to use it in our teaching practice by creating teaching groups. It allows

only the students in a particular group to involve themselves in the group discussion with the supervision of the teacher as a group admin.

Mosa also clarified, "I use Whats' up app and emails everyday because my students prefer them to other applications."

Likewise, the use of the email correspondence was introduced in order to develop students' ability to write formal emails as well as using technology to develop their own learning style. Yahya mentioned,

> I usually send an email to my students asking them to write, for example, their opinion about the food canteens in our school. Of course, they were required to write at least two paragraphs… My goal here is to develop their free writing with no limitations. In the next day or two, I start receiving several emails from them about this topic. This topic is then introduced in a formal email with a Microsoft Word attachment… Usually the writing part here is solo work.

Eight teachers reported that they were using social media pages instead of designing a web page because they did not know how to do it and also because they found it much easier to follow. Yahya explained, "I do not know how to design a web page, so I usually encourage my students to use the social media web pages to save time and effort."

Throughout the data analysis six teachers mentioned that they also used Twitter and Facebook in their teaching practice. Those teachers explained that they have used Twitter, but very rarely as compared to Facebook. They used Twitter exclusively for teaching new vocabulary or to support students' reading comprehension when they are involved in reading stories or passages. Salman explained,

> Using Facebook or Whats' up app is very beneficial for students, because there is no limitation to writing only what you need to write. Also it is very interesting. On the other side, Twitter is too limited and that led me to use it for teaching only grammar and vocabulary.

Ahmad reported, "I have used Facebook as a space to teach reading and writing with no limitations. So, my students can post their thoughts and ideas as much as they want."

Significantly, four teachers mentioned that they did not use Twitter as it has features that limit its uses, such as having a short space to write using only 140 letters. By looking through the responses of those teachers, the researcher found that they mentioned that they used Facebook, but only for a short time, as most of their students were not familiar with it. Ali explained,

> My students are not familiar with using Facebook. I tried to use it in class one day, but I was shocked because most of [the students] do not know how to use it. Although some students knew it, they used it for social communication, and they were not ready to use it for educational purposes… I am not going to train them how to use it, because it will waste our class time.

In their interview responses, all ten students confirmed that they were involved in email correspondence, What's up chatting, Twitter, and Facebook. The researcher found that Facebook was used because there is no limitation on writing any post. Therefore, it has been used as a space for discussion of reading passages, whether they are from the textbook or the Internet. Omar mentioned that "we discuss the readings in Facebook and then we write the summary there." Also, the researcher found that Twitter was mainly used for teaching words and their meanings. As Saeed explained, "Twitter has been used for teaching us reading words and the meaning of new words."

Moreover, the researcher found that the most used forms of social media outside of the classroom were What's up, then Facebook, and that the most accessed pages in the classroom were Google translator and English learning websites. Turky said, "We are

using the Whats' up, as it is a commonly used application in Saudi Arabia." Meanwhile,

Mosa said,

> I use some websites to teach components of the English language inside the classroom such as grammar. Also, we use different web dictionaries and Google for translation purposes… Students at home chat on the Whats' up group and on Facebook.

> Yahya asserted, "I do not allow my students to use Whats' up at school. They

should use it outside school."

In general, students and teachers reported that the following have been used in

their classes at least one time: YouTube, Twitter, blogs, documentaries, TED talks, short

clips of movies, Google translator, and Microsoft Publisher. Salman said, "I can tell you

that I used all popular applications, and that TED talks was one of them."

Section Two: Answering Question Three and Question Four

In this section the researcher answers these questions: To what extent does the Intel

Program enhance the English reading skills of Saudi adolescents? And to what extent

does the Intel Program enhance the English writing skills of Saudi adolescents?

Teachers' and students' perceptions of the Intel Program

As the researcher examined the transcripts, it became evident that the level of

motivation, engagement, learning style development, and reading and writing

improvement influenced the perceptions of the participants. Overall, two themes emerged

from the transcripts, grouped below as positive and negative perceptions about the Intel

Program.

Positive perceptions of the Intel Program:

Eight teachers believed that Intel is a very useful program that supports teaching

and learning the English language. Their positive perceptions included the improvement

of reading and writing skills, reading and writing becoming a habit, increased motivation,

more engagement, and appeal to different learning styles. Participants' positive

perceptions imply that there was a real enhancement of learning using the Intel Program

to improve both reading and writing skills. Mosa reported, "I believe the Intel Program

has a positive impact on students and teachers, too"; and Zain explained, "The students

became more motivated to participate in the group work." In addition to that, Salman

clarified:

> My students engaged effectively in working on their projects. Most of my
> students have a high motivation to use all different technologies in the classroom
> and outside the classroom. Even me, I get motivated when I see my students
> working together searching on the Internet or building a project… Intel is a great
> shift in our teaching life. I hope that this project will continue with more support.

Ahmad also reported, "My students' level of reading and writing has increased.

My students read and write most of the time in class and at home. Their reading and

writing has become a habit." Yahya explained, "My students' evaluation showed a great

change in their reading and writing achievements. I can see a positive development,

which is great, even though it is in its initial stages." Turky supported his argument about

Intel by saying that "at least Intel made students able to write and read without being

bored."

Similarly, the ten students believed that the Intel Program is a useful and positive

program that supports learning reading and writing in the English language. The most

commonly used descriptors for users' positive perceptions towards the Intel Program

were "ease of use," "interesting," "attractive," "encouraging," "distinctive," "supports

learning," "supports research," "Microsoft helps in preparing assignments," "increasing

understanding," "exciting," "not boring," "makes us active," "gets info in a short time,"

and "changes the way of learning." Akram said, "Intel made me able to search online for

the meanings of words. It is a very easy way for learning the meaning and the

pronunciation of new words." Ammar assured me that "Intel is a good program. It

encouraged me to work with my group." Saeed and Khaled used the same sentence to

express their opinions, stating that they "like it so much." Aziz said, "My teacher

introduced Facebook to the class and trained us in how to use it for learning English. I

think it improved my English reading and writing." Omar explained, "It increased my

understanding of the short stories we were reading online"; while Majed reported, "It is

very interesting when I work in a group using Microsoft Office. It helps in preparing my

assignments."

Negative perceptions of the Intel Program:

Two teachers had negative perceptions towards the Intel Program. The negative

themes emerging from repeated readings of the interview transcripts were "hard,"

"difficult," "can not apply," "students were not used to it," "our education system is not

flexible," and "the curriculum is not compatible with Intel." The main reasons behind this

perception were the lack of technology and infrastructure for those teachers' schools, as

there are shortages at many schools. The two teachers claimed that the program is too

difficult to apply. Ali explained his thoughts about Intel:

> The Intel Program is not supported enough by the Directorate of Education. There
> are a lot of problems…Teachers and students need continuous training…Students
> cannot focus on the content of the textbook, and the teachers must complete the
> whole textbook while also using the Intel Program. I always keep in mind that I

am required to finish the whole textbook, as it is must be covered during the semester… In short I believe that Intel is too difficult to be conducted effectively, especially in our community.

 Abdul added,

Intel is not easy to use. It is too difficult. I have students who do not have a learned culture of working together in groups for building a project for a specific unit. Further, students did not want to do any work at home... Most importantly our curriculum does not fit with the goals and plans of the Intel Program.

Actually, there are many schools in rural areas and a few in urban areas that have

a shortage of technology. These schools are not official school buildings; they were built

as residential spaces. Teaching in these poorer schools is based on traditional teaching,

without technology and sometimes without electricity. These conditions create major

obstacles to applying the Intel Program at those schools.

Section Three: Answering Question Five

This section answers the question: What are the challenges encountered by

teachers and learners in using the Intel Program? Through engaging with the interview

transcripts, the researcher found several challenges that impact teaching and learning

English reading and writing skills. In order to positively affect the impact of the teaching

and learning, the challenges reported by the participants must be overcome.

Infrastructure Challenges:

The participants focused on several difficulties they experienced related to

infrastructure when working with the Intel Program. These difficulties include the

availability of technology, technicians, and disconnectivity. Six teachers who taught in

schools that were fully equipped with most new technologies asserted that there are still

some technological problems affecting application of the Intel Program. Turky reported,

"We do not have a specialist technician at the school. The school must hire a technician

to fix any problem that may occur during class time." Salman also mentioned, "That is

true, we have an Internet connection at our school, but sometimes we lose the connection,

and sometimes the Internet signal is very weak." Along similar lines, Ahmad reported, "I

have the main necessary technology in my classroom, but sometimes it gets damaged,

and it takes time for maintenance. I think we need a specialist to look after these

technologies in each school."

On the other hand, four teachers from schools that do not have access to as many

forms of technology asserted that the most important task is to provide technology to all

schools equally. Ali said, "The Ministry of Education must provide all necessary

technology to each school, rural or urban." Shaker reported, "In my school there is a

shortage of technology. For example, there is just one data projector. Also, not every

classroom has a computer." Abdul said, "We have poor infrastructure. I do not have a

smart board like some other schools. Also, there is no Internet in the school." As Saleh

explained,

> In order to apply the Intel Program correctly you need to have all needed
> technologies such as computers and the Internet. Unfortunately, as there is no
> Internet connectivity and the computers are very old…I brought my own wireless
> Internet modem to my classes.

The researcher looked through the transcript of the students' responses and found

that students also believed there were some problems related to the availability of

technicians, the connectivity to the Internet, and maintenance, as well as teachers'

awareness of how to use various technologies, even though all students were studying in

a school that was fully equipped with technology. Aziz said, "Some teachers do not know

how to use technology"; while Khaled observed, "Teachers interrupt the class to ask

other teachers for technology help"; and Ammar reported, "My teacher sometimes became uncomfortable when the computer froze." Saeed reported connectivity problems: "Internet does not work in class every day, and if it is connected it disconnects again in few minutes." Another student commented on technology maintenance: "My teacher told us that he is not responsible for managing any technology issues and that the principal should provide a specialist to look after these technologies," said Majed. "Why there is no one?" he asked. Thamer pointed out another important matter, saying, "Not every student has Internet access or computer at home. I do not have Internet everyday at home because it loses connection regularly."

Parental Challenges:

Another issue that emerged from the transcripts is related to some parental concerns regarding their children, such as fear of talking to strangers, access to unsafe websites, prohibited relationships, and textbook completion. There are some parental issues that may cause technology resistance, for example four teachers agreed that parents have some reluctance about using the Internet. They do not want their kids to use the Internet because, as Saleh explained, "Students may chat with strangers." Shaker also said, "They are very worried about their kids. They ask teachers to look after them when using the Internet in the classrooms." Yahya clarified, "Some parents do not want to spend much effort directing their kids at home when preparing for a unit project."

On the other hand, four teachers agreed that parents have a positive attitude towards Intel and that they support using it. Turky said, "Parents like the way I teach using social media as an example." However, Salman mentioned, "Parents do not mind letting their kids use technology in class or at home… There were some fears at the

beginning of its use, and I still feel some parents' fears about Internet use, especially

using social media."

Another crucial point that arose from engaging with the transcripts is that

completing the textbook exercises is the first priority for many parents. Parents believe

that content must be completed; while teachers believe that it is too difficult to complete

all of the content. Eight teachers mentioned that parents ask teachers to complete the

whole of the books' content and exercises. Zain explained,

> I do respect our culture. Parents are affected by the idea that the textbook is the
> main source of knowledge. Thus, they want their kids to complete every single
> page in it in order to reach the objectives of the book. It is very hard to convince
> parents and the Ministry of Education that it is not necessary to cover all of them.
> However, I am trying to accommodate this issue.

Ahmad observed, "If you would like to integrate technology in your classroom

and you would like to conduct a lesson following the Intel Program, then it is very hard to

complete all of the activities that provided in the textbook."

Student participants also experienced some parental barriers that affected their

experience of the Intel Program. Students expressed their point of view using phrases

such as "preventing me using it," "asking me not to chat," "controlling my practice," and

"watching me all the time." It is clear to the researcher from the interview transcripts that

the main reason behind this is the Internet use, not the Microsoft applications. Omar said,

"My father was watching me at home all the time when I worked on the Internet,…but

they do not mind if I use PowerPoint or Word"; while Fares stated that his father "asked

[him] not to chat to strangers." Usually, their families do not leave them working in

isolated rooms. Thamer explained, "My parents do not want me to be alone using the

Internet. They ask me to use the Internet in living room." Aziz explained very carefully,

It is not allowed to spend much time using the Internet or smart devices at home. I feel sometimes that my parents do not trust me, or that they are really worried about me… My father discussed with me several times many issues, such as moral issues and religious issues.

However, all students asserted that their parents support and encourage them every day to use technology, though with some restrictions. Akram reported, "My parents bought an iPad for me to use for learning purposes, also they bought some applications for that iPad… My mother sometimes asks me for the password to check my iPad." Ammar explained, "My parents support me doing assignments using PowerPoint"; and Taim noted, "My father knows how to use Microsoft Office. He helped me designing a project brochure using Microsoft Publisher."

Administrative challenge (Lack of funding):

Another issue that arose in the transcripts related to issues of school administration. Teachers believed that there were some barriers from the side of the administration and schools. The participants talked about the administrative issue in terms of funding.

Six teachers believed that there is a lack of support from the Directorate of Education and schools regarding stipends for ongoing training. Ali said, "The support was strong at the beginning stage, then it diminished… The Ministry of Education used to encourage teachers by providing a stipend when they participated in a training program, but nowadays they are not paying us." Shaker explained that there is a lack of technology support at his school, stating, "In my school there is a shortage of technology funding support. For example, there is just one data projector." Then he explained,

We used to get some money when we participated in training during the evening, but nowadays there is no monetary support. They stopped paying us. They should

encourage all teachers to get trained and to develop their teaching skills during the evening.

Two teachers mentioned that there was no support at all at their schools, neither technology support nor financial support. They apply the program based solely on their personal efforts and equipment. Saleh reported, "Our school is poor in technology. The Internet and most technologies are not available there… Last year, I bought from my own resources a telecom modem for class use." Abdul asserted that "there is no support from the Directorate of Education or the school… No one cares."

By looking to the principals' responses, the researcher found that they agreed on the issue of support. They believed that this issue was related to the budget provided to the schools. Nader said,

> We have a learning resource center that includes all types of technology, but we are not able to provide all these technologies in each classroom because we do not have a budget for that project… Teachers can use the resources learning center with the help of a specialist working there… They book for specific times by listing the teacher's name in the schedule.

In short, the researcher found that most of the teacher participants recommended, in different interviews, a variety of administrative recommendations: to increase funding for ongoing training, encourage all teachers to participate in the Intel Program, organize competitions, and reward those teachers who apply the program effectively.

Training Challenges:

Training is one of the most important issues that arose throughout the interview transcripts. Both teachers and students agreed that training is a key issue that can negatively impact the Intel Program. Nine teachers believed that the training they had received was not sufficient to the tasks they had been set. Mosa explained that "teachers got trained on the program at the beginning of its introduction, but it is not sufficient."

Then Yahya reported, "There is no continued training. It is just left to personal

development." On the other side there was just one teacher: "I have received three

courses of training about Intel. They were provided by the Makkah training center,"

Salman said.

All of the teachers interviewed believed that it is not difficult to train teachers, but

that there are some issues that must be resolved. Zain said that "if there is continuous

training, the Intel Program will become much better." Ali also said, "The program needs

much time and effort to get adequate training."

Echoing these observations, Ahmad explained:

> There are many issues that must be resolved to provide enough training for
> teachers. All schools must be provided with all new technologies. Also, all
> teachers must be encouraged to use these technologies and to get regular training
> to be updated on its uses… There is a reluctance to learn new uses for technology
> because it is not required for teachers to use it.

Turky clarified a slightly different perspective, observing:

> Many teachers complain about the lack of technology or the lack of training in its
> use. But I would like to say that training teachers on how to use technology
> through different strategies is the most important. For example, teachers and
> students are supposed to be involved in project-based learning strategies, but most
> teachers and students are not aware of how to conduct them. So, I would say, it is
> important to train all of them on different strategies to implement the Intel
> Program in a good way.

All teacher participants believed that students should be trained officially on the

Intel Program. Yahya reported, "It is teachers' responsibility to train students in the

classroom. Sometimes students train themselves at home with their parents or at school

with their classmates." Salman clearly said, "Students were neglected in terms of training

them on technology and learning strategies." Zain reported as well, "Many students have

received training in their classrooms during the semester. It is exclusively the teacher's effort."

The other side of this issue came from the students, who believed that training is a serious issue that must be examined. All students reported that neither the Ministry of Education nor the school provided them with any kind of training. Ammar said, "We were not trained under the supervision of the school"; and Aziz explained, "There was no training during my studies at this high school." Nader, as a principal, emphasized, "We are not required to establish any specific training for students at school or outside of it"; while Ashraf, a trainer, emphasized that "we train only teachers, principals, and supervisors… There is no training for students at our center."

Students mentioned that their training took place far away from the efforts and supervision of the Ministry of Education. They had access only to non-official training with teachers, family members, for-profit companies, and self-training as their only avenues for improvement. Eight students explained that they had received basic training from their teachers during classroom sessions. Fares stated, "I appreciate my English teacher's effort in training us in class"; and Thamer explained, "My teacher trains us every time he introduces something new to the classroom. For example, he trained us in how to use Google accounts to develop your own vocabulary." Eight students asserted that they got training at home from their family. Akram shared his experience: "My father likes social media. He spends a great deal of time on it. He helped me when I created a Facebook account and then taught me how to use it." On the other hand, Khaled said, "I train myself by myself most of the time," while Saeed "…mostly asks [his] classmates to train [him] in how to use some features in Microsoft Office, for example."

In contrast, Omar reported, "I have received training on how to use Microsoft Office and the Internet at a private company, but it cost too much… My friends could not do it, as it is too expensive."

Teachers and principals believed that it is not difficult to train students, but that they are totally neglected. Ali said, "It is not my job to train students." Similarly, Bader, a principal, explained that

> training students to use new learning strategies is not an administrative responsibility. Teachers must deal with that… If the school was to become responsible for training all of our students, then we would need a great deal of money. Another point which must be taken into consideration is when do we train students, in the evening or on the weekend?

Likewise, Yahya stated that "we as teachers do not have enough time to train students in how to employ social media and other new technologies."

Time challenges:

As reflected by Yahya's comment related to training, time is another issue that arose through the interviews. All teachers complained that the time allotted is not sufficient to cover Intel lessons and the curriculum. Teachers indicated that there is insufficient time to conduct the Intel Program, explaining that the English language course consists of four classes per week with each class lasting 45 minutes. They claim that the current textbook was built to be suitable for 45-minute periods. Salman mentioned,

> I found that the greatest obstacle for me is time. I have to introduce the topic and to help the students to start working on the projects. This takes some time besides explaining and working on the required textbook activities. I realized at the end of the semester that I did not cover the whole textbook.

Also, Turky said, "Conducting an Intel class needs enough time. I usually take extra classes to cover the whole unit."

All teachers confirmed that there is a shortage of time for using technology in their classrooms. Teachers recommended an increase in the time limit per class or changes in the curriculum, making it more suitable for the use of technology in the classroom. Ahmad reported,

> The curriculum that we have right now must be completed by the end of the semester. My supervisor requires that. In this case my students would not be able to participate using the Internet and other technology in the classroom, so I asked them to do it at home.

Bader is a school principal who mentioned, "Students work at school and at home because there are many requirements of the Intel Program that required extra time."

Looking through the transcript of the students' responses, the researcher found that students also believed there were some problems related to the amount of time taken to use technology during school time. Those students were studying in a school that was fully equipped with technology. All ten of the students thought that they did not have enough time to complete the required work at school, so they completed it at home. Students believed that using Intel is time consuming in the classroom or at home. Thamer explained, "Using Intel is amazing experience for me, but it takes much time to finish the whole unit. We used to study the unit in two weeks, but with Intel it takes three to four weeks." Aziz added, "The issue is not the program itself, but we need more time to meet to discuss our project work then start building it." Taim also testified to the time they consume at home by reporting, "We still need to work from home. I work sometimes up to two hours."

Chapter Summary:

In this chapter, the researcher has presented the results in three different sections. The first section explored the way that the Intel Program has been used to teach reading and writing skills. The findings were focused on the impact of the Intel Program on teaching practice, in particular on how implementing the Intel Program in Makkah schools has changed teaching practices inside classrooms. The researcher found that English language teachers mostly used the communicative method in their teaching of reading and writing skills, while the grammar translation method was rarely used. Suggestopedia was not used at all, as it conflicts with Saudi culture by using music or singing as well as other features that are difficult to incorporate into a conventional Saudi classroom.

Through examining the evolving teaching practice in Makkah classrooms, the researcher found that the role of teachers has changed now that teachers use the Intel Program. The teachers became facilitators rather than being the dominant source of knowledge in the classroom, as the learning process has moved towards a student-centered paradigm. Teaching reading and writing has come to be emphasized through the use of project-based learning and collaborative learning. To strengthen the process of teaching and learning reading and writing skills through the use of the Intel Program, teachers have introduced activities to support teaching descriptive and creative writing as well as reading comprehension. The teaching of these skills has been significantly improved through the integration of different technologies, Internet websites, and social media into the classroom.

The second section explored the extent to which the Intel Program has enhanced the teaching of reading and writing skills. In this section, the researcher focused on the perceptions of the participants, finding that the majority of teachers and students clearly shared a positive perception of the Intel Program. They saw an improvement in both their reading and writing skills. However, a minority of teachers viewed the program in a negative light. The main reasons behind that perception were the lack of technology and infrastructure for those teachers' schools, as there were shortages at some schools.

The third section examined the challenges that impact the application of the Intel Program. The researcher identified several challenges that have the potential to affect the Intel Program negatively. These challenges centered on the infrastructure, some parental concerns, some administrative issues, a lack of training, and lack of time.

These results show that sometimes the availability of the computers and the Internet was lacking. The fact that there was not a technician capable of maintaining and repairing the necessary technologies at each school increased stress on both teachers and students. Moreover, there were frequent Internet connectivity problems during teaching sessions in all urban and rural schools.

Parental concerns comprised another major issue in Section Three. The researcher found that parents had several issues with their children's Internet access, including fear of them talking to strangers, having access to unsafe websites, having prohibited relationships, spending too much time and effort, the cost to parents, and concerns regarding the completion of textbooks. The main reason behind these fears was conservative views regarding the use of the Internet, rather than any issue with Microsoft applications or with other educational applications.

Regarding administrative challenges, the researcher found that neither the Directorate of Education nor individual schools had supported the Intel Program as required by the Ministry of Education. This lack of support had impacted the use and implementation of the Intel Program negatively. The researcher found that there was no training for students at all, and many teachers felt that they also lacked sufficient access to training. This issue affected the ongoing use of the Intel Program in schools, as it was not required for all teachers to apply the Intel Program. Teachers felt that there is a lack of time to apply the Intel Program at their schools while still covering the whole of the curriculum.

In the next chapter the researcher discusses these results in detail, highlights some recommendations, and, based on these results, outlines future research opportunities.

Chapter Five

Discussion

Overview

The qualitative case study design and interview methods of this research focused on exploring the effectiveness of the Intel Teach to the Future Program in facilitating the teaching and learning of English as a foreign language in Saudi schools; more specifically, it focused on English language reading and writing skills. The research also sought to identify challenges in applying the Intel Program, particularly those challenges unique to Saudi Arabia. The literature review for this study uncovered only one previous study focusing on the application of the Intel Program in the Saudi educational context (MOE, 2008). This study adds to the literature by documenting, within the limitations of the research design, the effectiveness of the Intel Program on Saudi students' English language learning.

To review, the primary research question posed as the basis for this research was: "What is the effectiveness of the Intel English Language Learning Program on Saudi male adolescent students' reading and writing skills, and what are the challenges to improving the Intel Program?

To guide the research strategy, this main question was divided into five sub-questions:

1) How is the Intel Program used to teach reading skills?

2) How is the Intel Program used to teach writing skills?

3) To what extent does the Intel Program enhance the English reading skills of Saudi adolescents?

4) To what extent does the Intel Program enhance the English writing skills of Saudi adolescents?

5) What are the challenges encountered by teachers and learners in using the Intel Program?

The researcher used the inductive approach to analyze the data collected, coding and identifying themes to understand the answers to each of the sub-questions.

This chapter discusses the findings of this research in three broad areas: (a) teaching reading and writing practice using the Intel Program; (b) teachers' and students' perceptions of the Intel Program; and (c) challenges that impact the implementation of the Intel Program for teaching and learning English in Saudi Arabia. Section One below discusses sub-questions 1–2; Section Two discusses questions 3–4; and Section Three discusses question 5. These three sections are followed by a discussion of the implications for EFL education in Saudi Arabia, a set of research recommendations including possible directions for future research, and final remarks.

Summary and Discussion of the Study

Section One: Teaching reading and writing practice using the Intel Program

Looking at the development of teaching practice through the use of the Intel Program in Makkah schools, the researcher found seven specific results: (a) teachers are using the communicative and the grammar translation methods; (b) the teachers' role is that of facilitator, and instruction is student-centered; (c) teachers are using the Intel Program's project-based learning and collaborative learning strategies; (d) teachers are teaching creative and descriptive writing skills; (e) teachers are using a collaborative

strategic reading (CSR) approach to teach reading comprehension; (f) teachers integrate

technology to teach reading and writing skills; and (g) teachers use social media to teach

reading and writing skills.

The first sub-theme: Teachers are using the communicative and grammar-translation methods, but they do not use the Suggestopedia method. Under this sub-theme the researcher found that teachers in Saudi Arabia are primarily using two general

methods: the grammar-translation method (GTM) and the communicative method.

During the interview process, teachers focused on these two, seldom mentioning other

methods except when two teachers commented on the Suggestopedia method.

The researcher found that the GTM has been used when teaching with Intel

Program. Teachers found it difficult to set it aside, as they were taught through this

method and were subsequently trained to use it in their traditional teaching. Al-Mazroou

(1988), Alnofaie (2010), and Al-Seghayer (2011) indicated that teachers put much effort

into teaching grammar using the GTM, and that the GTM has been the main method of

teaching and learning English as a foreign language in Saudi Arabia. Indeed, due to its

familiarity, teachers are still using this method despite the integration of technology.

However, as Al-Asmari (2015) has recently reported, the researcher found that this

method was used primarily at earlier stages, because the use of technology increased the

use of other methods.

Al-Asmari (2015), Al-Seghayer (2011), and Alharbi (2015) have claimed that the

communicative method was not being used, or was being used only in very limited

situations. They agreed that the communicative language teaching method must

overcome some challenges if it is to be applied in the Saudi classroom. Theses challenges

are chiefly related to materials and aids for communicative activities. Specifically, Al-Asmari (2015) found that the lack of technology availability in Saudi classrooms caused resistance to implementing the communicative method. Certainly, the researcher confirmed that technology is key: Teachers who are trained using the Intel Program become eager to use the communicative method, because they introduce technology to their classes and focus on Intel Program skills, of which communication is one.

Two teacher participants commented on the Suggestopedia method, indicating that it was not used at all because it has to use music, which is not acceptable in Saudi culture. As Elmusa (1997) explained, Saudi society rejects the use of music in education as it conflicts with the practice of Islam. The researcher confirmed that, for cultural and religious reasons, Suggestopedia is the only educational method that is a high probability of impossibility to implement in Saudi Arabia.

The second sub-theme: Teachers' role is that of facilitator, while students become self-directed learners. The researcher found that the use of the Intel Program changed the roles of teachers and students. According to the participants, the teachers have transitioned to the roles of facilitator, supervisor and director, while the students have become the center of the learning process. The main reason for this shift is the implementation and integration of technology in the classroom, combined with the focus on the four Cs of the Intel Program: collaboration, critical thinking, communication, and creativity. This is in keeping with the research of Glinski et al. (2013), who found that the practice of the Intel Program reduced the emphasis on teacher-centered learning and empowered students; and with that of Gorges et al. (2008), who found that the availability of technology increased the utility and implementation of the student-

centered approach. Several additional studies have shared similar results, including Arko-Cobbah (2004), Cole (2009), Dunleavy (2007), Hupert, Martin, and Kanaya (2004a), Intel (2007), Osburg and Todorova (n.d.), Paragină, Paragină, and Jipa, (2010), Saqlain (2013), and UNESCO (n.d.).

The results of the above studies indicate that the students felt positive about these changes to the learning process. In contrast, students taught using traditional teaching methods held a negative view because of the teacher-centered approach (Ahmed, 2014; Alkubaidi, 2014; Alrabai, 2014; Fareh, 2010; Rajab, 2013; Shattuck, 2007).

The third sub-theme: Teachers and students are employing project-based learning and collaborative learning strategies. In this study, the researcher found that through the use of the Intel Program and after teachers received training in how to incorporate it into their classrooms, teachers became able to implement project-based learning (PBL) and collaboration strategies in their classrooms. Students become involved in these two strategies as their dominant learning strategies, as they are the most developed strategies under the Intel Program. Through the use of these two strategies, students and teachers became more engaged in teaching and learning the English language. Jimenez-Silva (2007) found that PBL has the potential to benefit English language learners, speculating that because PBL creates opportunities to promote academic skills, the students feel more engaged and motivated. Likewise, Thitivesa (2014) asserted that PBL promotes communication in various forms that might be beneficial when teaching or learning a language. In another study, Mikulec and Miller (2011) used projects in French class; the students were engaged in conversation and

exchanged opinions and thoughts as a way to develop their cognition, memory, judgment, and reasoning for language use.

The current research also found that use of PBL increased students' collaboration and communication skills. Numerous previous studies, including Paragină, et al. (2010), Light (2009), Light et al. (2009), UNESCO, (n.d.), Intel, (2007), MOE (2008), and Istrate et al. (2010) have demonstrated that the use of PBL and 21st-century skills such as collaborative skill development are highly valued in the classroom setting. For example, Paragină, et al. (2010) showed that the Intel Program was successful in introducing PBL and other 21st-century collaborative skills, integrating them with Web 2.0 to facilitate learning activities and student development. Those authors also found that the Intel Program enables students to develop their own collaboration and computer skills through the provision of high quality and multimedia technologies in classrooms.

The fourth sub-theme: Teachers are teaching creative and descriptive writing skills. All of the teachers in the current study who had been provided with Intel training now focus on the four Cs or creativity, collaboration, communication, and critical thinking when developing lessons. Six of the teachers interviewed preferred to teach writing activities using descriptive writing, while four teachers preferred to combine the creative and descriptive writing processes in their activities. This indicates that teachers focused on teaching writing through different stages. At the opening stages of learning they focused on teaching Saudi students basic descriptive writing skills through providing pictures to be described in a sentence or a paragraph. Later, free writing activities and descriptive writing activities were provided to allow students to develop their writing abilities, these exercises being mostly conducted in the classroom or

at home, through email correspondence. Greenfield (2003) and Ho (2000) provided complementary evidence that exchanging emails enhanced students writing skills and understanding.

In the current study, participants explained that they taught students creative writing through PBL and collaboration, with students working in groups to complete missing parts in a story to enhance their creativity, imagination, and critical thinking. In other recent studies, Irawati (2015), Probosari (2015), and Sadeghi et al., (2016) found that PBL and collaborative work improved academic writing skills for students. Mak and Coniam (2008) demonstrated that these projects boosted students' confidence and enhanced their creativity, while Vass et al. (2008) found that collaboration stimulated and enhanced creative writing activities among children.

The fifth sub-theme: Teachers are teaching reading comprehension through collaborative strategic reading (CSR). Teachers involved their students in a variety of reading activities intended to develop reading comprehension. They used different strategies and methods to conduct reading activities focusing on gist reading, detail reading, intensive and extensive reading, skimming, scanning, and silent and out loud reading. Teachers intended most of these activities to develop students reading comprehension, but the most used activity under the Intel Program was CSR. The results indicated that students became more motivated to study and comprehend reading through CSR, and that the level of reading comprehension was increased through participation in activities designed and implemented using CSR as participants believed. These results confirm the results of Klinger et al. (2004) and Vaughn et al. (2011), who found that CSR enhanced motivation, critical thinking skills, collaborative learning, a positive attitude,

group work, and social skills. Likewise, Kim et al. (2006) found that students taught using CSR benefited more than students taught without CSR.

Teachers conducted in-group reading comprehension activities using CSR's preview, click and clunk, get the gist, and wrap-up stages (see Chapter 2 for details) because it motivated students and gave them a positive view of CSR. Zoghi et al. (2010) found that EFL learners have positive attitudes towards collaborative strategies for reading. Similarly, Fan (2010) found that CSR had a positive effect on EFL learners' reading comprehension, especially in terms of comprehending questions related to first getting the main idea of a piece of writing and then exploring the supporting details. Karabuga and Kaya (2013) indicated that CSR positively affects students' reading comprehension, and that those students preferred to learn via CSR, sharing similar results to Lin et al. (2011).

The teachers in question were using curriculum CDs, allowing their students to listen to native speakers' reading to facilitate comprehension by allowing them to listen to the text before or after engaging in CSR. In terms of the reading passages, four teachers were using textbook passages assigned for their targeted units, while the remaining six teachers were using reading passages selected from the Internet. Teachers provided electronic dictionaries or a hardcopy to help students finds word meanings in both the English and Arabic languages. The use of CDs to support reading comprehension is in keeping with the results of Tan et al. (2010), who mentioned that the use of the Internet is helpful for vocabulary building and pronunciation practice, as the students can listen to the pronunciation of words and sentences via the Internet. Similarly, Kim et al. (2006) and Marzban (2010) indicated an improvement in the reading and

writing skills of those students who benefitted from the integration of technology into the teaching and learning process; while Culd et al. (2001) found that students were more creative in their project work and showed more understanding of the topics because of the use of the Intel Program.

The sixth sub-theme: Teachers integrate technology to teach reading and writing skills. Teachers varied in their use and integration of different technologies. Six of them used computers, data projectors, smart boards, overhead projectors, speakers, laptops, printers, video cameras, and tablets such as iPads, as well as applications such as Microsoft Office, Apple and Android apps, and web browsers. Two teachers provided their own Internet modem and used their school's limited technology resources, while two others provided their own technology such as laptops, data projectors, and Internet modems.

The differences in the teacher's chosen technologies were chiefly related to the availability of those technologies at their schools and to whether the school was supervised by the Directorate of Education or by the Tatweer program. However, the researcher found that the most frequently used technology for teaching reading and writing skills was the computer, and data from the current study indicates that computers are available in every school in Makkah.

While all schools in Makkah have computers, the quantity differed from one school to another and from one area to another. Six teachers explained that they have at least one computer and data projector in each classroom, and that every student was provided with a laptop; this clearly enables teachers and students to integrate computers and IT into their classes effectively. Martin et al. (2004) reported that students responded

to the integration of technology positively. This is supported by the current results, as most of the teachers reported an increase in software application use in their classrooms. Martin and Shulman (2006) concurred, stating that 91.1% of teachers reported that they are more likely to use the computer in classrooms and labs if they have access to them.

While access to computers and software provides certain benefits, access to the Internet opens up a wide variety of additional opportunities in the classroom. Six of the teachers interviewed had Internet access at their schools, while four teachers provided students with access using their own Internet modem to conduct classroom activities. The results showed that participants believed the use of the Internet helped to develop students' reading and writing skills, in keeping with several previous studies from other countries. Istrate et al. (2010) found that the Internet supported teaching and learning, while Tan et al. (2010) found that educational Internet usage improved learners' reading and writing skills. As Tan et al. noted teachers and students were both motivated to use the Internet to teach and to learn English reading and writing skills. Ultimately then, teachers have a strong positive belief toward using the Internet in their teaching. Kongrith and Maddux (2005) found the Internet a useful tool because of its capacity for incorporating entertainment value into lesson planning, for example by having students watch English language movies on YouTube in order to listen to native speakers of English. Young (2003) indicated that information technology facilitates learning through online learning, while the Internet also provides alternatives to classroom learning (Chapelle, Jamieson, & Hegelheimer, 2003). As demonstrated by these studies, the Internet can be a suitable source of readily accessible material for foreign language

learners (Kongrith & Maddux, 2005). Because of this, the use of computers is an

increasingly critical part of English language education (Pastor, 2007).

The results of the current study showed that teachers are integrating technology

into the teaching of reading and writing skills because of the availability of the computers

and other technology, including the Internet. Participants believed the use of technology

creates an active collaborative environment that has lead to a successful integration of the

technologies in question. This positive feedback between the availability of technology

and its successful use has been noted in previous studies. For example, in their 2006

study Martin & Shulman found that teachers who reported that they use computers in

their practice are more likely to have a great number of computers in their classrooms.

Martin & Shulman (2006a) found that those teachers who use technology have a strong

positive belief about using technology in their teaching practice. They indicated that

students' computer skills increased due to the availability of computers in the classroom,

and that using technology allowed students to improve their proficiency in research tasks

(Martin & Shulman, 2006). In another study, Glinski et al. (2013) demonstrated that the

Intel Program creates an engaging and interactive environment in the classroom, while

allowing for lessons that relate to students lives.

The seventh sub-theme: Teachers use social media to teach reading and

writing skills. The researcher found that teachers incorporated the use of social media

into their teaching practice, employing emails and instant messaging regularly, and that

doing so improved student's reading and writing skills as participants believed. In

particular, emails and the What's Up app were heavily used in teaching practice because

they are common features of Saudi social life; teachers reported that it increased students'

motivation, communication, and comprehension skills.

In Makkah schools, email correspondence was introduced to develop students'

ability to write formal emails while simultaneously developing their own computer skills;

Greenfield (2003) likewise found that students could effectively develop their writing

skills collaboratively by exchanging emails. What's Up, too, was found to enhance

Makkah students' communication skills; and this corresponds with the results of Bouhnik

and Deshen (2014). In a similar study, Plana et al. (2015) found that What's Up improved

reading comprehension through involving students in short reading activities. Students

view the Whats' up application as if it is play, engaging in it with joy, rather than treating

it as tedious class work (Alsaleem, 2014), which leads to an increase in their motivation

towards learning new vocabulary. Similarly, Trenkov (2014) illustrated that the What's

Up application increased students' motivation toward learning, which resulted in

improved diction and vocabulary retention (Alsaleem, 2014) as well as students'

awareness of their developing vocabulary (Man, 2014).

Results also showed that 80% of teachers in the presented study were using social

media pages instead of designing their own web pages, because they lacked the skill to

design complex web pages, and because of the ease of use offered by social media. This

can be understood in the context of Lee's (2000) study that found that a lack of

theoretical knowledge of CALL caused resistance to using computers in the classroom.

Lee's findings align with the reluctance observed among teacher participants in the

current study to design a web page because they lack the necessary knowledge and skills

to accomplish the task.

In the current study, teachers used Twitter and Facebook in their teaching practice because it motivated students to learn and improve their reading and writing skills. Among the teachers interviewed, 60% used Twitter alongside Facebook, but used Twitter exclusively for teaching new vocabulary or to develop students' reading comprehension while reading stories or passages. The remaining 40% of teachers did not use Twitter, because it has features that limit its use, such as its 140-character restriction. Some teachers also limited their students' use of Facebook because students at their schools were not familiar with it, and in some cases because the Internet connection posed a major issue. On the other hand, 100% of students were involved in email correspondence, What's Up chatting, Twitter, and Facebook, whether in class or outside of it. The researcher found that Facebook was the most commonly used social media option, because there is no limitation when writing.

These findings related to social media use are consistent with previous studies' findings. Al-Khalifa and Garcia (2013) stated that 82% of Saudi population are using Facebook, with younger students in particular very much engaged in social media, as it provides a venue in which they can share their ideas opinions without fear of being bullied or isolated within a small community (Tervakraki, 2011). To this end, in Makkah schools, Facebook has been used as a space for discussion of reading passages, whether they are from the textbook or the Internet. This result concurs with Marzban (2010) and Kabilan et al. (2010), who found that using Facebook improved students' reading comprehension levels, as they could participate in learning at their convenience, leading to increased enjoyment and motivation. Similarly, Shih (2011) illustrated that students benefited from Facebook when developing their writing skills.

In short, the researcher found that outside the classroom, the most commonly used forms of social media were What's Up, then Facebook, and that the most accessed Internet pages in the classroom were Google Translator and English language learning websites. Both teachers and students believed that using social media improved students' reading and writing skills, echoing the conclusions of Blake (2009), who found that online chat clients, instant messaging, and Internet relay chat have all been proven to benefit English language learners. However, Salem (2013) found that while Blackberry messaging facilitates communication between teachers and students, teachers must be aware that when teaching writing skills, students must be required to focus on academic writing without using the shortcuts provided by the program.

Section Two: Teachers' and students' perceptions of the Intel Program

This section examines the participants' positive and negative perceptions of using the Intel Program in teaching and learning English reading and writing skills. As the researcher examined the interview transcripts, it became evident that the level of motivation, engagement, learning style development, and reading and writing improvement all influenced the perceptions of the participants. In the following two sub-sections, first positive and then negative perceptions are examined and discussed in the context of published research.

The first sub-theme: Positive perceptions of the Intel Program. Among the teachers interviewed, 80% believed that the Intel Program is very useful for supporting teaching and learning the English language. Participants' positive perceptions indicate that learning using the Intel Program improved both reading and writing skills because it generated a high level of motivation that led students to work in groups collaboratively,

take advantage of the available technology, and better understand how to use technology. Several studies generated similar results, including Culd et al. (2001), Hupert et al. (2004), and Martin, Hupert, Kanaya, and Dial (2004b). English language teachers in Saudi Arabia are very motivated to use the Intel Program, because most of the technologies and Internet pages were designed and written in the English language. This gives English language teachers a chance to understand technology and integrate it effectively while generating a positive belief toward using the Intel Program. Culd et al. (2001), found that while most participants held a positive view of the Intel Program, it was the English language teachers who were its strongest proponents.

Martin and Shulman (2006a) found that 92.4% of teachers who used technology had a strong positive belief about incorporating it into their teaching practice. UNESCO (n.d.) and Intel (2007) demonstrated that students became better able to work collaboratively through project-based learning, which in turn led teachers to have a positive perception of the Intel Program. Istrate et al. (2010) explained that teachers in Europe were able to implement the Intel Program effectively in their classrooms and that more than 80% of those teachers have a "concrete" positive perception towards the practices taught by the Intel Program because they helped students to learn about other cultures and to experience learning in a meaningful fashion by engaging them in project-based learning.

In another study, Todorova and Osburg (2009) found that teachers held a positive view of the Intel online training program, with 80% of them being satisfied with having participated. Their findings indicated that, post training, teachers developed a high competency in integrating technology into teaching and learning, empowered by their

high motivation after completing the training sessions. Further, it showed that teachers increased their collaboration skills with their colleagues and changed their teaching practice to be more collaborative.

Among students who participated in the current study, 100% believed that the Intel Program is a useful and positive program that supports learning reading and writing in the English Language. The results showed that students have a strong positive belief that the Intel Program leads directly to improvements in their reading and writing skills. Students believe that the Intel Program is interesting, attractive, encouraging, distinctive, and that it supports learning, supports research, and increases understanding. The researcher confirmed that students have a positive view of the Intel Program because they engage in using technology, PBL, and collaboration work that made their motivation high.

Brown (2008), Salomon and Globerson (1989), and Lin et al. (2011) found that collaborative learning enhanced motivation, critical thinking skills, collaborative learning, positivity, group work, and social skills. Similarly, Zoghi et al. (2010) found that EFL learners have positive attitudes towards collaborative strategies for reading; and Fan (2010) found that collaboration had a positive effect on EFL learners' reading skills, especially in terms of comprehension. Karabuga and Kaya (2013) found that collaboration positively affected students' progress in reading comprehension. Osburg and Todorova (n.d.) mentioned that international evaluation of the Intel Program, in an overall sense, showed positive results when using it in teaching and learning practice, especially as students are engaged positively by increasing the use of PBL.

The second sub-theme: Negative perceptions of the Intel Program. Among teacher participants in the current study, 20% had negative perceptions of the Intel Program. As reported in Chapter 4, the negative themes included the difficulties of applying the program, the challenges of integrating it into the established curriculum, and of the time commitments it required. The main reasons behind these perceptions were the lack of technology and infrastructure connectivity for teachers' schools, as there are shortages at many schools, often compounded by a lack of training. Some previous studies (e.g., Al-Alwani, 2005; Al-Asmari, 2015; Khan, 2011) have identified problems such as shortages of technology, Internet connectivity, and training to be the primary barriers causing a negative perception of the program. Al-Asmari (2015) found that a lack of technology in the classroom caused a resistance to using the communicative method, taken to express a negative viewpoint regarding the use of the communicative method through technology. Khan (2011) reported that English language teachers faced many challenges including acquiring technology qualifications and training, and that this lack of training caused teachers to be hesitant about using certain methods of teaching. Similarly, Al-Alwani, (2005) explained some major problems, such as a poor technological infrastructure and limited Internet access across the country, that reduce the ability use e-learning and limit the use of technology.

Section Three: Challenges that impact the use of the Intel Program

This section identifies specific challenges affecting implementation of the Intel Program in Makkah. Five distinct sub-themes emerged from the research interviews: (a) infrastructure challenges, (b) parental challenges, (c) administrative challenges, and challenges related to (d) lack of training and (e) lack of time.

The first sub-theme: Infrastructure challenges. Through engaging with the interview transcripts, the researcher found some critical difficulties categorized as infrastructure issues. This study demonstrated that there is a lack of technology, lack of technicians, and a lack of Internet connectivity, all of which are exacerbated by the unequal distribution of technology among schools. Previous studies identified similar issues, including the lack of technology (Al-Alwani, 2005), lack of technician support (Paragină, Paragină, & Jipa, 2010), lack of Internet connectivity (Al-Faleh, 2012), and unequal distribution of technology for all schools (Saqlain et al., 2013). Of these, the most critical issue encountered by the researcher is the lack of Internet connectivity in some schools.

As the researcher interviewed his participants purposefully, six of the ten teachers were chosen from different schools fully equipped with technology, such as schools under the supervision of the King Abdullah program, model schools, and public schools with high technology usage. To provide a strong contrast, the other four teachers were chosen from public schools in urban and rural areas with weaker technological infrastructure. Those four teachers specifically addressed the issue of unequal access to technology.

In general, the results of this study were consistent with other research conducted during the past decade (Al-Alwani, 2005; Al-Faleh, 2012; Al-Maini, 2011; Saqlain et al. 2013). Al-Alwani (2005) explained that some major problems, such as the unequal infrastructure of technology and the unequal availability of Internet access across the country, reduce the ability to use e-learning; and Saqlain et al. (2013) added that the Intel Program in particular is significantly impacted by these challenges. Al-Wehaibi et al.

(2008) asserted that the quality and availability of Internet service is a major issue in Saudi Arabia.

Likewise, Al-Maini (2011) indicated that there is a lack of classroom computers and language laboratories, which compound the poor integration of computers into the curriculum. Al-Maini (2011) and Saqlain et al. (2013) have investigated this shortage of infrastructure for e-learning, and they specify that unavailability or the poor quality Internet access is the most significant barrier, followed by shortages of hardware such as computers and data projectors (Al-Maini, 2011; Saqlain et al., 2013). Al-Faleh (2012) demonstrated that some schools in Saudi Arabia have most of the necessary technological materials, including both data projectors and computers, while others do not; but that even where technological necessities are available, Internet connectivity still presents a major challenge that negatively impacts teachers and students desire to use technology in the classroom.

The second sub-theme: Parental challenges. Parental concerns that emerged from the transcripts included fear of talking to strangers, fears that children will access unsafe websites, fear of prohibited relationships, and fears that textbook completion will suffer. The researcher found in this current study that parents have a positive altitude towards use of the Intel Program but would be more comfortable with it being introduced at a later stage of their children's education and this result also stated in MOE, (2008). In addition, the researcher found that perceived risks of using the Internet were a major issue for parents, followed closely by the desire that their children complete the textbook. However, the researcher found that parental fears about Internet use did not lead to preventing their children from using the Internet; instead, parents emphasized a high level

of watchfulness and control over their children's usage of both technology and the Internet.

The results of this study matched similar findings that the Saudi community has some concerns regarding children's use of the Internet, fearing that it may lead them astray and change their culture and morals. The Ministry of Education (2008) found that parents could be considered one of the challenges facing the integration of modern technologies via the Intel Program; during the initial stages of the program, parents withdrew their children from schools in response to extensive use of the computer and did not return them to school until they realized the benefits of the new curriculum. Alqahtani (2016) noted that among Saudi students there is still some concern about encountering immoral images, which they consider to be a negative factor when deciding whether or not to use the Internet. According to Albirini (2006), teachers in Syria, which shares a similar culture with Saudi Arabia, were concerned about the risk of morally damaging their students through the use of information and computer technology.

Al-Gahtani (2004) considered the conflict between Arab culture and Western culture to be a major challenge to the unsuccessful implementation of the computer. On the same theme, Al Alhareth et al. (2013) and Elmusa (1997) found that people fear that technology will change their Islamic culture, especially that it may be affected by encountering other cultures through the Internet. They believe that students, regardless of gender, will be influenced by Western culture, and ultimately that those students will go astray (Elmusa, 1997). Similar concerns based on the need to protect regional cultural identities have been documented by Maghrabi and Palvia (2012); Straub, Loch, and Hill (2001); and Al-Kahtani, Ryan, and Jefferson (2005).

Regarding the parents' desire for focus on and completion of the textbook, Alqarni (2009) found that one of the major obstacles when teaching reading skills to students in Saudi Arabia is the existing textbook. He indicated that it has many lessons that do not match the students' level of achievement in English, and that these textbooks must be covered before moving to the next school grade, as mandated by the Ministry of Education. Thus, the completion of the whole textbook is a concern not just for the Ministry of Education, but also for the Saudi society at large. The potential of the Intel Program to introduce curriculum innovations and 21st-century skills to Saudi classrooms is currently limited by the widely held view that completing the textbook is considered the best way for students to succeed and move on to the second school level.

Paragină et al. (2010) reported a similar finding for Romania, where the curriculum was one of the challenges that faced the implementation of the Intel Program. They found that the pre-existing curriculum was designed to provide theoretical knowledge acquisition, not to develop the practical skills that function alongside the Intel Program's innovations. Together, these two studies (Paragină et al., 2010; Alqarni, 2009) have illuminated the fact that Saudi parents care about the acquisition of theoretical knowledge, focusing on the covering the whole content of textbooks.

The third sub-theme: Administrative challenges. Another issue that arose from interrogating the transcripts was on the administrative side of school operations. The researcher found that there was a lack of funding for providing training or additional technologies. The Ministry of Education used to pay teachers to participate in training, but do not any more. This has resulted in some teachers being poorly motivated to keep developing their teaching and technology skills. The researcher further found that some

schools in both urban and rural areas do not have sufficient financial support for establishing the necessary infrastructure, lacking even computers or basic Internet access.

This result concurs with the findings of Al-Alwani (2005) that Saudi schools do not receive sufficient funding to incorporate educational technology into their classrooms. The problem is not uncommon: Hupert et al. (2004) indicated that teachers across all subject areas faced obstacles when implementing the Intel Program at their schools, and that one of those obstacles was a lack of administrative support. In Romania, Paragină et al. (2010) found several challenges related to the economic status of that country, especially a general lack of administrative support for the incorporation of technology into the classroom.

The fourth sub-theme: Challenges resulting from a lack of training. All teachers trained to use the Intel Program have received official training lasting 40 hours, but 90% of teachers did not receive sufficient training to be comfortable accomplishing the tasks they have been set. The results indicated a need for continued training if teachers are to apply the Intel Program effectively. Moreover, the researcher found that none of the students received official training. Asking teachers, who lack proper training themselves, to be responsible for training students at their schools presents a significant challenge. Currently students use private training, self-training, and at-home training in order to augment their technology skills. In short, the researcher found that there is generally insufficient of training on the Intel Program, especially when focusing on how to apply it to English teaching.

Al-Kahtani et al. (2005) clarified that, despite the positive perception of using the Internet in teaching and learning that is prevalent in Saudi Arabia, there were some

barriers; and the lack of training is one of those barriers. Likewise, Saqlain et al. (2013) identified a lack of proper training for using technology when teaching EFL in Saudi Arabia. Bingimalas (2009) recommended that students should receive enough training at all school levels to allow them to comfortably interact with technology and with online learning. Moreover, several studies, such as Al-Hazmi (2003), Alghamdi (2008), Al-Seghayer (2011), and Khan (2011), indicate that insufficient training in English language teachers negatively impacts students' chances of achieving the desired learning goals.

The fifth sub-theme: Challenges resulting from a lack of sufficient time. The researcher found that there is not sufficient time allocated for training teachers on the Intel Program, for conducting lessons, or for training students in the classroom. This lack of time results from a number of different factors including the requirement to cover the whole textbook, the many requirements related to the Intel Program, and the lack of training for both teachers and students. The results show that the time allotted is not sufficient to allow for both Intel lessons and the curriculum because the English language course consists of four classes per week with each class lasting 45 minutes. They also show that the Intel Program is time consuming not just in the classroom, but also at home for both teachers and students.

The results of this study agreed with those of many sources in the literature review, including Gorges et al. (2008), Hupert et al. (2004), Martin et al. (2004c), MOE (2008), and Paragină et al. (2010) and Oyaid (2009). Among these, for example, Oyaid (2009) found that the allotted class time was insufficient to conduct a lesson using technology, which led many teachers to avoid the use of technology, or to prepare lessons which incorporate it. Hupert et al. (2004) indicated that insufficient access to technology

in classrooms and a lack of time for planning were the most significant obstacles noted by about 54.8% of their respondents, while Martin et al. (2004c) asserted that the four main factors that impact the implementation of technology in schools are infrastructure, professional development, administrative support, and time.

Interestingly, in 2008 the Saudi Ministry of Education's development department found several factors that negatively affect the implementation of the Intel Program, lack of time being one of them. In their study, 41% of teachers reported that the educational timetable is too short and that classroom time is inadequate to conduct Intel lessons. Paragină et al. (2010) in their study in Romania found that employing the PBL method in an Intel Program class is very time intensive, because it requires the implementation of many additional activities in the classroom. Time has also been identified as an issue in relation to training: Gorges et al. (2008) found that his participants needed additional time to consider themselves sufficiently trained to use both ICT and the Intel Program effectively in the classroom, which was reflected in their teaching performance in the classroom.

Implication for EFL teaching and learning in Saudi Arabia

This study used a case study in Makkah to explore the benefits of using the Intel Program in teaching and learning EFL reading and writing skills. It has identified the most used methods of teaching EFL and explained the role of the Intel Program in delivering the targeted lessons, noting that the Intel Program causes a positive shift in the roles of both teachers and students. Moreover, this study clearly demonstrates the benefit of the teaching and leaning strategies that the Intel Program uses to teach reading and writing skills.

In this study, the Intel Program led teachers to try to take a step towards teaching creative writing skills, whereas the current national curriculum focuses exclusively on descriptive writing skills. Using the Intel Program also improved the reading comprehension level of the students who were exposed to it. All of these factors are affected by the integration of different technologies and social media into teaching practice. Majority of the participants felt using the Intel Program to teach English language reading and writing skills was associated with student improvement not only in EFL academic achievement, but also in other aspects of the Intel Program's intended goals, such as collaboration skills, critical thinking skills, learning skills, and motivation.

Consequently, the researcher encourages policy makers in the Ministry of Education in the Kingdom of Saudi Arabia to apply this program to additional schools in a variety of locations, as it may be viable in a given sub-region depending on a number of cultural, technological, administrative and other factors as discussed in this chapter.

Recommendations for Improving Intel Program Implementation

As this study was seeking to assess the effectiveness of the Intel Program and to establish its impact on the Saudi students reading and writing skills, the researcher highly recommends some reforms to the way the Intel Program is implemented. These reforms can be begun at the basic level of the Intel Program by addressing training, motivation, funding, community education, Intel awareness, and technological infrastructure.

The results of this study provide a positive indicator for the value of the Intel Program and its applications. However, when the researcher investigated in depth the challenges that may cause a negative impact on the program, he found some issues that must be resolved if the application of the Intel Program is to develop and grow in the

future. In particular, training was an issue of deep concern for both teachers and students. Based on this finding, the researcher recommends that continuous training be adopted for all teachers, in all schools, regardless of educational specialization. Training should first focus on how to use Intel Program technologies, and then on how to implement the Intel Program in classrooms effectively, using a variety of appropriate teaching methods and strategies. Based on the standards of other systems found internationally, the researcher recommends that training should first take place at the Intel training center and then at each school as part of a monthly, full-day program of professional development to improve teachers' skills.

The need to train students is another point that should be highlighted. The researcher found that no students received official training at schools or any other official centers, which negatively affects the implementation and success of the program. The researcher highly recommends establishing a free training center that helps students to acquire 21st-century education skills, and that challenges them to keep improving their skills. Further, this center should be open during the semester on weekends and during the summer, allowing students to register for different training sessions based on their needs. The center could also provide online sessions to enhance the students' technology skills. When achieving these ideas, motivation should be taken into consideration, encouraging students and teachers using and integrating the technology in their teaching and learning style, and increasing both groups' desire for self-training.

The researcher did identify several challenges that must be resolved in order to apply the Intel Program correctly and equally to all schools in Saudi Arabia. Firstly, the established technological infrastructure is inadequate for the Intel Program, leaving many

areas inadequately prepared for implementation. Related to this, it was clear to the researcher that many schools lack sufficient technological equipment, which prevents teachers from applying the Intel Program at their schools. To address these technological challenges, the researcher highly recommends establishing a Wi-Fi signal at all schools, as well as providing each class with a minimum of five computers. To maintain the technology on site, without unreasonable delays that impact class time and student outcomes, the researcher recommends that a technician be employed in each school for this purpose.

Related to another significant challenge, the lack of time, the researcher recommends that the Ministry of Education extend the class time allotted for EFL instruction to an hour every day, in order to allow for both the current curriculum and Intel Program activities.

Educational technology awareness is another issue in need of serious consideration. The community in general, and parents in particular, need increased awareness about the benefits of using technology, and especially social media. This educational awareness could be developed through parental meetings or parental conferences. This awareness could also be beneficially developed among teachers and ministry officials, including school principals and supervisors. The researcher recommends guiding leading officials towards an appreciation of the benefits offered by the integration of technology into the teaching and learning process.

Finally, the researcher recommends applying the Intel Program to the two levels of education equally across both urban and rural areas—ideally while providing all necessary types of technology across all schools equally. The program should be subject

to continuous evaluation in order to overcome the challenges outlined here and to ensure that it provides the greatest possible benefit to Saudi students in the future.

Possible Directions for Future Research

This study cannot be considered conclusive, as it is the first research that has been conducted in Saudi Arabia with a focus on EFL education. Consequently, the researcher does have several recommendations for future research regarding the Intel Program in Saudi Arabia.

1- This research was carried out using a qualitative research method; for future studies it would be beneficial to engage in quantitative research or in mixed method research.

2- A similar study should be conducted targeting female teachers and students, followed by a comparison between the male- and female-focused results.

3- Researchers in Saudi Arabia could conduct similar research addressing the development of other English language skills, such as listening and speaking.

4- Future research could be conducted examining how technology in the Intel Program affects different writing skills, such as narrative writing and creative writing.

5- Researchers could conduct a study examining how Intel Program technologies improve different reading skills, such as scanning and skimming skills.

6- A study should be conducted examining how using Microsoft applications, the main component of the Intel Program, impact vocabulary teaching and learning.

7- Further research can be conducted that examines the effectiveness of using the Intel Program in other subject areas, such as math.

8- A study should be conducted assessing the required training period for the Intel Program and its impact on teaching and learning.

9- The Intel Program has been applied differently in private and public schools. It would be suitable to carry out research examining the differences affecting the application of the Intel Program in these two sectors.

10- A comprehensive survey allowing the results to be generalized to all Saudi regions should be focused on the obstacles and challenges facing the use of the Intel Program.

       The educational system in Saudi Arabia is a centralized system. There are 14 regions in Saudi Arabia, and each region has its own general directorate of education. However, all regions have the same national curriculum and have access to the Intel Program. This research study represents a case study conducted in one region in one city, Makkah. However, due to the limited data available on this subject focusing specifically on the needs of Saudi educational stakeholders, the researcher would recommend that the Ministry of Education distribute the results of this study to all regions in the country, as a precursor to conducting a comprehensive investigation of the Intel Program in each region and then comparing all results. Further evaluation and assessment studies would best be conducted with official backing, in order to get transferable results for all other regions in Saudi Arabia.

Final Remarks

       This research journey sought to clarify how the Intel Program has been used to teach English reading and writing skills, to establish how it enhances students' learning achievements, and to look for the challenges that negatively impact its implementation. This research discovered that the Intel Program allows teachers to integrate all kinds of technology into their teaching practice, which has led to a positive shift of teaching and learning practice in the Saudi context. Teachers have progressed towards the role of

facilitator, and the learning has become student-centered. Teachers have taken a step forward from using older methods such as the GTM to the more modern communicative method. Students have participated collaboratively in groups to design projects, thereby improving their reading comprehension and writing skills. This form of blended learning has been shown to be highly beneficial for EFL learning, as it gives the students a chance to practice their English skills online, especially their reading and writing skills. Further, it enables students to practice reading and writing at their convenience, during their own time at home. Finally, it allows them to practice the English language in a native virtual environment.

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Appendices

Appendix A: Invitation card (English):

Dear principals, teachers, students:
I would like to invite you to participate in my study title: "The Effectiveness of the Intel English Language Learning Program on the Reading and Writing Skills of Saudi Male Adolescent Students."

If you are interested to participate or you have further questions, please contact me.
Fawaz Alqarni
Ph.D. Candidate
Faculty of Education - Memorial University - Canada
 fa1407@mun.ca
Cell phone: 0555006732
Address: Hera Street, Jeddah, Bo pox 44186, Saudi Arabia

Appendix B: Invitation card (Arabic):

بطاقة دعوة

عزيزي مديري المدارس والمعلمين والطلاب
أود أن أدعوكم للمشاركة في دراستي: "فاعلية برنامج انتل التعليم للمستقبل على تطوير مهاراتي القراءة والكتابة في اللغة
الانجليزية لطلاب المدارس السعودية"

إذا كنت ترغب في المشاركة أو لديك أسئلة ما، يرجى الاتصال على

فواز القرني
طالب دكتوراة
كلية التربية   جامعة ميموريال   كندا
fa1407@mun.ca
الهاتف: 0555006732
العنوان: شارع حراء، جدة، ص.ب. 44186، المملكة العربية السعودية

Appendix C: Informed Consent Form (English)

Title: The Effectiveness of the Intel English Language Learning Program on the
                                Reading and Writing Skills of Saudi Male Adolescent Students.

Researcher: *Fawaz Alqarni, PhD. Candidate, Faculty of Education, Memorial*
                                University of Newfoundland, *fa1407@mun.ca*
Supervisor: *Dr. Barrie Barrell, Faculty of Education, Memorial University* of
                                Newfoundland, *barrell@mun.ca*

Committee Supervisors:
                                Dr. Marc Glassman, Faculty of Education, Memorial University of
                                Newfoundland, glassman@mun.ca
                                Dr. Xuemei Li, Faculty of Education, Memorial University of
                                Newfoundland, xuemeil@mun.ca

You are invited to take part in a research project entitled "The Effectiveness of the Intel
English Language Learning Program on the Reading and Writing Skills of Saudi Male
Adolescent Students."

This form is part of the process of informed consent. It should give you the basic idea of
what the research is about and what your participation will involve. It also describes your
right to withdraw from the study. In order to decide whether you wish to participate in
this research study, you should understand enough about its risks and benefits to be able
to make an informed decision. This is the informed consent process. Take time to read
this carefully and to understand the information given to you. Please contact the
researcher if you have any questions about the study or for more information not included
here before you consent.

It is entirely up to you to decide whether to take part in this research. If you choose not
to take part in this research or if you decide to withdraw from the research once it has
started, there will be no negative consequences for you, now or in the future.

I am a Ph.D. candidate who will be conducting research under the supervision of Dr.
Barrie Barell at Memorial University of Newfoundland (MUN) funded from the Ministry
of Education in Saudi Arabia.

During the period of recent change in the Kingdom of Saudi Arabia, the Ministry of
Education has spent more than three billion dollars to provide various technologies to
schools and to improve education. This change centers around various educational
technologies intended to enhance teaching and learning. Intel Corporation, in partnership
with the Saudi Ministry of Education, has created an electronic foreign English language-
teaching program. Intel Corporation focuses a large part of its program specifically on
reading and writing. The program's modern equipment plays a vital role in this process.

The Intel Program uses various applications, software, e-books, Microsoft office and the Internet to facilitate the educational process. The technologies help both teachers and students to successfully deliver and interpret information.

The purpose of this study is to explore the effectiveness of using the Intel Program to facilitate Saudi students' language learning and to find out the effect of using the Intel Program on the improvement of Saudi male students' reading and writing skills in the English language. Some of the questions I would like to explore are: What is the effectiveness of the Intel English Language Learning program on Saudi adolescent students' reading and writing skills? To what extent does the Intel program enhance English reading skill for Saudi adolescents? To what extent does the Intel program enhance English writing skill for Saudi adolescents? How is the Intel program used to teach students' reading skills? How is the Intel program used to teach students' writing skills? How does the Intel program improve students' reading skills? How does the Intel program improve students' writing skills?

This qualitative research will use an interview methodology. There is a paucity of research in this area, which indicates a need for further studies, especially in Saudi Arabia.

Participants will be asked to take part in one-on-one, semi-structured interviews during January, 2015. With your permission, interviews will be audio-recorded. Interviews will be transcribed and returned to participants to ensure the accuracy of the transcription.

Interviews will be conducted over a period of an hour. Follow-up interviews may also be required as the need arises. A follow-up interview would take another hour during March 2015. Another thirty minutes would be required to review the transcribed data if interviews are audio-recorded. Thus, the total time commitment may require up to two and a half hours.

The researcher may not understand some of the data that he collected so; he may need to conduct follow up interviews. Also, the researcher may get common point that needs further explanation or clarification from participants.

If at any point a participant decides to withdraw from the study, all data collected up to that point will be destroyed if the participant does not want this material to be used, and there will be no consequences as a result of withdrawal.

This research has a significant importance in Saudi Arabia because the Intel Program is a recent project for the Ministry of Education, which gives a high importance to this research. This study will provide a better understanding of the effectiveness of using the Intel Program to improve students' language learning, specifically on their English language reading and writing skills. The current study will contribute to the development of methodologies, which will adapt traditional methods of teaching into modern ones by incorporating Intel Program into the classroom teaching process.

The researcher is focusing his research on Makkah's teachers and students. However, every possible effort will be made to ensure that anonymity and confidentiality are maintained. No individual will be identified unless prior permission has been given.

The researcher has received a permission from the Ministry of Education to contact directly to all schools in Makah city for the sake of protecting participants' anonymity and confidentiality. The researcher will choose the schools that already included Intel Program in their teaching. In this case, the Department of Education will not have any idea about the schools that will participate in the study. Also, the researcher will use a fictitious name for all participants.

Every reasonable effort will be made to ensure privacy and confidentiality by securely maintaining data. No one will have access to the data except researcher himself.
The investigator of this research will be the only one to have access to the collected data. The collected data from participants will be used just before the participants withdraw from the interviews. After collecting the data and after the follow up interviews on March 31, 2015 all collected data will be used in the study unless the participants withdraw from the research before the end off the follow up interviews (March 31, 2015). After that point, the collected data cannot be withdrawn from the research study.

Every reasonable effort will be made to assure anonymity and no person will be identified in the research report without explicit permission.

Audio recording of interviews is optional. If interviews are audio-recorded, the data will then be transcribed.

Data will be stored in a locked filing cabinet. All electronic data will be stored on a password-protected computer. The data will be securely maintained for a minimum period of five years, as required by Memorial University policy on Integrity in Scholarly Research." Only the researchers will have access to these materials. Audio recordings will be destroyed, transcribed interviews will be shredded, and electronic data will be deleted after five years.

The data will be used to prepare the final dissertation for this study and the results will be used to write the dissertation. The data will be reported in summarized form and some direct quotations may be used but individuals making those statements will not be identified unless specific permission has been granted.

The results of this research will be provided through a presentation at the Faculty of Education, Memorial University. Copies of the results will be provided to participants of the study.

You are welcome to ask questions at any time during your participation in this research. If you would like more information about this study, please contact:

Fawaz Alqarni, PhD. Candidate, Faculty of Education, Memorial University of Newfoundland, fa1407@mun.ca
Dr. Barrie Barrell, Faculty of Education, Memorial University of Newfoundland, barrell@mun.ca
Dr. Marc Glassman, Faculty of Education, Memorial University of Newfoundland, glassman@mun.ca
Dr. Xuemei Li, Faculty of Education, Memorial University of Newfoundland, xuemeil@mun.ca

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research, such as the way you have been treated or your rights as a participant, you may contact the Chairperson of the ICEHR at icehr@mun.ca or by telephone at 709-864-2861.

Consent:
Your signature on this form means that:
- You have read the information about the research.
- You have been able to ask questions about this study.
- You are satisfied with the answers to all your questions.
- You understand what the study is about and what you will be doing.
- You understand that you are free to withdraw from the study without having to give a reason and that doing so will not affect you now or in the future.
- You understand that any data collected from you up to the point of your withdrawal will be destroyed.

If you sign this form, you do not give up your legal rights and do not release the researchers from their professional responsibilities.

Your signature:

☐ I have read what this study is about and understood the risks and benefits. I have had adequate time to think about this and had the opportunity to ask questions and my questions have been answered.

☐ I agree to participate in the research project understanding the risks and contributions of my participation, that my participation is voluntary, and that I may end my participation.

I agree to be audio-recorded during the *interview*   ☐ Yes ☐ No
I agree to the use of quotations.   ☐ Yes ☐ No

A copy of this Informed Consent Form has been given to me for my records.

_____   _____
Signature of participant   Date

Researcher's Signature:
        I have explained this study to the best of my ability. I invited questions and gave answers. I believe that the participant fully understands what is involved in being in the study, any potential risks of the study and that he or she has freely chosen to be in the study.

_____   _____
Signature of Principal Investigator   Date

Appendix D: Informed Consent Form (Arabic)

نموذج موافقة مسبقة
العنوان:
"أثر استخدام برنامج إنتل في تنمية مهارتي القراءة والكتابة في اللغة الإنجليزية لدى طلاب المرحلة المتوسطة والثانوية في مكة المكرمة".

الباحث: فواز بن سعيد الأسود القرني، مرشح لنيل الدكتوراة، كلية التربية، جامعة ميموريال في نيوفاوندلاند.
fa1407@mun.ca

المشرف: الدكتور باري باريل، كلية التربية، جامعة ميموريال في نيوفاوندلاند.barrell@mun.ca

لجنة المشرفين:

د. مارك غلاسمان، كلية التربية، جامعة ميموريال في نيوفاوندلاند.glassman@mun.ca

د. شوم لي، كلية التربية، جامعة ميموريال في نيوفاوندلاند.xuemeil@mun.ca

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الأستاذ الفاضل:

أنت مدعو للمشاركة في مشروع دراسة بحثية بعنوان "أثر استخدام برنامج إنتل في تنمية مهارتي القراءة والكتابة في اللغة الإنجليزية لدى طلاب المرحلة المتوسطة والثانوية في مكة المكرمة".وبين يديك هذا النموذج الذي سيعطيك فكرة أساسية حول موضوع الدراسة ومحاورها وما ستشمله مشاركتك الكريمة، المرجو التفضل بجزء من وقتك الثمين للاطلاع على النموذج، وقراءته بعناية، واستيعاب المعلومات المعطاة، لتقرر في ضوئها مشاركتك في الدراسة المقدَّمة. قرار المشاركة متروك لك، علماً أن عدم المشاركة أو الانسحابَ منها لا يترتب عليه أي عواقب سلبية حاضراً أو مستقبلاً

كما يَسعَدُ الباحثُ باستقبال ما لديك من أسئلة حول الدراسة أو الاستفسار عن المعلومات الواردة في النمو

أثر استخدام برنامج إنتل للتعليم على تطوير مهاراتي القراءة والكتابة في اللغة الإنجليزية على طلاب المرحلة المتوسطة و الثانوية في مكة المكرمة

دراسة بحثية لدرجة الدكتوراه في كلية التربية، جامعة ميموريال، نيوفاوندلاند، كندا، مدعمّة من وزارة التربية والتعليم في المملكة العربية السعودية

بإشراف الدكتور: باري بارل.   **تقديم الباحث:** فواز بن سعيد القرني.

تمهيد:•

تشهد المملكة العربية السعودية في الآونة الأخيرة مرحلة تغيير شامل في مجال التعليم، وقد أنفقت وزارة التربية والتعليم أكثر من ثلاثة مليارات دولار لتطوير التعليم ولتوفير التقنيات المختلفة في المدارس، ويتركز هذا التغيير حول مختلف التكنولوجيات التعليمية التي تهدف إلى تعزيز العملية التعليمية.

وفي إطار الشراكة بين وزارة التربية والتعليم السعودية وشركة إنتل أُنشئ برنامج "التعليم للمستقبل"، وتركز شركة إنتل جزءاً كبيراً من هذا البرنامج الجديد بشكل عالمي على تعليم اللغة الانجليزية ومنها مهارتي القراءة والكتابة تحديداً وعلى تطويرجميع مهارات اللغة الإنجليزية بشكل عام، وتعد التقنية الحديثة لاعباً محورياً في هذه العملية.

يَستخدم برنامجُ إنتل مختلف التطبيقات والبرمجيات والكتب الإلكترونية، ومايكروسوفت أوفيس والإنترنت لتسهيل العملية التعليمية، كل هذه التقنيات تساعد كلاً من المعلمين والطلاب على تحقيق النجاح والتفوق العلمي.

مشكلة الدراسة:•

تتمثل مشكلة الدراسة في محاولة معرفة مدى فاعلية استخدام برنامج إنتل في تنمية مهارتي القراءة والكتابة في اللغة الإنجليزية لدى طلاب المرحلة المتوسطة و الثانوية في مكة المكرمة والإجابة عن السؤال التالي:

"ما مدى فاعلية استخدام برنامج إنتل في تنمية مهارتي القراءة والكتابة في اللغة الإنجليزية لدى طلاب المرحلة المتوسطة و الثانوية في مكة المكرمة؟".

ويتفرع عن السؤال الرئيس الأسئلة التالية:

س1: ما مدى فاعلية استخدام برنامج إنتل في تنمية مهارة القراءة في اللغة الإنجليزية لدى طلاب المرحلة المتوسطة والثانوية في مكة المكرمة؟

س2: ما مدى فاعلية استخدام برنامج إنتل في تنمية مهارة الكتابة في اللغة الإنجليزية لدى طلاب المرحلة المتوسطة و الثانوية في مكة المكرمة؟

س3: كيف يمكن استخدام برنامج إنتل في تعليم مهارات القراءة؟

س4: كيف يمكن استخدام برنامج إنتل في تعليم مهارات الكتابة؟

س5: ماهي الصعوبات التي تواجه تطبيق برنامج انتل؟

أهداف الدراسة:•

تسعى الدراسة إلى تحقيق الأهداف التالية:

1: الكشف عن مدى فاعلية استخدام برنامج إنتل في تنمية مهارة القراءة في اللغة الإنجليزية لدى الطلاب في مكة المكرمة في المرحلة المتوسطة و الثانوية؟

2: الكشف عن مدى فاعلية استخدام برنامج إنتل في تنمية مهارة الكتابة في اللغة الإنجليزية لدى الطلاب في مكة المكرمة في المرحلة المتوسطة و الثانوية؟

3: معرفة كيفية استخدام برنامج إنتل في تعليم مهارات القراءة.

4: معرفة كيفية استخدام برنامج إنتل في تعليم مهارات الكتابة.

5: معرفة الصعوبات التي تواجه استخدام برنامج إنتل.

أهمية الدراسة:•

1 تكمن أهمية الدراسة في النقاط التالية:

2 إيجاد فهم أفضل لمدى فاعلية استخدام برنامج إنتل في تحسين تعلّم اللغة الإنجليزية في المرحلة المتوسطة و الثانوية، وتحديداً في مهارتي القراءة والكتابة.

3 الإسهام في تطوير المناهج وطرق التدريس الحالية في تعليم اللغة الإنجليزية في المرحلة المتوسطة الثانوية من خلال دمج برنامج إنتل في عملية التدريس.

4 برنامج إنتل مشروع حديث في وزارة التربية والتعليم السعودية، ما يعطي أهمية كبيرة لهذا الدراسة.

حدود الدراسة:•

1 تقتصر هذه الدراسة على مهارتي القراءة والكتابة في اللغة الإنجليزية.

2 تطبق هذه الدراسة على معلمي وطلاب المدارس المتوسطة والثانوية في مدينة مكة المكرمة المنفّذة لبرنامج إنتل في تدريس اللغة الإنجليزية.

3 تطبق هذه الدراسة في الفصل الدراسي الثاني من العام الدراسي 1435/ 1436هـ، بمشيئة الله تعالى.

منهج الدراسة:•

سيستخدم الباحث في هذه الدراسة المنهج النوعي المرتكز على إجراء مقابلات شخصية، حيث هناك ندرة في البحوث في هذا المجال بالتحديد في السعودية، ما يجعل الحاجة ملحةً لهذا النوع الدراسات عالمياً ومحلياً وخاصة في المملكة العربية السعودية.

إجراءات الدراسة (للمعلمين):•

1 يختار الباحث المدارس والمعلمين (عينة الدراسة) بالطريقة العشوائية.

2 يُجري الباحث مقابلة شخصية مع المعلم المشارك في الدراسة وجهاً لوجه.

3 يعرض الباحث على المعلم المشارك أسئلة تتعلق ببرنامج إنتل واستخدامه في تعليم اللغة الإنجليزية.

4 قد تستغرق المقابلة الواحدة ساعة كاملة.

5   قد تدعو الحاجة لإعادة المقابلة الشخصية، لزيادة التوضيح وشرح بعض النقاط.

6   يُجري الباحث مع المعلم المشارك مقابلة ثانية مدّتها ثلاثون دقيقة لمراجعة البيانات المسجلة وتحريرها.

7   تُجرى جميع المقابلات بداية الفصل الدراسي الثاني للعام الدراسي 1435/ 1436هـ وحتى تاريخ 6/11/ 1436هـ (31/ 3/ 2015م).

8   يسجّل الباحث المقابلات بواسطة جهاز تسجيل الصوت.

9   يستمع الباحث لمقابلة كل معلم (من جهاز التسجيل)، ويفرّغ نَصها ورقياً.

10   يعيد الباحث المقابلة المفرغة للمعلم بعد للاطلاع عليها.

11   يقوم الباحث بتحليل البيانات من المقابلات المفرغة.

12   سيقدم الباحث نتائج هذه الدراسة في عرض مفصل أمام أعضاء هيئة التدريس في كلية التربية   جامعة ميموريال. **عزيزي المشارك.**

سيبذل الباحث كل جهد ممكن للحفاظ على هوية المشارك وضمان سرية البيانات، ولن يكون لدى وزارة التربية والتعليم أي معرفة بالمدارس التي ستشارك في هذه الدراسة.
سيسجل الباحث المقابلات صوتياً بعد أخذ موافقتكم، ثم تُفرغ البيانات المسجلة ورقياً للأغراض البحثية.
سيحفظ الباحث جميع البيانات الورقية في درج ملفات مؤمن. وتخزين جميع البيانات الإلكترونية في جهاز حاسوب محمي بكلمة مرور.
الباحث هو الوحيد الذي يمكنه الوصول للمواد المحفوظة، ولن يمكَّن أحد سواه من الحصول على شيء منها.
تبقى البيانات محفوظة لدى الباحث مدةً لا تقل عن خمس سنوات، (حسبما تقتضيه سياسة جامعة ميموريال للنزاهة في البحوث العلمية).
يقوم الباحث بإتلاف جميع البيانات الورقية وحذف جميع التسجيلات الصوتية والبيانات الإلكترونية بعد مضي خمس سنوات من تاريخ إنجاز الدراسة.
سيستخدم الباحث البيانات المجموعة خلال المقابلات في إعداد وكتابة أطروحته النهائية لهذه الدراسة.
قد يقتبس الباحث بعض البيانات ويكتبها نصاً في أطروحته دون الإشارة إلى اسم المشارك حفاظاً على سرية المبحوث.
سيقدم الباحث نتائج هذه الدراسة في عرض مفصّل أمام أعضاء هيئة التدريس في كلية التربية، جامعة ميموريال. وستوفر نسخ من النتائج للمشاركين في الدراسة عند رغبتهم في ذلك.
في حال قرر أحد المشاركين الانسحاب قبل تاريخ 6/11/ 1436هـ (31/ 3/ 2015م) فسيقوم الباحث بإتلاف أي بيانات مسجلة أو محررة للمشارك.

عزيزي المشارك.

يَسعَد الباحثُ باستقبال الأسئلة في أي وقت أثناء مشاركتكم في هذه الدراسة، إذا كنت ترغب في مزيد من المعلومات حول هذه الدراسة، فيرجى الاتصال بـ:

فواز القرني، مرشح دكتوراه، كلية التربية، جامعة ميموريال في نيوفاوندلاند:
fa1407@mun.ca

د. باري باريل، كلية التربية، جامعة ميموريال في نيوفاوندلاند:
barrell@mun.ca

د. مارك غلاسمان، كلية التربية، جامعة ميموريال في نيوفاوندلاند:
glassman@mun.ca

د. شوم لي، كلية التربية، جامعة ميموريال في نيوفاوندلاند
xuemeil@mun.ca

الموافقة
توقيعك على هذا النموذج يعني أنك:

- قرأتَ المعلومات حول هذا البحث.
- قادرٌ على طرح الأسئلة والاستفسار الكامل حول هذه الدراسة.
- راضٍ عن جميع الإجابات التي أدليتَ بها.
- تدركَ ما هي هذه الدراسة وماذا سيقوم به الباحث.
- لك الحرية في الانسحاب من الدراسة في أي وقت قبل المدة المحددة.
- تدرك أن أياً من البيانات المحصلة من المقابلات ستُتلف بعد الاستفادة منها ومضي المدة المحددة قانونياً.

توقيعك على هذا النموذج لا يعني التخلي عن حقوقك القانونية، ويتحمل الباحث مسؤولياته المهنية حيال هذه الدراسة.

لقد قرأتُ النموذج المقدم من الباحث وفهمت موضوع هذه الدراسة والفوائد والمخاطر المترتبة على المشاركة فيها، ولقد قضيتُ وقتاً كافياً للتفكير في هذا الأمر، وأتيحت لي الفرصة لطرح الأسئلة والاستفسار عن كل شيء أريده، وقد أجاب الباحث على أسئلتي بكل وضوح وشفافية.

أوافق على المشاركة في هذه الدراسة، وأنا على علم بكل ما يتعلق بالمشاركة وما ترتب عليها، وأؤكد أن مشاركتي هي مشاركة تطوعية، وأنني قد ألغي مشاركتي في أي وقت رغبتُ وقبل المدة المحددة.

- **أُوافق على أن تسجل المقابلة صوتياً.   ☐ نعم.   ☐ لا.**
- **أُوافق على اقتباس أي جملة من كلامي في البحث.   ☐ نعم.   ☐ لا.**
- **لقد أعطيت نسخةً من هذا النموذج للاحتفاظ بها.**

المدرَسة:	اسم المشارك:
....	....
التاريخ: / / 1436هـ / / 2015م	**توقيع المشارك:** ....

<u>إقرار الباحث</u>

لقد أوضحتُ هذه الدراسة بأفضل ما لدي وقدر استطاعتي، وقد أعطيتُ المشارك الحق في طرح الأسئلة وأجبته عن أسئلته، وأؤكد أن المشارك يدرك تماماً كل خطوات المشاركة وإجراءات هذه الدراسة، وقد أوضحتُ للمشارك المخاطرَ المحتملة من المشاركة في هذه الدراسة، وقد أفادني المشارك بأنه اختار وبكل حرية أن يكون عضواً مشاركاً في الدراسة.

توقيع الباحث:	اسم الباحث:
....	....
....	....

التسجيل:

هذه الصيغة تم اعتمادها من (لجنة أخلاقيات الأبحاث الإنسانية متعددة التخصصات) التابعة لجامعة ميموريال، وهي لجنة تهتم بإجراء الأبحاث وفق السلوكيات والأخلاقيات المقررة في الجامعة، عليه إن كان لديك أي استفسارات بشأن أخلاقيات وقوانين الأبحاث المتعلقة بهذه الدراسة، أو المعاملة التي عاملك بها الباحث، أو حقوقِك حال المشاركة في هذه الدراسة فيرجى الاتصال برئيس اللجنة:

البريد الإلكتروني: icehr@mun.ca.الهاتف: (709 864 2861)

Appendix E: Informed assent Form (English)

Project Title: The Effectiveness of the Intel English Language Learning Program on the Reading and Writing Skills of Saudi Male Adolescent Students.

Investigator: Fawaz Alqarni, PhD. Candidate, Faculty of Education, Memorial University of Newfoundland, fa1407@mun.ca

I am doing a research study about "The Effectiveness of the Intel English Language Learning Program on the Reading and Writing Skills of Saudi Male Adolescent Students." A research study is a way to learn more about your opinion. I would like to know how Intel Education is used in your school. Also, How it helps you to improve your English language reading and writing. If you decide that you want to be part of this study, you will be asked to take part in one-on-one, semi-structured interviews. With your permission, interviews will be audio-recorded. Interviews will be transcribed and returned to you to ensure the accuracy of the transcription.

Interviews will be conducted over a period of an hour. Follow-up interviews may also be required as the need arises. A follow-up interview would take another hour. Another thirty minutes would be required to review the transcribed data if interviews are audio-recorded. Thus, the total time commitment may require up to two and a half hours.

There are some things about this study you should know. I am focusing in my research on Makkah's teachers and students. However, every possible effort will be made to ensure that anonymity and confidentiality are maintained. No individual will be identified unless prior permission has been given. Your name will not be used in this study. Also, this interview will not affect your school grad. Your school's teacher and principal will not know anything about your interview.

Every reasonable effort will be made to ensure privacy and confidentiality by securely maintaining data. No one will have access to the data except me.

Audio recording of interviews is optional. If interviews are audio-recorded, the data will then be transcribed.

When I am finished with this study, the data will be used to prepare the final dissertation for this study and the results will be used to write the dissertation. The data will be reported in summarized form and some direct quotations may be used but individuals making those statements will not be identified. I will not include your name in my study.

The results of this research will be provided through a presentation at the Faculty of Education, Memorial University. Copies of the results will be provided to you if you would like.

You do not have to be in this study if you do not want to be. If you decide to stop after we begin, that's okay too. Your parents know about the study too.

If you decide you want to be in this study, please sign your name.
I, _____, want to be in this research study.

_____   _____
          (Sign your name here)   **(Date)**

Parents Name: _____
Signature: _____

Appendix F: Informed assent Form (Arabic)

نموذج موافقة مسبقة للطلاب

العنوان:

"أثر استخدام برنامج إنتل في تنمية مهارتي القراءة والكتابة في اللغة الإنجليزية لدى طلاب المرحلة الموسطة و الثانوية في المملكة العربية السعودية".

الباحث:

فواز بن سعيد القرني، مرشح لنيل درجة الدكتوراه، كلية التربية، جامعة ميموريال في نيوفاوندلاند fa1407@mun.ca

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أخي الطالب:

أنت مدعو للمشاركة في مشروع دراسة بحثية بعنوان "أثر استخدام برنامج إنتل للتعليم على تطوير مهارتي القراءة والكتابة في اللغة الانجليزية على طلاب المرحلة المتوسطة والثانوية في مكة المكرمة". قرار المشاركة متروك لك تماماً، علماً أن عدم المشاركة أو الانسحابَ منها لا يترتب عليه أي عواقب سلبية حاضراً أو مستقبلاً. كما يَسعَدُ الباحثُ باستقبال ما لديك من أسئلة حول الدراسة أو الاستفسار عن المعلومات الواردة في النموذج.

تعريف:•

تبذل وزارة التربية والتعليم جهوداً متتابعة لتطوير التعليم ولتوفير التقنيات المختلفة التي تساعد الطالب في تنمية مهاراته وإثراء تحصيله العلمي، ويأتي في مقدمة تلك الجهود برنامج "التعليم للمستقبل" المقدم من شركة إنتل.

يَستخدم برنامجُ إنتل مختلف التطبيقات والبرمجيات والكتب الإلكترونية، و "مايكروسوفت أوفيس" والإنترنت لتسهيل العملية التعليمية، كل هذه التقنيات تساعد كلاً من المعلمين والطلاب على تحقيق النجاح والتفوق العلمي.

ويحاول الباحث في هذه الدراسة الكشف عن مدى فاعلية استخدام برنامج إنتل في تنمية مهارة القراءة والكتابة في اللغة الانجليزية لدى الطلاب في المرحلة المتوسطة و الثانوية.

وسوف تسهم هذه الدراسة في تطوير المناهج وطرق التدريس الحالية في تعليم اللغة الانجليزية في المرحلة الثانوية من خلال دمج برنامج إنتل في عملية التدريس.

إجراءات الدراسة (للطلاب):•

سوف يُجري الباحث مقابلة شخصية مع الطالب المشارك في الدراسة وجهاً لوجه، لمعرفة رأيه ببرنامج إنتل ومدى استخدامه في المدرسة لتعلّم اللغة الإنجليزية، إضافة إلى أثر استخدام برنامج إنتل في تحصيل الطالب الدراسي في اللغة الإنجليزية، خاصة في مهارتي القراءة والكتابة. قد تستغرق المقابلة ساعة كاملة، وقد تدعو الحاجة لإعادة المقابلة الشخصية، لزيادة التوضيح وشرح بعض النقاط. بعدها يُجري الباحث مع الطالب المشارك مقابلة ثانية مدّتها ثلاثون دقيقة لمراجعة البيانات المسجلة وتحريرها. سيسجل الباحث المقابلات صوتياً بعد أخذ موافقتك، ثم تُفرغ البيانات المسجلة ورقياً للأغراض البحثية. يقوم الباحث بتحليل البيانات من المقابلات المفرغة. سيقدم الباحث نتائج هذه الدراسة في عرض مفصل أمام أعضاء هيئة التدريس في كلية التربية بجامعة ميموريال، وستوفر نسخ من النتائج للمشاركين في الدراسة عند رغبتهم في ذلك.

ملحوظات:•

لدى ولي أمرك العلم بمشاركتك وماهية هذه الدراسة.
سيبذل الباحث كل جهد ممكن للحفاظ على هوية المشارك وضمان سرية البيانات.
لن تطلع إدارة المدرسة ولا أحد من المعلمين على تفاصيل مشاركتك.
إن مشاركتك في هذه الدراسة لن تؤثر في درجاتك التحصيلية.
سيستخدم الباحث البيانات المجموعة خلال المقابلات في إعداد وكتابة أطروحته النهائية لهذه الدراسة. قد يقتبس بعض البيانات ويكتبها نصاً في أطروحته دون الإشارة إلى اسم الطالب المشارك. لك الحق في عدم المشاركة في هذه الدراسة، كما يمكنك الانسحاب وإلغاء المشاركة في أي وقت قررت.

الموافقة

فيرجى كتابة اسمك والتوقيع: الدراسة، في هذه أن تشارك قررت إن

اسم الطالب المشارك:	
الصف:	المدرَسة: ....
التاريخ: / / 1436هـ / / 2015م	توقيع المشارك: ....

Appendix G: Open-ended questionnaires (English)

Teachers' open-ended questionnaire
Teacher's Name: **No.**: (   )
School: (35 questions)

<u>Questions</u>	<u>Answers</u>
1. What do you know about Intel Program?	
2. What is the extent of benefit in using Intel for teaching English at your school? Is it a tangible benefit?	
3. What are the weak points of Intel Program?	
4. What do you think are the positives of Intel Program in teaching the skills of reading and writing in English language?	
5. How does Intel Program participate in achieving the targets of teaching the reading and writing skills in English language?	
6. In general, what do you think about Inter Program?	
7. What is the role of Education department in supporting Intel Program? What problems does this support face?	
8. Have English language teachers received adequate training on Intel Program?	
9. What is the extent of difficulties in training teachers and students on Intel Program?	
10. Does Intel Program training provide special activities for reading and writing skills in English Language?	
11. What was your motive to receive training on Intel	

Program? Was it mandatory?	
12. Until what extent do schools contribute to integrating technology into education?	
13. What is the parent's attitude towards using Intel Program in your school?	
14. Do you encourage your students to use Intel Program during classes?	
15. Has Intel Program changed your role from a traditional teacher into mentor, assistant, etc.?	
16. What difficulties does the integration of Intel technology in teaching English Language face, specially, with reading and writing skills?	
17. What are the suggestions to overcome those difficulties?	
18. What is the extent of developing students' reading and writing skills in English language after using Intel Program?	
19. Has Intel Program affected reading and writing skills negatively or positively? How?	
20. What difficulties do students face to learn reading and writing skills with Intel? And how?	
21. Do your students have good motivation and readiness for using Intel Program to learn reading and writing skills?	
22. What strategies do you use to improve reading skills?	
23. What are the strategies that you use to improve writing skills?	
24. What method do you use to	

teach reading skill with Intel Program?	
25. What method do you use to teach writing skill with Intel Program?	
26. What technologies do you use to teach reading with Intel, and why?	
27. What technologies do you use to teach writing with Intel, and why?	
28. What are the preferred activities you use when teaching through Intel Program?	
29. How do you design an educational unit with Intel?	
30. Does the design of an educational unit have a single form that suits all English language skills? Or does it differ according to each skill?	
31. Is it possible to design a specific unit for reading skill only? How?	
32. Is it possible to design a specific unit for writing skill only? How?	
33. Briefly, talk about a unit, which you previously designed using Intel Program; what do you think about it?	
34. What are the most significant you used to design that unite for teaching the reading and writing skills.	
35. Does class preparation on Intel Program differ from the traditional method? What are the differences?	

Students' open-ended questionnaire
Name: **No**.: (   )
Education Office: (22 questions)

Questions	Answers
1. What do you know about the Intel Program?	
2. What do you like about Intel Program?	
3. Does your school help you in using technology? How?	
4. Do your teachers use the Intel Program for EFL at your school?	
5. Is the Intel Program useful for you? Explain.	
6. How it is really help you?	
7. What are the weaknesses of the Intel Program?	
8. Have you ever received training on how to use the Intel Program such as Microsoft office? If yes, where? And who trained you?	
9. Have you ever received training on any other computer program? What was it? Was it useful?	
10. After the training, do your teachers encourage you to use the Intel Program for language learning? How?	
11. Do your parents encourage you to use the Intel Program and technology in learning English? How?	
12. Is it difficult to use the Intel Program in learning to read and write English? Explain?	
13. What are the activities that you like the most for learning reading and writing? And why?	
14. What are the activities,	

teachers mostly use in classroom? Do you like it? Why?	
15. Do you prefer to study through the Intel Program or through traditional classes? Why?	
16. Do you think when you read through the Intel Program you understand the text?	
17. Do you think that the Intel Program has improved your writing?	
18. Do you think that reading activities are helpful to you in the Intel Program?	
19. Do you think that writing activities are helpful to you in the Intel Program?	

Officials' open-ended questionnaire
1- Principals open-ended questionnaire
Name: **No**.: (   ),
Position: (19 questions)

Questions	Answers
1. When did the school start using Intel Program in teaching English Language?	
2. Have you been trained previously on using Intel Program, or any similar educational program? How benefiting was it?	
3. Are all English teachers in the school using Intel Program in	

teaching the subject?	
4. How many English teachers were trained to using Intel Program for teaching English in the school?	
5. What difficulties that teachers training process on Intel Program faces?	
6. Is it better for your school to teach English using Intel Program, or using the traditional method? Why?	
7. What is the parents' perspective about using Intel Program and technology means in education?	
8. Does the school encourage teachers to use Intel Program in teaching English? How?	
9. Does the school encourage students to use Intel Program for developing their writing and reading skills in English? How?	
10. Does the school enable English language teachers and students to using learning resources center absolutely any time?	
11. What difficulties do you face in getting computer technologies	

Questions	Answers
(hardware, software)?	
12. Does the school cooperate with the English language teachers in merging technology with learning?	
13. Have you encountered any reluctance from teachers towards the rapid change in teaching technologies?	
14. What plans does the school use to push teachers to cope with these changes?	
15. How do you see the role of the Education Department in supporting the process of merging Intel Program into teaching of English language? What is the required role? What are the most significant difficulties?	

2- Supervisors and Trainers open-ended questionnaire

Name: **No.**: (   )
Education Office: 29 questions

Questions	Answers
1- How do you identify Intel Program?	
2- What do you think is the significance of Intel Program?	
3- What are the weak points of Intel Program?	
4- Does the training on Intel Program	

include students and principals?	
5- Does Intel Program training provide special activities for reading and writing skills in English Language?	
6- What are the difficulties that face teachers training process on Intel Program?	
7- What are the suggestions to overcome those difficulties?	
8- Are all English language teachers obliged to be trained on Intel Program?	
9- How do you think teachers can be motivated to be trained on Intel Program?	
10- Till what extent schools contribute to integrating technology into education?	
11- Has Intel Program changed the traditional role of teacher to be a mentor, assistant, etc.?	
12- What do you think the positives of Intel Program in teaching English language?	
13- How does Intel Program participate in achieving the targets of teaching the skills of reading and writing in English language?	
14- What is the extent of developing students' reading and writing skills in English language after using Intel Program?	
15- Did Intel Program affect reading and writing skills negatively or positively? And how?	
16- What difficulties that using Intel Program in teaching English Language faces, especially with reading and writing skills?	
17- What are the suggestions to overcome those difficulties?	
18- What is the preferred method to be used for teaching reading skill through Intel Program?	
19- What is the preferred method to be	

used for teaching writing skill through Intel Program?	
20- What are the preferred strategies to be used to improve reading skills?	
21- What are the preferred strategies to be used to improve writing skills?	
22- What are the preferred activities to be used when teaching English Language through Intel Program?	
23- What are the preferred technologies to be used to teach reading through Intel Program, and why?	
24- What are the preferred technologies you used to teach writing through Intel Program, and why?	
25- Does the educational unit design have a single form that suits all English language skills, or does the design differ according to each skill?	
26- Is it possible to design a specific unit only for reading skill? How?	
27- Is it possible to design a specific unit only for writing skill? How?	
28- What are the most significant used technologies in designing that unit for teaching reading and writing skills?	
29- Does lesson preparation through Intel Program differ from the traditional method? What are the differences?	

Appendix H: open-ended questioners (Arabic)

:خيراتلا / / /
١٤٣٦ .... اسم المعلم: 35) . ... :المدرسة .(
سؤالاً) (اسم المعلم:

الإجابة	السؤال
....	1 ماذا تعرف عن برنامج إنتل؟
....	2 ما مدى فائدة استخدام إنتل في تعليم اللغة الإنجليزية مدرستكم؟ هل الفائدة ملموسة؟
....	3 ما نقاط الضعف في برنامج إنتل؟

....	4 برأيك ما إيجابيات برنامج إنتل في تعليم مهارة القراءة والكتابة في اللغة الإنجليزية؟
....	5 كيف يسهم برنامج إنتل في تحقيق أهداف تعليم مهارات القراء والكتابة للغة الإنجليزية؟
....	6 ما رأيك ببرنامج إنتل عموماً؟

	7 ما دور إدارة التعليم في دعم برنامج إنتل لتعليم اللغة الإنجليزية؟ وما المشكلات التي تواجه هذا الدعم؟
....	
	8 هل تلقّى معلمو اللغة الإنجليزية والطلاب تدريباً كافياً على برنامج إنتل؟
....	
	9 ما مدى الصعوبات في تدريب المعلمين والطلاب على برنامج إنتل؟
....	

....	10 هل يقدم التدريب على إنتل أنشطة خاصة بمهارتي القراءة والكتابة في اللغة الإنجليزية؟
....	11 ما المحفز الذي دعاك للتدرب على برنامج إنتل، وهل التدريب إجباري؟
....	12 ما مدى إسهام المدرسة في دمج التقنية في التعليم؟

....	13 ما موقف أولياء أمور الطلاب من استخدام برنامج إنتل في مدرستكم؟
....	14 هل تشجع طلابك على استخدام إنتل أثناء الدرس؟
....	15 هل برنامج إنتل غيّر دورك من مدرس تقليدي إلى موجه، مساعد، الخ؟

....	16 ما الصعوبات التي تواجه عملية دمج التقنية إنتل في تعليم اللغة الإنجليزية خاصة مهارتي القراءة والكتابة؟
....	17 ما المقترحات لتجاوز تلك الصعوبات؟
....	18 ما مدى تطور مهارتي القراءة والكتابة لدى الطلاب في اللغة الإنجليزية بعد استخدام برنامج إنتل برأيك؟

....	19 هل أثَّر برنامج إنتل سلباً أم إيجاباً على مهارتي القراءة والكتابة؟ وكيف؟
....	20 ما الصعوبات التي تواجه الطلاب في تعلّم مهاراتي القراء والكتابة باستخدام إنتل؟ كيف؟
....	21 هل لدى طلابك تحفّز واستعداد جيد لاستخدام إنتل في تعلم مهارتي القراءة والكتابة؟

	22 ما الاستراتيجيات التي تستخدمها لتعزيز مهارات القراءة؟
....	
	23 ما الاستراتيجيات التي تستخدمها لتعزيز مهارات الكتابة؟
....	
	24 ما طريقة التدريس التي تستخدمها لتدريس مهارة القراءة من خلال إنتل؟
....	

....	25 ما طريقة التدريس التي تستخدمها لتدريس مهارة الكتابة من خلال إنتل؟
....	26 ما التقنيات التي تستخدمها من خلال إنتل لتعليم القراءة ولماذا؟
....	27 ما التقنيات التي تستخدمها من خلال إنتل لتعليم الكتابة ولماذا؟

	28 ما الأنشطة التي تفضل استخدامها عندما تدرس من خلال إنتل؟
....	
	29 كيف تصمم الوحدة التعليمية باستخدام إنتل؟
....	
	30 هل لتصميم الوحدة التعليمية صورة واحدة تناسب جميع مهارات اللغة الإنجليزية أم يختلف التصميم حسب المهارة؟
....	

	31 هل من الممكن تصميم وحدة مخصصة لمهارة القراءة فقط؟ كيف؟
....	
	32 هل من الممكن تصميم وحدة مخصصة لمهارة الكتابة فقط؟ كيف؟
....	
	33 تناول باختصار وحدة صممتَها سابقاً باستخدام برنامج إنتل، ما رأيك بها؟
....	

	34 ما أبرز التقنيات التي استخدمتَها في تصميم تلك الوحدة لتعليم مهارتي القراءة والكتابة؟
....	
	35 هل التحضير للدرس من خلال إنتل إنتل يختلف عن الطريقة التقليدية؟ ما الاختلافات؟
....	

<u>**مقابلة طالب**</u>

التاريخ: /   / 1436هـ. (19 سؤالاً)

). **المدرسة:**   **اسم الطالب:** .... **الصف:** .... **الرقم:** (
. ...

الإجابة	السؤال
....	1 ماذا تعرف عن برنامج إنتل؟

....	
....	2 بماذا يعجبك برنامج إنتل؟
....	3ـ هل المدرسة تساعدك في استخدام التقنيات التعليمية؟ كيف؟
....	4ـ هل يستخدم معلم اللغة الإنجليزية برنامج إنتل في تدريس المادة؟

	5 ما المفيد في استخدام برنامج إنتل بالنسبة لك؟ وضح.
....	
....	6 كيف يساعدك برنامج إنتل في تعلم اللغة الإنجليزية؟
....	7 ما نقاط الضعف في برنامج إنتل برأيك؟

	8 هل تدربت على استخدام برنامج إنتل والبرامج المصاحبة له (ميكروسوفت أوفيس)؟ أين؟
....	
	9ـ هل تدربت على أي برنامج إلكتروني له علاقة بالتعليم؟ ما هذا البرنامج؟ وماذا استفدت منه؟
....	
	10ـ هل لمست تشجيعاً من معلم اللغة الإنجليزية على استخدام إنتل لتعلم اللغة الإنجليزية بعد تدرّبك؟ كيف؟
....	

	11ـ هل لوالديك دور في تشجيعك على الاستفادة من برنامج إنتل أو التقنيات الإلكترونية في تعلّم اللغة الإنجليزية؟ كيف؟
....	
	12ـ هل واجهتك صعوبات في استخدام إنتل في تعلم مهارتي القراءة والكتابة الإنجليزية؟ وضح؟
....	
	13ـ ما الأنشطة التي تحب ممارستها أكثر عند تعلّم مهارتي القراءة والكتابة؟ ولماذا؟
....	

....	14 ما الأنشطة التي يستخدمها المعلم غالباً في درس اللغة الإنجليزية؟ وهل تعجبك؟ ولماذا؟
....	15 هل تفضل تعلّم اللغة الإنجليزية باستخدام برنامج إنتل أو من بالطريقة التقليدية؟ ولماذا؟
....	16 هل ترى أن تعلّم مهارة القراءة الإنجليزية باستخدام إنتل يزيد من فهم واستيعاب النصوص؟وضح؟

17ـ هل طوّر برنامج إنتل
مهارات كتابتك الإنجليزية؟

....

....

....

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....

18ـ هل الأنشطة المستخدمة في
برنامج إنتل مفيدة في تعليم
مهارة القراءة؟ لماذا؟

....

....

....

....

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....

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....

19ـ هل الأنشطة المستخدمة في
برنامج إنتل مفيدة في تعليم
مهارة الكتابة؟ لماذا؟

....

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....

). المدرسة: .... (15   الاسم: ....

الإجابة	السؤال
....	1ـ متى بدأت المدرسة استخدام برنامج إنتل في تعليم اللغة الإنجليزية؟
....	2ـ هل سبق أن تدربتَ على استخدام برنامج إنتل أو أي برنامج تعليمي مشابه؟ ما مدى استفادتك منه؟
....	3ـ هل جميع معلمي اللغة الإنجليزية في المدرسة يستخدمون برنامج إنتل في تدريس المادة؟

	4ـ كم عدد معلمي اللغة الإنجليزية في المدرسة المتدربين على استخدام برنامج إنتل في تعليم اللغة الإنجليزية؟
....	
....	5ـ ما الصعوبات التي تواجه عملية تدريب المعلمين على برنامج إنتل ؟
....	6ـ هل الأفضل لمدرستكم تعليم اللغة الإنجليزية باستخدام برنامج إنتل في أم بالطريقة التقليدية؟ ولماذا؟

	7ـ ما موقف أولياء أمور الطلاب من استخدام برنامج إنتل ووسائل التقنية في التعليم؟
....	
....	8ـ هل تشجع المدرسة المعلمين على استخدام برنامج إنتل في تعليم اللغة الإنجليزية؟ كيف؟
....	9ـ هل تشجع المدرسة الطلاب على استخدام إنتل للتعليم لتطوير مهارات الكتابة والقراءة في اللغة الانجليزية؟ كيف؟

	10ـ هل تمكَّن المدرسة معلمي اللغة الإنجليزية والطلاب من استخدام مصادر التعلم بشكل مطلق وفي أي وقت؟
....	
....	11 ما الصعوبات التي تواجهكم للحصول على تقنيات الحاسوب (أجهزة، برامج)؟
....	12 هل تتعاون المدرسة مع معلمي اللغة الإنجليزية في دمج التقنية بالتعليم؟

....	13ـ هل وجدتكم عزوفاً من المعلمين تجاه التغير المتسارع في التقنيات التعليمية؟
....	14 ما الخطط التي تستخدمها المدرسة في دفع المعلمين إلى الاستجابة لهذه المتغيرات؟
....	١٥ـ كيف تنظر لدور إدارة التعليم في دعم عملية دمج برنامج إنتل في تعليم اللغة الانجليزية؟ وما الدور المطلوب؟ وما أبرز الصعوبات؟

التاريخ: / / مقابلة
١٤٣٦هـ
(٢٩ سؤالاً)

). مكتب تعليم: .... (29)   الاسم: ....

الإجابة	السؤال
....	1 بما تعرّف برنامج إنتل؟
....	2 بماذا يتميز برنامج إنتل برأيك؟
....	3ـ ما نقاط الضعف في برنامج إنتل؟

....	4ـ هل يشمل التدريب على برنامج إنتل الطلاب ومديري المدارس؟
....	5ـ هل يقدم التدريب على إنتل أنشطة خاصة بمهارتي القراءة والكتابة في اللغة الإنجليزية؟
....	6ـ ما الصعوبات التي تواجه عملية تدريب المعلمين على برنامج إنتل؟

	7ـ ما المقترحات لتجاوز تلك الصعوبات؟
....	
....	8ـ هل يُلزم جميع معلمي اللغة الإنجليزية على التدرّب على التدرّب المعلم على برنامج إنتل؟
....	9 كيف نحفز المعلم على التدرّب على برنامج إنتل برأيك؟

	10 ما مدى إسهام المدارس في دمج التقنية في التعليم؟
....	
....	11ـ هل غيّر برنامج إنتل دور المعلم من مدرس تقليدي إلى موجه، مساعد، الخ؟
....	12ـ برأيك ما إيجابيات برنامج إنتل في تعليم اللغة الإنجليزية؟

	13ـ كيف يسهم برنامج إنتل في تحقيق أهداف تعليم مهارات القراء والكتابة للغة الإنجليزية؟
....	
	14ـ ما مدى تطور مهارتي القراءة والكتابة لدى الطلاب في اللغة الإنجليزية بعد استخدام برنامج إنتل برأيك؟
....	
	15ـ هل أثَّر برنامج إنتل سلباً أم إيجاباً على مهارتي القراءة والكتابة؟ وكيف؟
....	

	16ـ ما الصعوبات التي تواجه عملية استخدام إنتل في تعليم اللغة الإنجليزية خاصة مهارتي القراءة والكتابة؟
....	
	17ـ ما المقترحات لتجاوز تلك الصعوبات؟
....	
	18ـ ما طريقة التدريس التي تفضل استخدامها لتدريس مهارة القراءة من خلال إنتل؟
....	

	19ـ ما طريقة التدريس التي تفضل استخدامها لتدريس مهارة الكتابة من خلال إنتل؟
....	20ـ ما الاستراتيجيات التي تفضل استخدامها لتعزيز مهارات القراءة؟
	21ـ ما الاستراتيجيات التي تفضل استخدامها لتعزيز مهارات الكتابة؟

	22ـ ما الأنشطة التي تفضل استخدامها عند تدريس اللغة الإنجليزية من خلال إنتل؟
....	
	23ـ ما التقنيات التي تفضل استخدامها من خلال إنتل لتعليم القراءة ولماذا؟
....	
	24ـ ما التقنيات التي تفضل استخدامها من خلال إنتل لتعليم الكتابة ولماذا؟
....	

	25ـ هل لتصميم الوحدة التعليمية صورة واحدة تناسب جميع مهارات اللغة الإنجليزية أم يختلف التصميم حسب المهارة؟
....	
....	26ـ هل من الممكن تصميم وحدة مخصصة لمهارة القراءة فقط؟ كيف؟
....	27ـ هل من الممكن تصميم وحدة مخصصة لمهارة الكتابة فقط؟ كيف؟

....	28ـ ما أبرز التقنيات التي المستخدمة في تصميم تلك الوحدة لتعليم مهارتي القراءة والكتابة؟
....	29ـ هل التحضير للدرس من خلال إنتل يختلف عن الطريقة التقليدية؟ ما الاختلافات؟

Appendix I: Face-to-Face interviews questions and protocol (English)

Teachers' Face-to-Face interviews questions

Project: The Effectiveness of the Intel English Language Learning Program on the Reading and Writing Skills of Saudi Male Adolescent Students

Time of Interview:_____
Date:_____
Location:_____
Interviewer:_____
Pseudonym:_____
Education position:_____
Hello, _____, this is Fawaz Alqarni. As arranged, we are meeting today to discuss the effectiveness of the Intel English language learning program on the reading and writing skills of Saudi male adolescent students. The purpose of this study is to help describe the effectiveness of the Intel Program on reading and writing skills for the male Saudi Arabian students.
Thank you for consenting to participate in this research study. During this interview I will be asking a series of open-ended questions about the mentioned topic. The interview will not be recorded unless you have agreed to.
Before we begin, do you have any questions that need to be clarified? [If yes, then clarify questions, if no, "Then shall we begin?"]

1- What do you know about Intel Program?
2- What is the extent of benefit in using Intel for teaching English at your school? Is it a tangible benefit?
3- What are the weak points of Intel Program?
4- What do you think are the positives of Intel Program in teaching the skills of reading and writing in English language?
5- How does Intel Program participate in achieving the targets of teaching the reading and writing skills in English language?
6- In general, what do you think about Inter Program?
7- What is the role of Education department in supporting Intel Program? What problems does this support face?
8- Have English language teachers received adequate training on Intel Program?
9- What is the extent of difficulties in training teachers and students on Intel Program?
10- Does Intel Program training provide special activities for reading and writing skills in English Language?
11- What was your motive to receive training on Intel Program? Was it mandatory?
12- Until what extent do schools contribute to integrating technology into education?
13- What is the parent's attitude towards using Intel Program in your school?
14- Do you encourage your students to use Intel Program during classes?
15- Has Intel Program changed your role from a traditional teacher into mentor, assistant, etc.?

16- What difficulties does the integration of Intel technology in teaching English Language face, specially, with reading and writing skills?

17- What are the suggestions to overcome those difficulties?

18- What is the extent of developing students' reading and writing skills in English language after using Intel Program?

19- Has Intel Program affected reading and writing skills negatively or positively? How?

20- What difficulties do students face to learn reading and writing skills with Intel? And how?

21- Do your students have good motivation and readiness for using Intel Program to learn reading and writing skills?

22- What strategies do you use to improve reading skills?

23- What are the strategies that you use to improve writing skills?

24- What method do you use to teach reading skill with Intel Program?

25- What method do you use to teach writing skill with Intel Program?

26- What technologies do you use to teach reading with Intel, and why?

27- What technologies do you use to teach writing with Intel, and why?

28- What are the preferred activities you use when teaching through Intel Program?

29- How do you design an educational unit with Intel?

30- Does the design of an educational unit have a single form that suits all English language skills? Or does it differ according to each skill?

31- Is it possible to design a specific unit for reading skill only? How?

32- Is it possible to design a specific unit for writing skill only? How?

33- Briefly, talk about a unit, which you previously designed using Intel Program; what do you think about it?

34- What are the most significant you used to design that unite for teaching the reading and writing skills.

35- Does class preparation on Intel Program differ from the traditional method? What are the differences?

Students' Face-to-Face interviews questions
Project: The Effectiveness of the Intel English Language Learning Program on the Reading and Writing Skills of Saudi Male Adolescent Students

Time of Interview:_____

Date:_____

Location:_____

Interviewer:_____

Pseudonym:_____

Education position:_____

Hello, _____, this is Fawaz Alqarni. As arranged, we are meeting today to discuss the effectiveness of the Intel English language learning program on the reading and writing skills of Saudi male adolescent students. The purpose of this study is to help describe the effectiveness of the Intel Program on reading and writing skills for the male Saudi Arabian students.

Thank you for consenting to participate in this research study. During this interview I will be asking a series of open-ended questions about the mentioned topic. The interview will

not be recorded unless you have agreed to.

Before we begin, do you have any questions that need to be clarified? [If yes, then clarify questions, if no, "Then shall we begin?"]

1) What do you know about the Intel Program?
2) What do you like about Intel?
3) Does your school help you in using technology? How?
4) Do your teachers use the Intel Program for EFL at your school?
5) Is the Intel Program useful for you? Explain
6) How it is really help you in learning English Language?
7) What are the weaknesses of the Intel Program?
8) Have you ever received training on how to use the Intel Program such as Microsoft office? If yes, where? And who trained you?
9) Have you ever received training on any other computer program? What was it? Was it useful, explain?
10) Do your teachers encourage you to use the Intel Program for language learning? How?
11) Do your parents encourage you to use the Intel Program and technology in learning English? How?
12) Do you face difficulties to use the Intel Program in learning to read and write English? Explain?
13) What are the activities that you like the most for learning reading and writing? And why?
14) What are the activities, teachers mostly use in classroom? Do you like it? Why?
15) Do you prefer to study through the Intel Program or through traditional classes? Why?
16) Do you think when you read through the Intel Program you understand the text? Explain.
17) Do you think that the Intel Program has improved your writing? How?
18) Do you think that reading activities are helpful to you in the Intel Program? Why?
19) Do you think that writing activities are helpful to you in the Intel Program? Why?

Officials' Face-to-Face interviews questions

A- Principals interviews questions
Project: The Effectiveness of the Intel English Language Learning Program on the Reading and Writing Skills of Saudi Male Adolescent Students

Time of Interview:_____
Date:_____
Location:_____
Interviewer:_____
Pseudonym:_____
Education position:_____
Hello, _____, this is Fawaz Alqarni. As arranged, we are meeting today to discuss the effectiveness of the Intel English language learning program on the reading and

writing skills of Saudi male adolescent students. The purpose of this study is to help describe the effectiveness of the Intel Program on reading and writing skills for the male Saudi Arabian students.

Thank you for consenting to participate in this research study. During this interview I will be asking a series of open-ended questions about the mentioned topic. The interview will not be recorded unless you have agreed to.

Before we begin, do you have any questions that need to be clarified? [If yes, then clarify questions, if no, "Then shall we begin?"]

1- When did the school start using Intel Program in teaching English Language?
2- Have you been trained previously on using Intel Program, or any similar educational program? How benefiting was it?
3- Are all English teachers in the school using Intel Program in teaching the subject?
4- How many English teachers were trained to using Intel Program for teaching English in the school?
5- What difficulties that teachers training process on Intel Program faces?
6- Is it better for your school to teach English using Intel Program, or using the traditional method? Why?
7- What is the parents' perspective about using Intel Program and technology means in education?
8- Does the school encourage teachers to use Intel Program in teaching English? How?
9- Does the school encourage students to use Intel Program for developing their writing and reading skills in English? How?
10- Does the school enable English language teachers and students to using learning resources center absolutely any time?
11- What difficulties do you face in getting computer technologies (hardware, software)?
12- Does the school cooperate with the English language teachers in merging technology with learning?
13- Have you encountered any reluctance from teachers towards the rapid change in teaching technologies?
14- What plans does the school use to push teachers to cope with these changes?
15- How do you see the role of the Education Department in supporting the process of merging Intel Program into teaching of English language? What is the required role? What are the most significant difficulties?

B- Supervisors and trainers interviews questions
Project: The Effectiveness of the Intel English Language Learning Program on the Reading and Writing Skills of Saudi Male Adolescent Students

Time of Interview:_____
Date:_____
Location:_____
Interviewer:_____
Pseudonym:_____
Education position:_____

Hello, _____, this is Fawaz Alqarni. As arranged, we are meeting today to discuss the effectiveness of the Intel English language learning program on the reading and writing skills of Saudi male adolescent students. The purpose of this study is to help describe the effectiveness of the Intel Program on reading and writing skills for the male Saudi Arabian students.

Thank you for consenting to participate in this research study. During this interview I will be asking a series of open-ended questions about the mentioned topic. The interview will not be recorded unless you have agreed to.

Before we begin, do you have any questions that need to be clarified? [If yes, then clarify questions, if no, "Then shall we begin?"]

1- What do you know about the Intel Program?
2- What do you think the significance of Intel Program is?
3- What are the weak points of Intel Program?
4- Does the training of Intel Program include students and principals?
5- Does Intel Program training provide special activities for reading and writing skills in English Language?
6- What difficulties teachers training process on Intel Program faces?
7- What are the suggestions to overcome those difficulties?
8- Are all English language teachers obliged to be trained on Intel Program?
9- How do you think teachers can be motivated to be trained on Intel Program?
10- Until what extent schools contribute to integrate technology into education?
11- Has Intel Program changed the traditional role of teacher to be mentor, assistant, etc.?
12- What do you think the positives of Intel Program in teaching English language?
13- How does Intel Program participate in achieving the targets of teaching the reading and writing skills in English language?
14- What is the extent of developing students' reading and writing skills in English language after using Intel Program?
15- Did Intel Program affect reading and writing skills negatively or positively? And how?
16- What difficulties that face using Intel Program in teaching English Language, especially with reading and writing skills?
17- What are the suggestions to overcome those difficulties?
18- What is the preferred method to be used for teaching the reading skill through Intel Program?
19- What is the preferred method to be used for teaching the writing skill through Intel Program?
20- What are the preferred strategies to be used to improve reading skills?
21- What are the preferred strategies to be used to improve writing skills?
22- What are the preferred activities to be used when teaching English Language through Intel Program?
23- What are the preferred technologies to be used to teach reading through Intel Program, and why?
24- What are the preferred technologies you used to teach writing through Intel Program, and why?

25- Does the educational unit design have a single form that suits all English language skills, or does the design differ according to each skill?

26- Is it possible to design a specific unit only for reading skill? How?

27- Is it possible to design a specific unit only for writing skill? How?

28- What are the most significant used technologies in designing that unit for teaching reading and writing skills?

29- Does lesson preparation through Intel Program differ from the traditional method? What are the differences?

Appendix J: Face-to-Face interviews questions and protocol (Arabic)

<div dir="rtl">

مقابلة معلم:

وقت المقابلة:

تاريخ:

الموقع:

الاسم المستعار:

المهنة:

مرحبا بك أخي الكريم، _____ ، انا أخوك فواز القرني. وكما سبق الترتيب له، فنحن نلتقي اليوم لمناقشة فعالية برنامج انتل لتعليم مهارتي القراءة والكتابة في اللغة الإنجليزية على الطلاب السعوديين. والغرض من هذه الدراسة هو للمساعدة في وصف والكشف عن فاعلية برنامج إنتل في تعليم مهارتي القراءة والكتابة لدى الطلاب السعوديين.

شكرا لموافقتكم على المشاركة في هذه الدراسة البحثية. خلال هذه المقابلة سوف أطرح سلسلة من الأسئلة المفتوحة حول هذا الموضوع. مع العلم انه لن يتم تسجيل المقابلة إلا إذا وافقتم على ذلك

وقبل أن نبدأ، هل لديك أي أسئلة تحتاج إلى توضيح؟ [إذا كانت الإجابة بنعم، يتم توضيح المطلوب، إذا كانت الاجابة لا ، نبدأ؟]

1 ماذا تعرف عن برنامج إنتل؟
2 ما مدى فائدة استخدام إنتل في تعليم اللغة الإنجليزية مدرستكم؟ هل الفائدة ملموسة؟
3 ما نقاط الضعف في برنامج إنتل؟
4 برأيك ما إيجابيات برنامج إنتل في تعليم مهارة القراءة والكتابة في اللغة الإنجليزية؟
5 كيف يسهم برنامج إنتل في تحقيق أهداف تعليم مهارات القراء والكتابة للغة الإنجليزية؟
6 ما رأيك ببرنامج إنتل عموماً؟
7 ما دور إدارة التعليم في دعم برنامج إنتل لتعليم اللغة الإنجليزية؟ وما المشكلات التي تواجه هذا الدعم؟
8 هل تلقى معلمو اللغة الإنجليزية والطلاب تدريباً كافياً على برنامج إنتل؟
9 ما مدى الصعوبات في تدريب المعلمين والطلاب على برنامج إنتل؟
10 هل يقدم التدريب على إنتل أنشطة خاصة بمهارتي القراءة والكتابة في اللغة الإنجليزية؟
11 ما المحفز الذي دعاك للتدرب على برنامج إنتل، وهل التدريب إجباري؟
12 ما مدى إسهام المدرسة في دمج التقنية في التعليم؟
13 ما موقف أولياء أمور الطلاب من استخدام برنامج إنتل في مدرستكم؟
14 هل تشجع طلابك على استخدام إنتل أثناء الدرس؟
15 هل برنامج إنتل غيّر دورك من مدرس تقليدي إلى موجه، مساعد، الخ؟
16 ما الصعوبات التي تواجه عملية دمج التقنية إنتل في تعليم اللغة الإنجليزية خاصة مهارتي القراءة والكتابة؟
17 ما المقترحات لتجاوز تلك الصعوبات؟
18 ما مدى تطور مهارتي القراءة والكتابة لدى الطلاب في اللغة الإنجليزية بعد استخدام برنامج إنتل برأيك؟
19 هل أثّر برنامج إنتل سلباً أم إيجاباً على مهارتي القراءة والكتابة؟ وكيف؟
20 ما الصعوبات التي تواجه الطلاب في تعلّم مهارتي القراء والكتابة باستخدام إنتل؟ كيف؟
21 هل لدى طلابك تحفّز واستعداد جيد لاستخدام إنتل في تعلم مهارتي القراءة والكتابة؟
22 ما الاستراتيجيات التي تستخدمها لتعزيز مهارات القراءة؟
23 ما الاستراتيجيات التي تستخدمها لتعزيز مهارات الكتابة؟
24 ما طريقة التدريس التي تستخدمها لتدريس مهارة القراءة من خلال إنتل؟
25 ما طريقة التدريس التي تستخدمها لتدريس مهارة الكتابة من خلال إنتل؟
26 ما التقنيات التي تستخدمها من خلال إنتل لتعليم القراءة ولماذا؟
27 ما التقنيات التي تستخدمها من خلال إنتل لتعليم الكتابة ولماذا؟
28 ما الأنشطة التي تفضل استخدامها عندما تدرس من خلال إنتل؟
29 كيف تصمم الوحدة التعليمية باستخدام إنتل؟

</div>

30 هل لتصميم الوحدة التعليمية صورة واحدة تناسب جميع مهارات اللغة الإنجليزية أم يختلف التصميم حسب المهارة؟

31 هل من الممكن تصميم وحدة مخصصة لمهارة القراءة فقط؟ كيف؟

32 هل من الممكن تصميم وحدة مخصصة لمهارة الكتابة فقط؟ كيف؟

33 تناول باختصار وحدة صممتَها سابقاً باستخدام برنامج إنتل، ما رأيك بها؟

34 ما أبرز التقنيات التي استخدمتَها في تصميم تلك الوحدة لتعليم مهارتي القراءة والكتابة؟

35 هل التحضير للدرس من خلال إنتل يختلف عن الطريقة التقليدية؟ ما الاختلافات؟

<u>مقابلة طالب</u>

وقت المقابلة:

تاريخ:

الموقع:

الاسم المستعار:

المهنة:

مرحبا بك أخي الكريم، _____ ، انا أخوك فواز القرني. وكما سبق الترتيب له، فنحن نلتقي اليوم لمناقشة فعالية برنامج انتل لتعليم مهارتي القراءة والكتابة في اللغة الإنجليزية على الطلاب السعوديين. والغرض من هذه الدراسة هو للمساعدة في وصف والكشف عن فاعلية برنامج إنتل في تعليم مهارتي القراءة والكتابة لدى الطلاب السعوديين.

شكرا لموافقتكم على المشاركة في هذه الدراسة البحثية. خلال هذه المقابلة سوف أطرح سلسلة من الأسئلة المفتوحة حول هذا الموضوع. مع العلم انه لن يتم تسجيل المقابلة إلا إذا وافقتم على ذلك

وقبل أن نبدأ، هل لديك أي أسئلة تحتاج إلى توضيح؟ [إذا كانت الإجابة بنعم، يتم توضيح المطلوب، إذا كانت الاجابة لا ، نبدأ؟]

1ـ ماذا تعرف عن برنامج إنتل؟

2ـ بماذا يعجبك برنامج إنتل؟

3ـ هل المدرسة تساعدك في استخدام التقنيات التعليمية؟ كيف؟

4ـ هل يستخدم معلم اللغة الإنجليزية برنامج إنتل في تدريس المادة؟

5ـ ما المفيد في استخدام برنامج إنتل بالنسبة لك؟ وضح.

6ـ كيف يساعدك برنامج إنتل في تعلم اللغة الإنجليزية؟

7ـ ما نقاط الضعف في برنامج إنتل برأيك؟

8 هل تدربت على استخدام برنامج إنتل والبرامج المصاحبة له (ميكروسوفت أوفيس)؟ أين؟

9ـ هل تدربت على أي برنامج إلكتروني له علاقة بالتعليم؟ ما هذا البرنامج؟ وماذا استفدت منه؟

10ـ هل لمست تشجيعاً من معلم اللغة الإنجليزية على استخدام إنتل لتعلم اللغة الإنجليزية بعد تدرّبك؟ كيف؟

11ـ هل لوالديك دور في تشجيعك على الاستفادة من برنامج إنتل أو التقنيات الإلكترونية في تعلّم اللغة الإنجليزية؟ كيف؟

12ـ هل واجهتك صعوبات في استخدام إنتل في تعلم مهارتي القراءة والكتابة الإنجليزية؟ وضح؟

13ـ ما الأنشطة التي تحب ممارستها أكثر عند تعلّم مهارتي القراءة والكتابة؟ ولماذا؟

14ـ ما الأنشطة التي يستخدمها المعلم غالباً في درس اللغة الإنجليزية؟ وهل تعجبك؟ ولماذا؟

15ـ هل تفضل تعلّم اللغة الإنجليزية باستخدام برنامج إنتل أو من بالطريقة التقليدية؟ ولماذا؟

16ـ هل ترى أن تعلّم مهارة القراءة الإنجليزية باستخدام إنتل يزيد من فهم واستيعاب النصوص؟وضح؟

17ـ هل طوّر برنامج إنتل مهارات كتابتك الإنجليزية؟ كيف؟

18ـ هل الأنشطة المستخدمة في برنامج إنتل مفيدة في تعليم مهارة القراءة؟ لماذا؟

19ـ هل الأنشطة المستخدمة في برنامج إنتل مفيدة في تعليم مهارة الكتابة؟ لماذا؟

مقابلة مديري المدارس

وقت المقابلة:

تاريخ:

الموقع:

الاسم المستعار:

المهنة:

مرحبا بك أخي الكريم، _____ ، انا أخوك فواز القرني. وكما سبق الترتيب له، فنحن نلتقي اليوم لمناقشة فعالية برنامج انتل لتعليم مهارتي القراءة والكتابة في اللغة الإنجليزية على الطلاب السعوديين. والغرض من هذه الدراسة هو للمساعدة في وصف والكشف عن فاعلية برنامج إنتل في تعليم مهارتي القراءة والكتابة لدى الطلاب السعوديين.

شكرا لموافقتكم على المشاركة في هذه الدراسة البحثية. خلال هذه المقابلة سوف أطرح سلسلة من الأسئلة المفتوحة حول هذا الموضوع. مع العلم انه لن يتم تسجيل المقابلة إلا إذا وافقتم على ذلك

وقبل أن نبدأ، هل لديك أي أسئلة تحتاج إلى توضيح؟ [إذا كانت الإجابة بنعم، يتم توضيح المطلوب، إذا كانت الاجابة لا ، نبدأ؟]

1 متى بدأت المدرسة استخدام برنامج إنتل في تعليم اللغة الإنجليزية؟

2 هل سبق أن تدربتَ على استخدام برنامج إنتل أو أي برنامج تعليمي مشابه؟ ما مدى استفادتك منه؟

3 هل جميع معلمي اللغة الإنجليزية في المدرسة يستخدمون برنامج إنتل في تدريس المادة؟

4 كم عدد معلمي اللغة الإنجليزية في المدرسة المتدربين على استخدام برنامج إنتل في تعليم اللغة الإنجليزية؟

5 ما الصعوبات التي تواجه عملية تدريب المعلمين على برنامج إنتل ؟

6ـ هل الأفضل لمدرستكم تعليم اللغة الإنجليزية باستخدام برنامج إنتل في أم بالطريقة التقليدية؟ ولماذا؟

7ـ ما موقف أولياء أمور الطلاب من استخدام برنامج إنتل ووسائل التقنية في التعليم؟

8ـ هل تشجع المدرسة المعلمين على استخدام برنامج إنتل في تعليم اللغة الإنجليزية؟ كيف؟

9ـ هل تشجع المدرسة الطلاب على استخدام إنتل للتعليم لتطوير مهارات الكتابة والقراءة في اللغة الانجليزية؟ كيف؟

10ـ هل تمكّن المدرسة معلمي اللغة الإنجليزية والطلاب من استخدام مصادر التعلم بشكل مطلق وفي أي وقت؟

11 ما الصعوبات التي تواجهكم للحصول على تقنيات الحاسوب (أجهزة، برامج)؟

12 هل تتعاون المدرسة مع معلمي اللغة الإنجليزية في دمج التقنية بالتعليم؟

13ـ هل وجدتكم عزوفاً من المعلمين تجاه التغير المتسارع في التقنيات التعليمية؟

14 ما الخطط التي تستخدمها المدرسة في دفع المعلمين إلى الاستجابة لهذه المتغيرات؟

15 كيف تنظر لدور إدارة التعليم في دعم عملية دمج برنامج إنتل في تعليم اللغة الانجليزية؟ وما الدور المطلوب؟ وما أبرز الصعوبات؟

مقابلة مشرف تربوي

وقت المقابلة:

تاريخ:

الموقع:

الاسم المستعار:

المهنة:

مرحبا بك أخي الكريم، _____ ، انا أخوك فواز القرني. وكما سبق الترتيب له، فنحن نلتقي اليوم لمناقشة فعالية برنامج انتل لتعليم مهارتي القراءة والكتابة في اللغة الإنجليزية على الطلاب السعوديين. والغرض من هذه الدراسة هو للمساعدة في وصف والكشف عن فاعلية برنامج إنتل في تعليم مهارتي القراءة والكتابة لدى

الطلاب السعوديين.

شكرا لموافقتكم على المشاركة في هذه الدراسة البحثية. خلال هذه المقابلة سوف أطرح سلسلة من الأسئلة المفتوحة حول هذا الموضوع. مع العلم انه لن يتم تسجيل المقابلة إلا إذا وافقتم على ذلك

وقبل أن نبدأ، هل لديك أي أسئلة تحتاج إلى توضيح؟ [إذا كانت الإجابة بنعم، يتم توضيح المطلوب، إذا كانت الاجابة لا ، نبدأ؟]

1   بما تعرّف برنامج إنتل؟

2   بماذا يتميز برنامج إنتل برأيك؟

3ـ ما نقاط الضعف في برنامج إنتل؟

4ـ هل يشمل التدريب على برنامج إنتل الطلاب ومديري المدارس؟

5ـ هل يقدم التدريب على إنتل أنشطة خاصة بمهارتي القراءة والكتابة في اللغة الإنجليزية؟

6ـ ما الصعوبات التي تواجه عملية تدريب المعلمين على برنامج إنتل؟

7ـ ما المقترحات لتجاوز تلك الصعوبات؟

8ـ هل يُلزم جميع معلمي اللغة الإنجليزية على التدرّب على برنامج إنتل؟

9   كيف نحفز المعلم على التدرّب على برنامج إنتل برأيك؟

10   ما مدى إسهام المدارس في دمج التقنية في التعليم؟

11ـ هل غيّر برنامج إنتل دور المعلم من مدرس تقليدي إلى موجه، مساعد، الخ؟

12ـ برأيك ما إيجابيات برنامج إنتل في تعليم اللغة الإنجليزية؟

13ـ كيف يسهم برنامج إنتل في تحقيق أهداف تعليم مهارات القراءة والكتابة للغة الإنجليزية؟

14ـ ما مدى تطور مهارتي القراءة والكتابة لدى الطلاب في اللغة الإنجليزية بعد استخدام برنامج إنتل برأيك؟

15ـ هل أثّر برنامج إنتل سلباً أم إيجاباً على مهارتي القراءة والكتابة؟ وكيف؟

16ـ ما الصعوبات التي تواجه عملية استخدام إنتل في تعليم اللغة الإنجليزية خاصة مهارتي القراءة والكتابة؟

17ـ ما المقترحات لتجاوز تلك الصعوبات؟

18ـ ما طريقة التدريس التي تفضل استخدامها لتدريس مهارة القراءة من خلال إنتل؟

19ـ ما طريقة التدريس التي تفضل استخدامها لتدريس مهارة الكتابة من خلال إنتل؟

20ـ ما الاستراتيجيات التي تفضل استخدامها لتعزيز مهارات القراءة؟

21ـ ما الاستراتيجيات التي تفضل استخدامها لتعزيز مهارات الكتابة؟

22ـ ما الأنشطة التي تفضل استخدامها عند تدريس اللغة الإنجليزية من خلال إنتل؟

23ـ ما التقنيات التي تفضل استخدامها من خلال إنتل لتعليم القراءة ولماذا؟

24ـ ما التقنيات التي تفضل استخدامها من خلال إنتل لتعليم الكتابة ولماذا؟

25ـ هل لتصميم الوحدة التعليمية صورة واحدة تناسب جميع مهارات اللغة الإنجليزية أم يختلف التصميم حسب المهارة؟

26ـ هل من الممكن تصميم وحدة مخصصة لمهارة القراءة فقط؟ كيف؟

27ـ هل من الممكن تصميم وحدة مخصصة لمهارة الكتابة فقط؟ كيف؟

28ـ ما أبرز التقنيات المستخدمة في تصميم تلك الوحدة لتعليم مهارتي القراءة والكتابة؟

29ـ هل التحضير للدرس من خلال إنتل يختلف عن الطريقة التقليدية؟ ما الاختلافات؟

Appendix K: Translation Letter

Dear Translator:

I am a Ph.D. candidate who conducted a research under the supervision of Dr. Barrie Barell at Memorial University of Newfoundland (MUN) funded from the Ministry of Education in Saudi Arabia.

You are invited to take part in translating the collected data from this research project entitled "The Effectiveness of the Intel English Language Learning Program on the Reading and Writing Skills of Saudi Male Adolescent Students."

By accepting being a part of this translation process you will be given a hard copy of the collected data without any information of the participants. You will translate these data from Arabic to English Language for an academic research purposes. You are kindly required to keep all these data away from disclosing. Your responsibilities are translating the data, printing out and providing a CD copy of the research data. Then you will destroy all the data as soon as I give you a notice.

Please, take some time to read this carefully and to understand the information given to you. Please contact the researcher if you have any questions about the translation process or for more information not included here before you accept.

Sincerely,
Fawaz Alqarni

Researcher: *Fawaz Alqarni, PhD. Candidate, Faculty of Education, Memorial University* of Newfoundland, *fa1407@mun.ca*
Supervisor: *Dr. Barrie Barrell, Faculty of Education, Memorial University* of Newfoundland, *barrell@mun.ca*

Appendix L: Research Ethics Approval Letters (English)

ICEHR Number:	20150839-ED
Approval Period:	November 17, 2014 – November 30, 2015
Funding Source:	N/A
Responsible Faculty:	Dr. Barrie Barrell Faculty of Education
Title of Project:	The Effectiveness of the Intel English Language Learning Program on the Reading and Writing Skills of Saudi Male Adolescent Students

MEMORIAL UNIVERSITY

Interdisciplinary Committee on
Ethics in Human Research (ICEHR)

Office of Research - IIC2010C
St. John's, NL Canada A1C 5S7
Tel 709 864-2561 Fax 709 864-4612
www.mun.ca/research

November 17, 2014

Mr. Fawaz Alqarni
Faculty of Education
Memorial University of Newfoundland

Dear Mr. Alqarni:

Thank you for your email correspondence of November 10 and 17, 2014 addressing the issues raised by the Interdisciplinary Committee on Ethics in Human Research (ICEHR) concerning the above-named research project.

The ICEHR has re-examined the proposal with the clarification and revisions submitted, and is satisfied that the concerns raised by the Committee have been adequately addressed. In accordance with the *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS2)*, the project has been granted *full ethics clearance* to November 30, 2015.

If you need to make changes during the course of the project, which may raise ethical concerns, please forward an amendment request form with a description of these changes to icehr@mun.ca for the Committee's consideration.

The *TCPS2* requires that you submit an annual update form to the ICEHR before November 30, 2015. If you plan to continue the project, you need to request renewal of your ethics clearance, and include a brief summary on the progress of your research. When the project no longer requires contact with human participants, is completed and/or terminated, you need to provide the annual update form with a final brief summary, and your file will be closed.

The annual update form and amendment request form are on the ICEHR website at http://www.mun.ca/research/ethics/humans/icehr/applications/.

We wish you success with your research.

Yours sincerely,

Gail Wideman

Gail Wideman, Ph.D.
Vice-Chair, Interdisciplinary Committee on
Ethics in Human Research

GW/lw

copy: Supervisor – Dr. Barrie Barrell, Faculty of Education
    Associate Dean, Graduate Programs, Faculty of Education

Appendix M: Research Ethics Approval Letters (Arabic)

بسم الله الرحمن الرحيم

الرقم : ٢٥٠٣٨/٢٠١٩٨٤٥٢

التاريخ : ١٢ / ١١ / ١٤٣٥هـ

المرفقات : ....

المملكة العربية السعودية

وزارة التربية والتعليم

(٢٨٠)

الإدارة العامة

للتربية والتعليم بمنطقة مكة المكرمة

إدارة التخطيط والتطوير

وزارة التربية والتعليم

Ministry of Education

الموضوع : الموافقة على إجراء دراسة

سعادة الملحق الثقافي السعودي بسفارة المملكة العربية السعودية في كندا   وفقه الله

السلام عليكم ورحمة الله وبركاته.

فإلحاقا لخطابنا ذي الرقم ٣٥١٨٢١٣٨٥ وتاريخ ١٤٣٥/١٠/٢١هـ المبني على الاستدعاء المقدم من الباحث / فواز بن سعيد الأسود القرني ذي الرقم (بدون) وتاريخ ١٤٣٥/١٠/١٦هـ بخصوص دراسته لدرجة الدكتوراه في تخصص مناهج وطرق تدريس اللغة الانجليزية بدولة كندا والمتضمن رغبته في الحصول على إفادة بتطبيق دراسته المعنونة بـ: ((أثر برنامج انتل للتعليم على تطوير مهارتي القراءة والكتابة في اللغة الانجليزية)).

عليه لا مانع من تطبيق أدوات بحثه على عينة من مديري المدارس والمعلمين والطلاب بالمدارس الحكومية بالتعليم العام بمدينة مكة المكرمة ، بعد إكمال الإجراءات اللازمة في حال تسليمه لأدوات البحث وذلك مع بداية الفصل الدراسي الثاني   بتاريخ ١٤٣٦/٠٤/٠٥هـ والذي يوافق التاريخ الصحيح: ٢٠١٥/٠١/٢٥م ولطلبه أعطي هذا المشهد دون أدنى مسؤولية على الإدارة.

والسلام عليكم ورحمة الله وبركاته.

مدير عام

التربية والتعليم بمنطقة مكة المكرمة

محمد بن مهدي الحارثي

المملكة العربية السعودية
وزارة التربية و التعليم
الإدارة العامة
للتربية والتعليم بمنطقة مكة المكرمة
إدارة التخطيط والتطوير

الرقم: ٢٦٧١٥٨٣١
التاريخ: ٧ / ٤ / ١٤٣٦هـ
المشفوعات: ـ

الموضوع/ الموافقة على اجراء مقابلات صوتية

تعميم لجميع المدارس الحكومية والأهلية (بنين)

المكرم مدير مدرسة/   وفقه الله

السلام عليكم ورحمة الله وبركاته.................وبعد

فإشارة إلى خطاب مدير إدارة التدريب والابتعاث رقم ٨ وتاريخ ١٤٣٦/٤/٧هـ بشأن طالب الدراسات العليا لمرحلة الدكتوراة الباحث/ فواز سعيد الاسود القرني والذي يعد رسالة بعنوان: ((اثر استخدام برنامج انتل للتعليم على تطوير مهارتي القراءة والكتابة في اللغة الانجليزية)) وحيث إن الدراسة تتطلب إجراء مقابلات شخصية معكم مسجلة و مع عدد من المعلمين والطلاب لديكم بعد اخذ الموافقة الخطية على التسجيل الصوتي، عليه آمل التعاون مع الباحث وحث على العينة المطلوبة على ذلك .

شاكرين لكم كريم تعاونكم خدمةً للبحث العلمي .

والسلام عليكم ورحمة الله وبركاته

مدير عام
التربية والتعليم بمنطقة مكة المكرمة

محمد بن مهدي الحارثي

المملكة العربية السعودية

وزارة التربية و التعليم
الإدارة العامة
للتربية والتعليم بمنطقة مكة المكرمة
إدارة التخطيط والتطوير

الموضوع/ الموافقة على اجراء مقابلات صوتية

تعميم لجميع مكاتب التربية والتعليم

المكرم مدير مكتب/   وفقه الله

السلام عليكم ورحمة الله وبركاته................وبعد

فإشارة إلى خطاب مدير إدارة التدريب والابتعاث رقم ٨ وتاريخ ١٤٣٦/٤/٧هـ بشأن طالب الدراسات العليا لمرحلة الدكتوراة / فواز سعيد الاسود القرني والذي يعد رسالة بعنوان:

((اثر استخدام برنامج انتل للتعليم على تطوير مهارتي القراءة والكتابة في اللغة الانجليزية))

وحيث إن الدراسة تتطلب إجراء مقابلات شخصية مسجلة صوتيا مع مشرفي اللغة الانجليزية وذلك بعد أخذ الموافقة الخطية على ذلك.

شاكرين لكم كريم تعاونكم خدمةً للبحث العلمي .

والسلام عليكم ورحمة الله وبركاته

مدير عام

التربية والتعليم بمنطقة مكة المكرمة

محمد بن مهدي الحارثي