

**EXPLORING THE INTEGRATION OF EDUCATIONAL
TECHNOLOGY IN ENGLISH LANGUAGE TEACHING:
PERSPECTIVES FROM SAUDI TEACHERS**

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Abstract:

The integration of educational technology in English language teaching (ELT) remains a focal point for educational enhancement, particularly in Saudi Arabia. Previous studies have emphasized the pivotal role of educators' attitudes and experiences in shaping technology integration practices. However, a gap exists in understanding the specific challenges and opportunities encountered by English language teachers in Saudi Arabia, particularly in institutions like the Academy of Learning in Jubail City. Consequently, this research aims to address this gap by exploring the perspectives of Saudi English language teachers regarding the integration of educational technology in their teaching practices. The main research question guiding this study is: What are the perspectives of English language teachers in KSA regarding the integration of educational technology in the Academy of Learning in Jubail City? The research methodology involves a thematic analysis of semi-structured interviews with English language teachers, focusing on themes such as technology integration, the effect on teaching practices, student engagement, and learning outcomes. The findings reveal a positive effect of educational technology on student engagement, motivation, and learning outcomes, alongside challenges such as technical difficulties and the need for continuous professional development. The study concludes with recommendations for continuous professional development, investment in technology infrastructure, fostering collaborative learning communities, and providing training on designing technology-based learning activities to optimize technology integration in ELT practices.

Keywords: Educational technology, ELT, Saudi teacher.

المستخلص

يظل دمج تقنيات التعليم في تعليم اللغة الإنجليزية نقطة محورية لتعزيز التعليم، خاصة في المملكة العربية السعودية. فقد أظهرت الدراسات السابقة الدور الحيوي لمواقف وتجارب المعلمات في تشكيل ممارسات دمج التقنية، ومع ذلك توجد فجوة في فهم التحديات والفرص الخاصة التي تواجهها معلمات اللغة الإنجليزية في المملكة العربية السعودية، خاصة في المؤسسات مثل أكاديمية التعلم في مدينة الجبيل الصناعية. بالتالي، هدف هذا البحث إلى معالجة هذه الفجوة من خلال استكشاف آراء معلمات اللغة الإنجليزية في الأكاديمية بشأن دمج تقنيات التعليم في ممارساتهم التعليمية. السؤال البحثي الرئيس الذي يوجه هذه الدراسة هو: ما آراء معلمات اللغة الإنجليزية في السعودية بشأن دمج تقنيات التعليم في أكاديمية التعلم بمدينة الجبيل الصناعية؟ وظفت الدراسة الحالية منهجية تتضمن تحليلاً موضوعياً للمقابلات شبه المفتوحة مع معلمات اللغة الإنجليزية، مركزة على موضوعات مثل تأثير دمج التقنية على ممارسات التدريس ومشاركة الطالبات ومخرجات التعليم. وكشفت النتائج عن تأثير إيجابي لتقنيات التعليم على مشاركة الطالبات والتحفيز ونتائج التعلم إلى جانب التحديات، مثل: صعوبات التقنية والحاجة إلى التطوير المهني المستمر. وانتهت الدراسة بتوصيات للتطوير المهني المستمر، والاستثمار في البنية التحتية التقنية، وتعزيز مجتمعات التعلم التعاونية، وتقديم التدريب على تصميم أنشطة تعليمية مستندة إلى التقنية لتحسين دمج التقنية في ممارسات تعليم اللغة الإنجليزية.

Introduction

The integration of technology in education remains a pivotal area of investigation, particularly in the specific context of Saudi Arabia. Previous scholarly endeavors in this domain have emphasized the critical importance of delving into the attitudes, perceptions, and experiences of educators as they navigate the incorporation of technology into their instructional strategies. For instance, a study conducted by Almalki (2020) revealed that 78% of surveyed educators expressed a direct correlation between their technological proficiency and their willingness to integrate technology into their teaching practices. Similarly, findings from research by Al-Shehri (2020) indicated that 64% of teachers identified a positive change in their perceptions towards technology after undergoing targeted professional development workshops. Moreover, these studies have consistently underscored the significance of various factors, such as technological proficiency, perceptions of technology, and readiness for change, in shaping the degree of technology integration among educators in Saudi Arabia. However, despite the valuable insights gleaned from these studies, there remains a notable gap in the literature regarding a comprehensive examination of the specific challenges and opportunities encountered by English language teachers in Saudi Arabia.

This paper aims to address this research gap by investigating the viewpoints of English language teachers at the Academy of Learning in Jubail City regarding the integration of educational technology. The research problem addressed in this paper revolves around investigating the perspectives of English language teachers in KSA regarding the integration of educational technology at the Academy of Learning in Jubail City. The main research question guiding this empirical inquiry is: What are the perspectives of English language teachers in KSA regarding the integration of educational technology at the Academy of Learning located in Jubail City? Building upon the existing literature and research framework, this study hypothesizes that Saudi teachers at the Academy of Learning in Jubail City perceive technology integration positively, believing it enhances their ability to teach English effectively.

Research Problem:

Despite the acknowledged global potential of technology in education, there persists a notable gap in understanding the specific challenges and opportunities faced by English language educators in Saudi Arabia.

Thus, the current research endeavors to bridge this gap by investigating teachers' perspectives on the integration of educational technology within our academy. To achieve this goal effectively, we will conduct a thorough examination of various aspects. Firstly, we will analyze the current technological infrastructure at the Academy of Learning. Next, we will assess the readiness of teachers to incorporate technology into their instructional practices. Additionally, we will identify perceived benefits and challenges associated with technology integration, explore the

pedagogical approaches adopted, and evaluate the effect on student engagement and learning outcomes. Furthermore, our study will delve into the influence of cultural and contextual factors, seeking to understand how these elements shape teachers' attitudes and instructional methods. Through this comprehensive analysis, we aim to provide valuable insights that can inform educational practices, contribute to the professional development of teachers, and ultimately enhance the quality of English language education at the Academy of Learning.

Research Question: What are the perspectives of English language Saudi teachers regarding the integration of educational technology in the Academy of Learning in Jubail City?

Study Purpose:

This study aims at investigating the perceptions and experiences of English language teachers in Saudi Arabia at the Academy of Learning regarding the integration of educational technology into English language teaching practices. By exploring teachers' perspectives, the study seeks to understand how technology integration influences teaching effectiveness and student outcomes.

Study Significance

The significance of this study lies in its potential to offer valuable insights into the intricate dynamics of integrating educational technology into English language teaching specifically within the context of Saudi Arabia. By delving into the perceptions and experiences of English language teachers in Saudi Arabia at the Academy of Learning, this research aims to illuminate both the challenges and opportunities inherent in this endeavor. Moreover, the findings may have broader implications for the enhancement of teacher training programs, the refinement of curriculum development practices, and the judicious allocation of resources to foster optimal technology integration in English language classrooms.

Terms of the Study

- **Technology Integration:** Refers to the incorporation of educational technology tools and resources into teaching practices to enhance learning outcomes (Cakir, 2012).

The researcher defines technological integration as the use of media, virtual tools, and other technologies to assist students in learning.

Limitations of the Study:

Objectivity Limits:

This study focuses solely on the perspectives and experiences of English language Teachers.

Spatial limits:

The study is limited to English language teachers at the Academy of Learning in Jubail City, Saudi Arabia, excluding teachers from other institutions.

Time limits:

The study was conducted during the second semester of the academic year Spring 2024, with data collection and analysis completed within this timeframe.

Previous studies:

Studies on Educational Technology

The study by Ali et al. (2023) aimed to examine the utilization of the Technological Pedagogical Content Knowledge (TPACK) framework among teachers 'educators in Karachi, Pakistan, aiming to enhance the integration of technology in education. The TPACK framework assesses educators' proficiency in incorporating technology into teaching practices, crucial for preparing future teachers to address contemporary challenges. Through quantitative survey analysis using SPSS and structural equation modeling via Smart PLS, this study investigates the effect of technology and technological pedagogical knowledge on educators' TPACK. Findings reveal a positive correlation, suggesting the importance of integrating TPACK in teacher's education programs. Recommendations are offered to enhance pedagogical skills through TPACK implementation, contributing to effective technology integration in educational settings. The article by Chen (2022) aimed to present findings from a classroom-based study investigating Chinese university students' perspectives on English as a foreign language (EFL) lesson incorporating mobile learning (m-learning) tools for assessment (Kahoot!) and collaboration (Padlet). Through open-ended questions on Padlet, views of 289 students were gathered without direct reference to these tools. Analysis using comparative content analysis and thematic coding revealed themes related to motivational strategies for teachers and learning prerequisites. A notable discovery was that students' perceptions of gamification were heightened despite limited tool use, suggesting partial integration of m-learning tools can positively influence overall lesson perception. The research highlights the need for better teacher training in technology integration. These findings offer insights for educators and policymakers considering Technology-Enhanced Learning (TEL) tools like Kahoot! and Pradlet in diverse pedagogical settings, with recommendations for further study.

Bernacki, Greene & Crompton (2020) claimed that the exploration of mobile learning, involving the use of personal electronic devices to facilitate learning in diverse settings, is a burgeoning field within academia. This special issue delves into the promises and unexamined assumptions surrounding mobile learning, the evolving theories and concepts associated with it, and the technological devices that enable it. Articles within this issue introduce mobile and wearable technologies as integral

components of empirical research, showcasing how they affect the learning process by interacting with various psychological constructs, offering new avenues for influencing learning outcomes, and facilitating the collection of previously inaccessible data to enhance our understanding of learning mechanisms. Through an overview of mobile learning theory and its contemporary conceptualization, this introduction underscores the potential of mobile technologies to enrich learning processes and insights. Contributors to this special issue align their work with established psychological theories of learning while also incorporating emerging theories of mobile learning. Commentary authors provide critical appraisals of mobile learning research and propose ways to further develop theoretical frameworks grounded in empirical evidence and psychological and sociocultural learning theories. Overall, this collection aims to provide a balanced examination of the advancements and potential benefits of mobile learning, while cautioning against premature enthusiasm and emphasizing the importance of continued empirical investigation and theoretical refinement.

Atabek (2020) aimed to uncover solutions to challenges in technology integration, drawing insights from experienced educators. A total of 117 educators, identified as experts by the Turkish Ministry of Education, participated in a workshop focused on national education goals and priorities. Through a subcommission titled "Increasing the prevalence of the use of technological tools in education," suggestions were gathered and subsequently transformed into a questionnaire to survey workshop attendees. Analysis using principal axis factoring, Mann-Whitney-U, Kruskal-Wallis-H tests, and Spearman's ρ correlation coefficient revealed three main categories of solutions: Training, Time Allocation, and Resource Provision. Educators emphasized the need to enhance in-service and pre-service training quality, streamline instructional programs to allow teachers more time, and provide technology incentives and support. While demographic factors such as sex, academic degree, and job position did not significantly affect solution preferences, older managers exhibited slightly weaker beliefs in the potential of education to develop technology competencies.

Liang (2021) addressed the underexplored area of university teachers' perceptions and utilization of technology, specifically within English language classrooms in mainland China. To bridge this gap, a case study was conducted to investigate teachers' views, practices, and challenges regarding technology integration. A total of 35 valid online surveys were collected from 60 English teachers at a local university, followed by in-depth interviews with nine survey respondents. The findings indicate that technology was primarily used for teacher-centered activities rather than fostering active student engagement, despite teachers' positive attitudes towards its integration. Additionally, teachers expressed critical perspectives on technology use in English teaching and identified external barriers, such as inadequate technical and pedagogical training, as well as internet restrictions ("the Great Firewall"), outweighing internal challenges like student disinterest in

technology. This study enhances understanding of university teachers' technology adoption and offers insights for enhancing teaching innovation and effectiveness in higher education settings.

Studies on English Language Teaching

Almalki (2020) investigated the effect of various factors on the integration of new technologies in English as Foreign Language (EFL) classrooms. Specifically, it examines the influence of the teacher's age, technological proficiency, and perception of technology. Utilizing a questionnaire with 21 items, 38 Saudi EFL teachers participated in the study. Results reveal no significant relationship between teacher's age and technology integration. However, both the teachers' level of technological proficiency and their perception of technology significantly correlate with technology integration in Saudi EFL classrooms. The findings underscore the importance of providing teachers with professional development and support for technology integration, as well as ensuring classrooms are equipped with necessary resources such as computers and smart boards.

Al-Shehri (2020) claimed that research has explored the potential of aligning the Saudi educational system with Vision 2030, introduced in 2016. While some research has identified factors crucial for successful transformation, many proposed plans for future educational reform remain theoretical. Notably, few experimental studies have investigated actual learning practices, particularly within English language education and technology integration. This longitudinal study aims to fill this gap by examining English language teachers' perceptions and attitudes toward Vision 2030, as well as any observed changes in their teaching practices. Fifteen female in-service English language teachers participated, with data collected in two phases to track changes over time. Results indicate generally positive attitudes towards Vision 2030, though no significant correlation was found between teachers' perceptions and their teaching experiences regarding pedagogical and technological aspects and the implications of Vision 2030.

Al-Samiri (2021) asserted that the COVID-19 pandemic in 2020 catalyzed a significant shift in education worldwide, compelling schools and universities, including those in Saudi Arabia, to transition abruptly to online learning. This study investigates the effect of this transition on English as a Foreign Language (EFL) teaching and learning at tertiary institutions in Saudi Arabia, analyzing both the negative and positive effects. Drawing on research conducted since the pandemic's onset, particularly focusing on EFL education at Saudi universities, the study examines challenges faced by both teachers and learners. Notably, issues such as students' diminished motivation, attributed to technological barriers, inadequate learning environments, and mental health concerns, emerged as significant hurdles. However, amidst these challenges, unforeseen benefits of digital transformation surfaced, including enhanced flexibility in time and location and the development of

specific language skills. By synthesizing current research findings, this study aims to contribute to a deeper understanding of online English teaching within the Saudi educational context.

Aljohani (2021) investigated the perceptions of Saudi English as a Foreign Language (EFL) teachers and students regarding the integration of artificial intelligence (AI) to enhance English language learning. With the evolving landscape of education in Saudi Arabia, driven by the Kingdom's 2030 vision, the incorporation of AI has emerged as a crucial imperative. Traditional teaching methods have often proven ineffective and uninspiring for many Saudi students, necessitating a shift towards technology-driven approaches. This study was conducted at Yanbu University College Female Campus (YUCF), and involved 5 teachers and 16 students in a quantitative research design. Data collection employed a close-ended questionnaire. Results indicate that both teachers and students perceive AI's positive effect on English language learning in Saudi Arabia, aligning with the evolving educational landscape and the need for technological integration.

Comment on the previous studies:

The literature review provides insights into the integration of educational technology in English language teaching (ELT), focusing on the perspectives of Saudi teachers. Several studies contribute to understanding technology integration in education. Ali et al. (2023) examined the utilization of the Technological Pedagogical Content Knowledge (TPACK) framework among teachers' educators in Pakistan, emphasizing the importance of integrating technology into teacher's education programs. Chen (2022) explored Chinese university students' perspectives on mobile learning tools, highlighting the need for better teacher training in technology integration. Bernacki, Greene & Crompton (2020) discussed the advancements and potential benefits of mobile learning, emphasizing empirical investigation and theoretical refinement. Atabek (2020) uncovered solutions to technology integration challenges through insights from experienced educators. Liang (2021) investigated university teachers' perceptions and utilization of technology in EFL classrooms in China, identifying barriers and offering insights for enhancing teaching innovation. In the context of Saudi Arabia, Almalki (2020) studied factors influencing technology integration among EFL teachers, while Supiani (2019) explored EFL teachers' attitudes toward Web 2.0 tools at Islamic boarding schools. Lastly, Al-Shehri (2020) highlighted the importance of technology in transforming English language education in Saudi Arabia in alignment with Vision 2030. These studies collectively contribute to understanding the challenges and opportunities of integrating educational technology in ELT, particularly in Saudi Arabia.

Literature review

The research topic concerns the examination of the integration of educational technology into English language teaching, focusing on the viewpoints of Saudi teachers. In this context, the independent variable is educational technology, representing the element manipulated or controlled during the study, while the

dependent variable is English language teaching, indicating the variable observed and measured for changes resulting from the manipulation of the independent variable. The following literature review will delve into existing research on this subject to offer insights, context, and potential areas of inquiry that the study aims to explore further.

Conceptual Framework

The integration of educational technology into English language teaching (ELT) practices among Saudi teachers is a multifaceted process influenced by various individual and contextual factors. This study seeks to explore this phenomenon through a conceptual framework informed by three key theories/models: the Technology Acceptance Model (TAM), the Technological Pedagogical Content Knowledge (TPACK) framework, and the Diffusion of Innovations theory.

The Technology Acceptance Model (TAM) serves as a theoretical lens to examine Saudi teachers' perceptions and attitudes toward the integration of educational technology into ELT practices. As suggested by Chen (2022), individuals' intentions to adopt and use technology are influenced by their perceived usefulness and ease of use. In the context of this study, TAM guides the investigation into how Saudi teachers perceive the usefulness of educational technology tools and their ease of use in the ELT context. By understanding teachers' perceptions through the lens of TAM, this study aims to uncover the factors that facilitate or hinder the adoption and integration of educational technology in English language teaching.

The Technological Pedagogical Content Knowledge (TPACK) framework provides a framework for understanding the intersection of technological knowledge, pedagogical knowledge, and content knowledge in teaching practices (Ali et al., 2023). TPACK emphasizes the importance of teachers' ability to integrate technology effectively while considering pedagogical strategies and subject matter content as noted by Ali et al. (2023). In this study, TPACK informs the design of training and professional development initiatives aimed at enhancing Saudi teachers' proficiency in using educational technology for ELT. By integrating technological, pedagogical, and content knowledge, Saudi teachers can leverage educational technology tools more effectively to enhance English language teaching outcomes.

The Diffusion of Innovations theory offers insights into the factors influencing the diffusion and adoption of educational technology among Saudi teachers (Liang, 2021). According to this theory, individuals within a social system are categorized based on their readiness to adopt innovations, ranging from innovators to laggards (Liang, 2021). By applying the Diffusion of Innovations theory, this study examines the factors that contribute to the diffusion of educational technology among Saudi teachers, considering their readiness for change and adoption patterns. By understanding the diffusion process, this study aims to identify strategies for

promoting the widespread adoption and integration of educational technology in English language teaching practices.

The current study incorporated the above-mentioned theoretical frameworks. It followed the model used by Chen (2022) with some differences. The independent variable included educational technology integration as this variable represents the use and integration of various educational technologies, including but not limited to mobile learning tools, web-based platforms, and artificial intelligence, in the context of English language teaching. On the other hand, the dependent variable entailed English language teaching effectiveness as this variable reflects the effectiveness of English language teaching practices, including student learning outcomes, engagement, and overall instructional quality, as influenced by the integration of educational technology.

There are several mediating variables as well. For example, Saudi teachers' perceptions, attitudes, and beliefs regarding the integration of educational technology in ELT can be considered as a mediating variable. These factors may affect the extent to which teachers incorporate technology into their teaching practice. Another mediating variable will include the level of training and professional development opportunities provided to Saudi teachers regarding the use of educational technology in ELT. Adequate training can enhance teachers' confidence and proficiency in integrating technology effectively. Similarly, the availability and accessibility of technological resources and infrastructure in Saudi educational institutions. Adequate resources, such as computers, internet connectivity, and software applications, are essential for successful technology integration. Finally, the instructional strategies and pedagogical approaches employed by Saudi teachers when integrating educational technology into ELT will also be considered. Effective pedagogy is crucial for maximizing the potential of technology to enhance student-learning outcomes.

Methodology:

The methodology employed in this research involves semi-structured interviews conducted with English language teachers at the Academy of Learning located in Jubail City, Saudi Arabia. A qualitative approach is chosen to allow for in-depth exploration of teachers' perspectives, experiences, and practices regarding the integration of educational technology in English language teaching.

Approach

The qualitative approach aimed at providing a rich insight into the phenomenon under investigation, allowing for a nuanced understanding of the complexities and nuances associated with technology integration in English language teaching. Semi-structured interviews offered flexibility, enabling participants to elaborate on their experiences and perspectives while allowing the researcher to probe deeper into specific areas of interest (Adeoye-Olatunde, & Olenik, 2021).

Method

Convenience sampling was used to recruit participants for this study. The sample consisted of four English language teachers who work together at the Academy of Learning. This sampling method is chosen for its practicality and accessibility, ensuring ease of recruitment and cooperation from participants who are familiar with the researcher (Emerson, 2021).

Participants

The participants in this study were English language teachers working at the Academy of Learning in Jubail City, Saudi Arabia. The sample size consisted of four teachers, selected based on their willingness to participate and their availability. The participants have been chosen from among the researcher's colleagues and friends at the academy to facilitate access and rapport during the interview process.

The selection criteria for participants include:

1. Being actively engaged in teaching English language courses at the Academy of Learning.
2. Having experience or interest in integrating educational technology into their teaching practices.
3. Willingness to participate in semi-structured interviews and share their perspectives on technology integration in English language teaching.

For ethical considerations, the researcher ensures confidentiality and anonymity for participants (all names are pseudonyms) and obtains consent forms before conducting interviews. Participants were given the option to withdraw from the study at any time without penalty. Ethical considerations regarding data privacy and confidentiality are strictly adhered to throughout the research process.

Data collection:

To gather data, this research used a semi-structured interview guide in order to gain an in-depth understanding of how teachers integrate technology into their English language lessons. The interview commenced with an introduction to the study, followed by inquiries regarding participants' demographic information and their experiences with educational technology. Subsequent questions were used to explore participants' perceptions and attitudes towards technology integration, their training and professional development experiences, pedagogical approaches employed, encountered challenges, potential solutions, and future trends and recommendations. The interview guides were flexible enough to explore participants' answers in detail, but also structured enough to keep the interviews consistent. Piloting the interview protocol preceded collection to refine its clarity and relevance (Adeoye-Olatunde & Olenik, 2021). Ultimately, the finalized protocol guided rigorous and comprehensive data collection efforts, capturing the nuanced perspectives of English language teachers on the integration of educational technology.

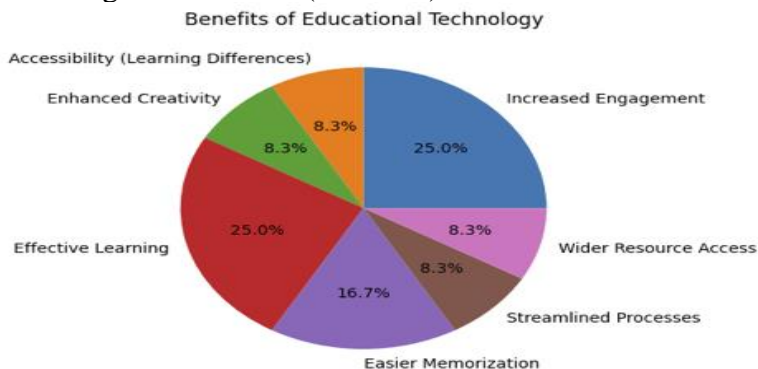
Data analysis:

In the context of the thematic analysis conducted on the interviews with English language teachers regarding the integration of educational technology, the process began with a thorough immersion in the interview transcripts provided by the participants. The transcripts were read and reread to gain a comprehensive understanding of the teachers' experiences and perspectives on educational technology integration. After becoming familiar with the data, coding commenced. Meaningful sections of the interviews capturing key concepts, ideas, or phrases related to the integration of educational technology into English language teaching practices were identified and labeled. Following the coding process, patterns and connections between the codes were sought. Similar codes were grouped to form potential themes, including decision-making processes, benefits and advantages, challenges and obstacles, and instructional strategies. The identified themes were critically reviewed to ensure they accurately represented the data and were distinct from each other. Refinements and revisions were made as needed to capture the nuances and complexities of the teachers' experiences. Subsequently, a thematic map was created to visually illustrate how the themes were interconnected, aiding in the visualization of the relationships between different themes and the understanding of overarching patterns emerging from the data.

Thematic Map Based on Interviews on Educational Technology in English Language Teaching

Benefits of Educational Technology

- Increased student engagement and motivation (Sarah A., Deemah H., Ahad M.)
 - Improved accessibility for students with learning differences (Deemah H.)
 - Enhanced creativity through multimedia projects (Deemah H.)
 - More effective learning through a combination of reading, listening, and practice (Sarah K., Deemah H., Ahad M.)
 - Easier memorization of vocabulary and grammar (Sarah K., Ahad M.)
 - Streamlined processes like assignment submission (Ahad M.)
- Access to a wider range of resources (Ahad M.)

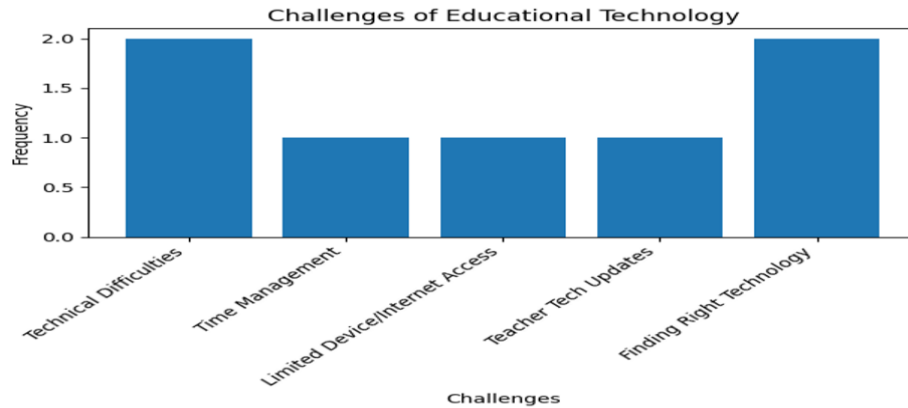


Challenges of Educational Technology

- Technical difficulties (Deemah H., Ahad M.)
- Time management (Deemah H.)
- Limited access to devices or the internet (Sarah K.)

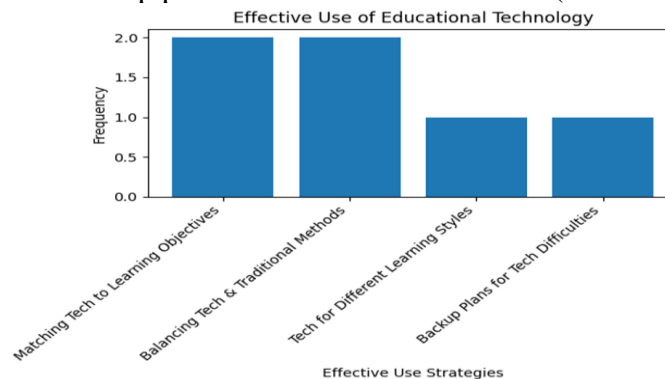
Teachers need to stay updated on new technologies (Ahad M.)

- Finding the right technology for the specific lesson (Sarah A., Ahad M.)



Shape (1) Effective Use of Educational Technology

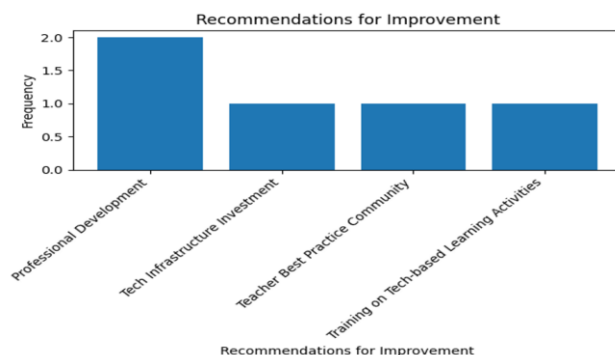
- Matching the technology to the learning objective and student needs (Deemah H., Ahad M.)
- Balancing technology with traditional methods to promote interaction and discussion (Deemah H., Ahad M.)
- Using technology to cater to different learning styles (Deemah H.)
- Having clear backup plans for technical difficulties (Deemah H.)



Shape (2)

- Continuous professional development for teachers on using educational technology (Deemah H., Ahad M.)

- Investment in reliable technology infrastructure (Deemah H.)
- Creating a community for teachers to share best practices (Deemah H.)
- Providing training on designing technology-based learning activities (Sarah K.)



Shape (3)

Discussion:

The findings from the thematic analysis of semi-structured interviews with English language teachers shed light on the intricate dynamics of integrating educational technology into language teaching practices. In terms of engagement and learning outcomes, several respondents highlighted the positive effect of educational technology on student engagement and learning outcomes. Sarah K. emphasized how technology keeps students' attention, stating that it helps to keep the students' attention to the lesson as long as possible. It's cool. Similarly, Sarah A. noted, "Technology allows me to cater to different learning styles through interactive activities or digital resources." These sentiments underscore the notion that technology enhances motivation, participation, and understanding among learners. These findings are consistent with the results of Ali et al. (2023) and Almalki (2020) who advocated the use of technology for increasing the learning of students.

In terms of challenges and obstacles, however, integrating technology into language teaching is not without its challenges. Respondents expressed concerns about technical issues, access to resources, and the need for continuous training and support. Ahad highlighted the challenge of navigating new technology, stating, "One small challenge is when it comes to working on a new design website to prepare PowerPoint templates or worksheets." This sentiment reflects the broader challenge of technological proficiency and the importance of continuous professional development for educators. These findings are consistent with the insights from Al-Samiri (2021) and Al-Sehri (2020), who contended that implementation of technologies, poses certain challenges for teachers.

A recurring theme in the discussion was the importance of striking a balance between traditional teaching methods and the use of technology. Deemah H. emphasized the need to blend both approaches, stating, "I prioritize tasks that benefit

from human interaction and use technology for activities like independent practice or research." This sentiment resonates with the notion that technology should complement, rather than replace, traditional pedagogical practices to create a dynamic and effective learning environment. Atabek (2020) and Bernacki et al. (2020) report similar findings that teachers need to use a mixture of traditional teaching methods and technologies such as Artificial intelligence to teach students effectively

Looking ahead, respondents expressed optimism about the future of educational technology integration in language teaching. Sarah A. envisioned a future where technology becomes increasingly essential, stating, "Teachers have an unlimited number of resources at their disposal to motivate and engage pupils." similarly, Aljohani (2021) advocated the use of artificial intelligence for teaching students in the future. These findings were corroborated by Chen, (2022), which contended that future technologies could improve the learning experience of students for foreign learning. However, to realize this vision, recommendations for improvement were offered, including continuous professional development, investment in tech infrastructure, and fostering collaborative learning communities. Ahad Mohammed Alotaibi emphasized the need for "training programs to improve and enhance proficiency in using educational technology."

The findings of this study have several implications for language teaching practice. Firstly, educators should recognize the potential of educational technology to enhance engagement, motivation, and learning outcomes among students. Secondly, efforts should be made to address challenges related to technology integration through targeted training, support, and investment in infrastructure. Lastly, a balanced approach that combines traditional methods with technology is crucial for creating effective and innovative language learning environments.

The thematic analysis of semi-structured interviews with language educators underscores the transformative potential of educational technology in enhancing teaching practices and improving learning outcomes. Educators emphasize the importance of embracing technology's versatility to cater to diverse learning styles, engage students, and create dynamic learning environments. However, the integration of technology is not without its challenges, as identified by respondents. Technical issues, limited access to resources, and the need for continuous professional development emerge as key obstacles that require proactive measures from institutions and educators alike. Despite these challenges, the findings underscore the importance of striking a balance between traditional teaching methods and technological tools, leveraging each approach strategically to maximize learning effectiveness.

While the insights gleaned from the interviews provide valuable implications for language teaching practice, it is essential to acknowledge the study's limitations. The relatively small sample size and potential bias in participant selection may limit the generalizability of findings to broader educational contexts. Additionally, the

reliance on self-reported data through semi-structured interviews introduces the possibility of social desirability bias or memory recall errors. Future research endeavors could address these limitations by employing larger and more diverse samples, incorporating additional data collection methods, such as classroom observations or student surveys, and considering contextual factors that may influence technology integration practices differently across various educational settings. Despite these limitations, the thematic analysis offers a valuable foundation for advancing our understanding of technology integration in language teaching and informing future research and professional development initiatives in the field.

Recommendations and suggestions:

- **Continuous Professional Development:** Institutions should prioritize continuous professional development opportunities for language educators to enhance their proficiency in using educational technology. Workshops, training sessions, and online courses can provide educators with the necessary skills and knowledge to effectively integrate technology into their teaching practices.
- **Investment in Technology Infrastructure:** To address challenges related to technical difficulties and limited access to resources, institutions should invest in reliable technology infrastructure. This includes ensuring access to updated devices, reliable internet connectivity, and technical support for educators and students.
- **Fostering Collaborative Learning Communities:** Creating opportunities for educators to share best practices and learn from each other's experiences can facilitate the integration of educational technology. Establishing collaborative learning communities where educators can exchange ideas, resources, and strategies can foster innovation and continuous improvement in technology integration practices.
- **Training on Designing Technology-Based Learning Activities:** Providing educators with training on designing technology-based learning activities can empower them to create engaging and effective lessons that leverage educational technology. This training should focus on how to align technology with learning objectives, cater to diverse learning styles, and address potential challenges in implementation.

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