Saudi Students Perception of the Language Technology Center

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ABSTRACT

The United States is the main destination for most of the King Abdullah Scholarship recipients where students undertake an English program and then start their education. The English Language School (ELS) Language centers are mainly responsible for receiving the students and helping the students gain the English language proficiency needed to start at a university integration of technology. The Technology Learning Center (TLC) combines both computer supported learning and support from instructors who supervise progress and answer questions (ELS, 2011). This qualitative study attempted to understand the Saudi students’ perceptions of the LTC and the integration of technology in the English language program presented by the ELS in a Midwestern town in the United States.

Keywords: CALL, English language learning, Technology integration

1. INTRODUCTION

The Saudi government started a series of scholarships with a mission to prepare and qualify Saudis in different fields to compete on an international level in the labor market and exchange scientific and cultural expertise from around the world (Education, 2010) to different parts of the world and the United States is the main destination for most of the King Abdullah Scholarship recipients. The program is divided into two stages: the language stage and the specialization stage. In the language stage, the recipients have 18 months to reach the language requirement. This is the critical stage for most students because it is the time where they feel the changes in culture and the educational system. Furthermore, if a student does not meet the English requirement in the 18 month period, they will be sent back to Saudi Arabia and may lose their scholarship. For this reason, the English language stage is very important in determining the students’ future. The English Language School (ELS) Language centers are mainly responsible for receiving the students and helping the students gain the English Language proficiency needed to start a University educational program. The ELS delivers many programs and applies different strategies in an attempt to positively affect the students’ English skills and one of those strategies is the use and integration of Technology. The Technology Learning Center (TLC) combines both computer supported learning and support from instructors who supervise progress and answer questions (ELS, 2011).

Chapelle (2001) indicated that the 21st century, everyday language use is so tied to technology that learning language through technology has become a fact of life with important implications for all applied linguists, particularly those concerned with second language acquisition (SLA). Research has indicated that the integration of technology has positively influenced language learning. The LTC is the technology used in the ELS to help the students improve their language which students must take daily.

This paper is an attempt to interoperate the Saudi students’ perceptions of the LTC and the integration of technology in the English language program presented by the ELS in Dekalb. What are the students’ understandings of this integration and how much they believe that it may help them improve their overall language level. The paper will explore the students feelings and satisfaction with the technology used. It is hoped that the findings of the study will define the LTC class and how this technology integration interacts with language learning and provide suggestions for future improvements.

2. LITERATURE REVIEW

Wiebe and Kabata (2010) indicated that a successful implementation of the use of computers for instructional purposes is based on three major factors: Students, teachers and infrastructure. This descriptive study is concerned with the student factor and the students’ perceptions of the technology integration in the English program. The study will incorporate an Eclectic approach which incorporates aspects from different theories. That is no one theory is used but a combination of the different theories. Ertmer and Newby (1993) believe that the strategies promoted by different learning theories overlap depending on the level of cognitive processes required. The study conceders Albert Bandura1986 Self-efficacy theory and Computer Aided Instruction (CAI) theories as its theoretical framework. Understanding the students self-efficacy levels might elaborate their perception of the CAI which is in the ELS represented by the LTC. Furthermore, the Language Technology Center (LTC), which is referred to in this paper as CALL (Computer Assisted Language Learning) because of the use of the technology in a language-learning environment, will be explored to indicate the educational functions and implementations of the technology.

2.1 Computer Assisted Language Learning (CALL)

Computers have been used in the field of education since the 1960s, when they were large and expensive and the only access was to "large mainframes" (Levy, 1997:1). However, due to the emergence of new
versions of windows, the introduction of new software packages and the development of the integrated parts of the computer, computers have become more powerful and affordable, which influenced their use in schools to assist the teaching and learning process (Warschauer, 2000; Levy, 1997). This was the start of what is known now as Computer Assisted Language Learning or more commonly referred to as CALL. Richards and Schmidt (2002:101) define CALL as "the use of a computer in the teaching or learning of a second or foreign language." CALL has the possibility of teaching materials that might be adapted in real time to the needs of individual students and any different approaches may be incorporated into any educational program. One of the most important justifications for using computers in education is that CALL allows students to master their own learning experience, and it is interesting to students which have a positive impact on their work (Jones, 2001). Chapelle (2001:1) states that "As we enter the 21st century, everyday language use is so tied to technology that learning language through technology has become a fact of life with important implications for all applied linguists, particularly for those concerned with facets of second language acquisition (SLA)". Since the introduction of CALL, researchers have been searching for the best ways to use the computer in language teaching (Chapelle, 2001). It is quite true that CALL systems are directly and inevitably linked to advances in computer science, which has experienced a mushroom expansion due to the massive accessibility and availability of the use of the Internet. Conole (2008) indicated that students today work in complex environments where technology is at the heart of all aspects of their lives, and the integration of that technology is expected appropriately in their instruction. The integration of technology must be based on the needs and requirements of the educational process where instruction is needed rather than just following the technology. Kang-Mi and Shen (2006) conducted a study which concluded that the integration of CALL does not necessary lead to better performance when compared to traditional instructions.

2.2 Students Perception

Perception has been defined as the way one thinks about something and his idea of what it is like (Longman, 2001). Smith (1997) indicated that the effectiveness of any learning environment within the technologically rich media is limited without an understanding of the attitudes, needs and characteristics of its learners. Because this study is aimed to highlight students' perception of the technology integrated into the educational process, which is a cognitive process, student's motivation will be the highlighted aspect of perception. Ellis (1997) stated that "motivation involves the attitudes and affective states that influence the degree of efforts that learners make to learn a second language" (p.75). William and Burden (1997) claimed that motivation is a state of cognitive and emotional stimulation, which focuses on metal processes and determination of actions. In other words, one's motivation level affects the outcomes and actions. Schunk (2003) indicated that motivation and learning are influenced by self-efficacy, which measures personal comprehension in a particular situation.

Self-efficacy is defined as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986, p. 391). Furthermore, self-efficacy affects an individual's choice of activities, persistence and effort (Bandura, 1977). In other words, the level of self-efficacy influences choice and achievement. If one places judgment on their ability to engage in activities, their participation is based on that judgment. Bandura (1997) indicated that self-efficacy is a generative capability, not a fixed trait. That is, people develop different levels of self-efficacy beliefs in different areas, which might help to explain why people with the similar skill level might perform differently. Keller (1983) suggested that learners in control of their learning process will perceive themselves to have higher self-efficacy in performing well in tasks and highly motivated for learning. Moreover, Keller (2007) claimed that a person's motivation could be influenced by external events, which might influence learning and performance. Jones (2001) indicated that CALL provides the students with the opportunity to master their learning experience, which might lead to better learning. Giving the learner control over the learning process is effective in language learning and increases the involvement in the learning process which might raise the level of self-efficacy (Chang & Ho, 2009). A study conducted by Chou and Liu (2005), that investigated the relationship between learner-control, self-efficacy, satisfaction and learning climates, concluded that technology integration had a positive effect on the participants' self-efficacy levels and achievements. Bandura (1997) believes that it is evident that self-efficacy has a positive effect on performance and well-being in different domains, such as the workplace, school and sports. Seel (2008) stated that self-efficacy can be enhanced through experience with technology. That is, the more students interact with technology the higher level of self-efficacy. Cheung, Li and Yee (2003) examined the effect of multimedia learning systems on self-efficacy and found that software usefulness and ease of use affected the self-efficacy of students. Moreover, longer usage of the multimedia improved self-efficacy in learning but did not make a fast improvement. Self-efficacy depends on several factors such as anxiety and satisfaction which might be more evident with mature students who make links between these personal factors (Seel, 2008).

This paper will attempt to highlight the student perceptions of the integration of technology by conducting observations and interviews with the ELS staff and students which findings will be linked to the literature presented above. The coming section will discuss the methodology of the current study.
3. METHODOLOGY

To understand the Saudi students’ perceptions of the LTC class and the integration of technology these research questions were suggested:

a. What are the ELS expectations of the Technology Learning Center?
b. How do the students feel about the use of Computers as a systematic learning process?
c. What are the students’ perceptions of the Technology Learning Center?
d. According to participants, what change, if any, has the integration of technology had on their English language skills?

In attempt to answer these questions data was collected by conducting interviews and observations with different participants. This section of the paper will provide a description of the participants, data collection, data coding, and my role as the researcher.

3.1 Participants

The Study started with intension of interviewing 4 Saudi students - two males and two females- in different levels in the ELS. However, I could not conduct any interviews with the Saudi females because of the cultural barriers. Moreover, an attempt was made to substitute the female participants with Saudi males, but I could not get more two participants and the reason was scheduling difficulties. The study conducted interviews with three participants. One was John who is a white 46 years old is a staff member at the ELS. The other two participants are Ali and Saeed who are both Saudi students enrolled in the ELS English program. Ali is 24 years old, and has two boys and is in level 107. Saeed who is 24 years old, married and has two children (a boy and a girl)-is in level 109 in the ELS. John interview was conducted at his office but Ali and Seeds’ interviews were done at my home.

3.2 Data Collection

Data was collected using two main methods: interviews and observations. Bogdan & Biklen (2007) indicated that in qualitative research interviews are used as the dominant strategy for data collection or employed in conjunction with observation and other techniques. In this study, interviews were the main method for data collection. Three interviews conducted one with a staff member (John) and the other two with students. For the staff interview 10 main questions and three elaboration questions (See appendix A). However, during the interview other questions were raised because of the response the interviewee provided. The staff interview was approximately 45 minutes in his office with questions elaborating the staff personal perception of technology and the professional implementations of the LTC class in the ELS. The interview was audiotaped, transcribed and coded (See appendix D). The questions examined the students’ feelings towards technology as a whole and their perception of the LTC class in the ELS. The first Saudi student (Ali) was in level 107 and his interview lasted for one hour and a half because he insisted on conducting the interview in English rather than his native language which is Arabic. Furthermore, we had a small discussion in English about computers and cars which I started as a strategy to give them more confidence. During the interview the students seemed relaxed and very enthusiastic. The interview was audiotaped, transcribed and coded (See appendix C). The second Saudi student (Saeed) was in level 109 and his interview was 45 minutes long. Saeed’s spoken English and comprehension of the questions was very good and he gave straight confidence answers. Saeed did not use Arabic throughout the interview. n general the three interviews were very successful and useful. The interview was audiotaped, transcribed and coded (See appendix D).

For this study, only one LTC class observation was originally scheduled and approved; however, I was invited to attend the Orientation session, which is provided for all the new students who start at the ELS. Both observations produced descriptive filed notes in which the observer attempts to objectively record the details of what occurred in the class (Bogdan & Biklen, 2007). The students in the LTC class observed were all 105 and 108 level students. Additionally, the interview was conducted in the very early stages of the research. There is only one LTC classroom, which included 20 student computers and 1 instructor control station. During the interview, 14 out of the 20 students in the class were Saudis. Although, the LTC class is a self-learning class, much interaction between students was noticed. When I started the observation, I thought no valuable data will emerge from it, but the interactions between students and instructors role in the class presented valuable data (See appendix E). Saeed was one of the students in that class and his interview highlighted some of the findings of the observation. The orientation session observation was not as informative as the class observation; however, observing how the ELS introduced that LTC class to the new students and how it is calculated from the final GPA was very interesting (See appendix F). Overall, the observations were informative and provided physical evidence to some of the participants’ responses to the interview questions.

Some documents were collected as artifacts that might provide new data or give support to the data collected through the interviews and observations. These documents include the handouts that were distributed during orientation session and other documents related to the LTC (See appendix G).

3.3 Data analysis

The data collected for this study was analyzed using memos. Each of the memos highlighted a significant coding category and in this study the three main categories were: (1) technology and life, (2) what is the LTC and (3) LTC productivity. For each of the
categories an analytical memo was written as a blueprint for the analysis process with each category was defined in the different transcriptions and field notes. This process helped in selecting the categories indicated above.

3.4 Researcher role

I am a 35-year-old Saudi male with three beautiful girls and a boy. My native language is Arabic and I had to learn English as the student participants in the study did. For this reason, I might be considered as an insider because I have the same background that the students do. However, I am not a student at the ELS which implies that I am an outsider and I did not have any experience with ELS applications and procedures. On the other hand, I had had several meetings with the ELS director and some of the staff in attempts to sort some of the students’ issues with the ELS. During the observations I considered myself as an outsider to both the instructor and the students because I was sitting in the corner of the room before the students entered the classroom and did not move until they left.

To gain access to the ELS facilities a request letter was sent to the ELS director and an approval response was sent back in appropriate timing.

There are some students who have indicated that the TLC class is a Facebook and internet surfing session rather than being and educational class. On the other hand, others indicated that the information presented in the TLC class is very valuable and have improved their language skills. Conducting this study might provide outcomes or suggestions that might influence both the students and the ELS productivity which may help the Saudi Government achieve the desired goals from the King Abdullah Scholarship Program. As an instructional designer the findings might educate me on the use of the technology in a big organization such as the ELS.

4. FINDINGS AND DISCUSSION

From the data collected for this study many activities and assertions were identified; however, only the three main coding categories will be highlighted. The three assertions are: (1) technology and life, (2) the meaning of LTC and (3) LTC productivity.

4.1 Technology in life

This study is aimed at understanding the Saudi students’ perception of the LTC classes in the ELS where data was collected by conducting class observation and interviews. One of the questions presented in the interviews was “what is your experience with technology?” And this question was presented to both the staff of the ELS and the students. The purpose of this question was to highlight the staff and students feelings towards technology in general. Understanding their feelings towards technology and how it is used in their daily life might indicate their level of motivation towards using technology in an educational setting which is linked to their self-efficacy. The data collected from this question might be to base to understanding the students’ perceptions of the LTC. The question was presented to one staff member (John) and two students (Ali and Saeed). Ali, who is 34 years old, married and has two boys, is in level 107 in the ELS. When asked the question, Ali indicated:

“ok .. I like the technology world first of all.. the technology its make the things you wanna do it easier for you through using it. Ok, for example we have many apps in our phone they use the technology on it and its really helpful for us and I use the internet a lot which has technology also my computer also the tools you now use it.. it has the technology,, that mean our life now its using „,its built on the technology and the technology it has many things on it..lot of things they use the technology on it in education or in factories to the end.”

As indicated above by Ali believes that technology has the ability to improve life as we know it, and he is very much into technology. When he was answering the question, his interest in technology was evident in his body language because he was moving his hands and seemed much focused to convey his message. Ali's response indicates that he is highly motivated and has high self-efficacy beliefs towards the use of technology. There was no negativity indicated towards technology, which might imply positive reactions to the LTC class, and this will be highlighted in a later section.

Saeed, who is 24 years old, married and has two children (a boy and a girl), is in level 109 in the ELS. When he was asked to indicate his perceptions on technology, his response was:

“The technology is the development of anything.. like in my life the computers and the cars cell phones and the education systems. I think the technology is very important in my life because I always use my computer between 6-8 hours every day looking for the new things in computer programs and smart phones”

Saeed’s response is another indication of how these students view technology and how it is part of their daily life. The time he spends on the computer is a good indication that he is motivated to use technology and exploring the new programs and the new software’s are a result of high self-efficacy. However, during the interview process, there were no physical or body language responses indicated at all, and that is different to the two other interviewees. Saeed was very calm and relaxed through the interview and gave clear responses. Again, the Saeed’s response to the question will help in identifying the students’ perceptions of the LTC class which a technology-based class that both Ali and Saeed are very interested in and would like to learn more about.

The same question was presented to the ELS staff member to understand his view of technology and to get a better understanding of the role of technology in his daily life. John is a 46-year-old white teacher who has been with the ELS for more than a year and now holds a
management position. When asked about technology and how it is involved in his daily life, John indicated:

“Personally I am sorry.. Yeah.. Well I feel like in our home we have four different sizes of computer is the big-screen TV with the Blu-ray player ..you know..you can do a lot on Internet with that. Then we have our desktop computer, my laptop, my wife's iPad and her phone is not an iPhone but close enough. So I feel like we have 4 or five different sizes of computers at home, but..you know.. we use computers every day for entertainment for e-mails for research.. You know.. For everything.. you know.. I was one of those who thought that e-readers will never replace the paper book in your hand but the iPad has convinced me.. You know.. It is as good if not better than the real thing”

Again, John’s response is a positive indication of the importance of technology and its effects on our daily lives. John is in a management position, and his decisions affect the educational process in ELS and his view of technology on a personal level is important to indicate the ELS management perception on technology.

All the interviews conducted with the staff, and students indicate that both have positive expectations of technology and have integrate3d technology in their daily life. The students’ response provided an initial representation of their motivation and self-efficacy. The students have high levels of motivation and self-efficacy, which might influence their learning and interaction in the LTC class.

4.2 The meaning of LTC

Understanding the students’ comprehension of the LTC might indicate their motivation and self-efficacy levels when engaged in the class. In other words what the students’ knowledge of the LTC might affect their engagement in the different class activities. For this purpose the students were asked to respond to the following question “If I am a new student, how would you describe the LTC classes to me?” and the John was asked to describe the LTC class from the ELS perspective.

When asked to describe the LTC John indicated that:

“the language technology center is computer aided instruction it is self-guided instruction and the students work on their own pace on topics related to the materials they are studying in the classes with their teachers the SSP or instruction speaking practice class…and there is a chart on it the individualized learning plan matches up the grammar and the structure the students are learning in the SSP class with the programs that we have available on all the machines in the LTC”

John indicated that the LTC class is a computer-aided instruction where students are expected to work on their own pace the materials, which are related to the classroom instructions. What the student do in the LTC class is linked to the lessens presented in that level. This explanation will be considered as the official definition of the LTC and the students responses to the question on the LTC class will be aligned with John’s definition.

Ali’s response when asked to define the LTC was:

“in the LTC class they give you around three programs which is help you to understand the grammars what’s the teachers learn you in the class and complete the process or the unite you study it in that level… its really helpful for the student who is want to study the language”

Ali defined the LTC as a program that helps the students to understand the grammar and what they were taught in the classroom and for learning the language. When Ali was speaking it was clear that he know what he was talking about. Based on this definition, it is evident that Ali comprehends the purpose of the LTC and this comprehension might imply that he is motivated and he has a high level of self-efficacy. This level of understanding by a student who is in level 107 indicates that the LTC is not a challenge as a technology class.

When Saeed was asked to explain the LTC class he responded:

“in the ELS there is a program in the computer lab in LTC class help us to improve our skills in English by practicing without the teacher… the purpose of LTC help the students to learn themselves through the computer program to improve their language”

Saeed defined the LTC as a technology that helps the students improve their English language skills themselves. Saeed was talking clearly and confidently during the interview when he gave his response. This definition is another indication of the students understanding of the LTC and this understanding might suggest that Saeed is motivated to use the technology and his self-efficacy is high because he was very confident of his answer.

The students’ definitions of the LTC are clearly aligned with John’s definition which suggests that all parties understand the purpose and aim of having the LTC class and this awareness advocates that the students’ self-efficacy and motivation are positive towards this technology enhanced class.

4.3 LTC Productivity

The previous assertions indicated that the students and the ELS are in similar understanding when the use of technology in the education session is concerned and that the all parties are motivated and hold positive self-efficacy levels; however, this section will highlight the students LTC class productivity and how those levels of motivation transfer to their every day practice in the LTC class. In this section the responses to deferent
questions will be listed for each student that might be indicators of the LTC productivity.

Ali indicated in deferent parts of the interview that:

“its really helpful for the student who is want to study the language but unfortunately they usually cross [interrupt] us with the announcements for the institute activities which is give you feeling that class is not very important for the student specially when you saw your colleges talking together and another one open the you tube.. you will feel its not very important class.. I don’t know why but this is my feel about the LTC”

In this response, Ali indicated his original interpolation of the LTC class. However, he indicated how the ELS staff and the students’ actions changed his view and beliefs towards the LTC class. During the observation, I witnessed these interruptions from both the ELS staff and the students. Furthermore, Ali adds:

“now in level 107 and before that 106 also there are not specific program or chapters we can go through it to complete or review what we study it in those sections already all of the programs it repeat themselves and they ask us to do four exams in any program to complete that level or pass it”

This response is more related to the LTC program and Ali indicated that after level 105 there is nothing new to learn for the LTC programs. The program is repeating the same materials and he indicated:

These responses might suggest that Ali is de-motivated and his self-efficacy is very low because of the implementation of the LTC class and from the program used after the begging levels. Moreover, when Ali was asked to describe a memorable moment or activity in the LTC he said:

“I remember the English teachers whose on the you tube teaching the English grammar better than our teacher…”

This response implies that the ELS staff might be one of the reasons Ali’s motivation and self-efficacy levels dwindled and the second as indicated above might be the redundancy of the activities in the program used.

Furthermore, My observation of the orientation session indicated that all the ELS informs students about the LTC is that if you fail it the overall GPA will be divided by five rather than by six. No clarification was given on the purpose and goals of the LTC and way it was part of the score.

Saeed indicated throughout the interview when asked about the productivity that:

“…But in fact the LTC in ELS Dekalb to watching you –tube and looking for the news in your native language [Arabic]... the students in LTC can do what they want to do without control from the director”

Saeed previous responses indicated high motivation to technology, but this response suggested that Saeed is not motivated to the LTC practices in the ELS. Saeed was one of the students who were in the class I observed and he was one of the students who were doing no activities during the LTC class. When I asked him for the reason and if that was what they did for that class, he responded:

“you mean all the time.. because nobody control or engorge us to do what they want from us to do in LTC. And we use the LTC class as a brake time to talk and joking and searching in the internet. That is it”

Again, it is evident that Saeed lack of motivation and low self-efficacy is linked to the ELS practices and integration of the LTC class. Based on the observation, the class instructor saw what Saeed and his friends were doing and she approached them and asked them to work on the LTC program but they did not. I asked Saeed if his friends have the same beliefs about the productivity of the LTC and he indicated:

“no most of my friends think the LTC class should be worst than now they can go to outside to smoke or take it as a brake”

Saeed’s responses to the productivity were all negative and during the interview it was very clear that he was not satisfied with the ELS center. Moreover, this is this third center since arriving in the US and he had his own beliefs regarding the English language schools in the US. He believed that they were only interested in the money not the quality and indicated that:

“They see the Saudi students in the united state as a cow.. that they can take a milk from as they want. They think we are a moving gas station that’s it”

Both Ali and Saeed indicated their interest in technology and its implementations; however, they were not satisfied with the ELS implementation and integration of the technology which might be the reason behind the change in their motivation and self-efficacy levels.

John believed that the LTC is a productive class and students should benefit from it, but he did indicate in his responses that some students were not using it as it should be used and he has tried several times to change the implementations of the LTC and believed that it is a work in progress. When I asked John of what he would change in the LTC if he had the power to change it and he responded:

“…
“if I have the power to change anything, (he takes a deep breath) you know if I could change one thing I would make the scheduling for it a lot more flexible. I mean students have a certain number of goals to accomplish during a session and they can come in any time and work on that but that's a scheduling issue…”

“I don’t like the sense that is you know such a routine like it’s a class. I would like to help them get that independent learning experience it would be great it would be really cool if they could take the program's home somehow and work on them from home but it costs a lot of money and there are copyright issues”

These responses might suggest that the ELS understand that there were some issues that might influence students’ satisfaction. During the interview, John referred most of those issues to the students blaming them for the lack of performance, but the findings of this study suggest that students are motivated to work with technology and to learn from it.

In this section some of the major findings were highlighted which might propose that the students are motivated to use technology in the classroom but are not satisfied with the implementation and integration of the technology in the English educational program. The coming section will present a brief discussion and conclusion.

5. CONCLUSION
This study was an attempt to understand the Saudi students’ perception of the LTC class in the ELS at Dekalb, IL. This qualitative study used interviews and observations to collect data and based on that data the following conclusions were drawn: (1) the Saudi students are highly motivated to use technology and might have high self-efficacy levels to use it in an educational context. (2) The Saudi students’ comprehend the principle behind the LTC and the purpose of having that technology in the ELS; furthermore, that understanding is aligned with the ELS definition of the LTC class. (3) The Saudi students are not satisfied with the implementation and integration process and there is a great gap between the students and the ELS expectations.

The findings of this study could be generalized then the future and success of the Saudi students in this organization might be in jeopardy because of the miss match between the students’ perceptions and the ELS expectations which might lead to students failing the English program and not learning the language that will help them succeed in their future universities. There are more than 30,000 students currently in the US and 75% of those students are in an English program of some sort.

6. IMPLICATIONS
The findings of this study align with what I have been hearing since I started my Doctoral program in Instructional Technology, that it is not the technology but how you use it. This study suggests that how the technology is used and implemented might determine the success of the educational outcomes to be gained from implementing that technology. All educators must not follow the trend of having the technology for the technology but having the technology to serve clearly tested educational goals. Furthermore, organizations that have international students must educate their students on the technology used in that organization and have clear educational expectations that the organization staff, teachers and students understand.

7. RECOMMENDATIONS FOR FUTURE RESEARCH
The first recommendation is to conduct the research on a higher number of Saudi students and to extend the study to other ELS centers in order to gain data and findings that might be generalized to that student population. Furthermore, the LTC programs should be evaluated and analyzed to gain a clear understanding of those software’s used. A research study should be conducted on the ELS staff to get a better understanding of their perceptions of the technology used to help the students gain a better understanding of the language. Combining the suggested research topics might help the Saudi government and the ELS understand what the students and teachers are facing in the technology influenced classes and how to retrieve the best of those classes.

REFERENCES


**AUTHOR PROFILES**

Fahad AlShahrani received his MA in English Language Learning in 2006 for which he conducted a research on Computer Assisted Language Learning (CALL). He is a lecturer at Jubail Industrial College. Currently, he is a doctoral candidate in Instructional Technology and Design at Northern Illinois University.