



## **Perspectives of Saudi EFL Learners and Teachers on Technology's Impact on Language Teaching, Curriculum, and Teacher Development**

**Issam Mostafa Ta'amneh\***

Associate Professor, Faculty of Arts, English Language & Translation Department, Isra University, Amman, Jordan

### **Abstract**

The present study investigated Saudi EFL learners' and teachers' perspectives on the impact of technology on language teaching, teacher development, and language curriculum. The sample of the study consisted of 60 students who have been studying English Language, Information Technology (IT), and Biology at the university college of Taymaa as well as 40 EFL teachers (males and females) and who have been teaching English at Taymaa Educational Office. To achieve the purpose of the study, two structured questionnaires were prepared for the students and teachers. Each one consisted of 15 items. The data that was obtained from the participants were analyzed using different statistical analyses. The findings of the study pointed out that all participants, either learners or teachers, have a positive point of view towards the impact of technology on language teaching, teacher development, and language curriculum. Furthermore, the students had a similar agreement rank about the importance of technology in language teaching. In addition, the results showed that there were no significant differences between the learners' perspectives towards the impact of technology on their language teaching that could be attributed to specialization. Besides the results pointed out that there were no significant differences between the teachers' perspectives towards the impact of technology on their development and language curriculum that could be attributed to gender.

**Keywords:** Technology, Language Teaching, Language Curriculum, and Teacher Development

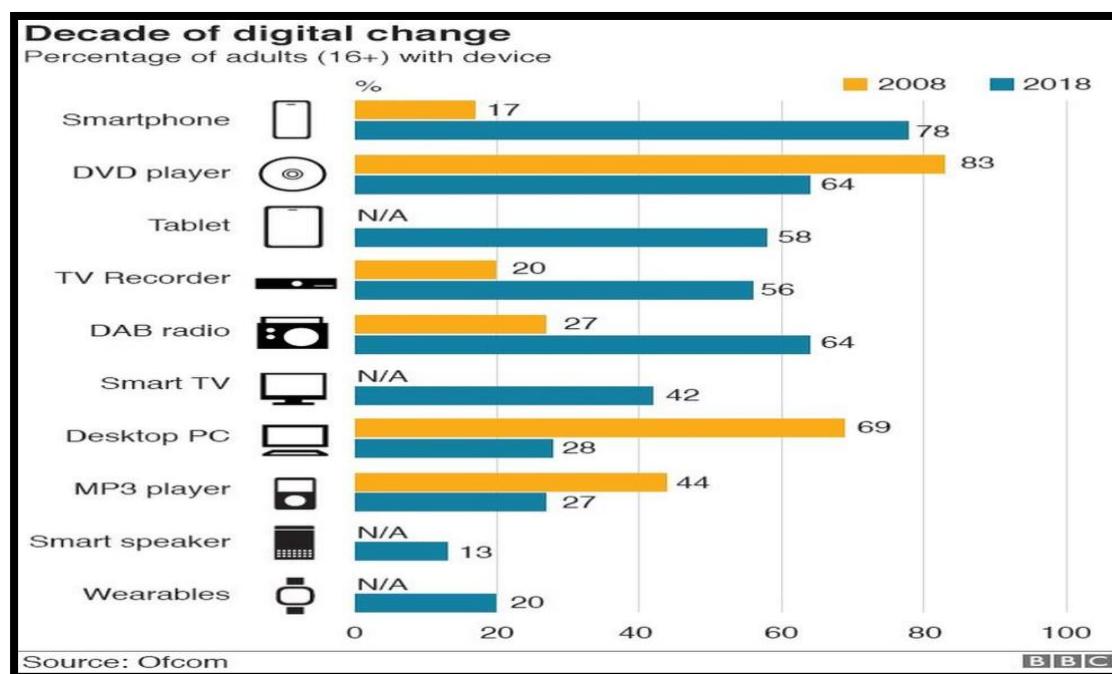
### **1. INTRODUCTION**

In the globalization era, more and more concern is given to technology and its applications in our lives. In other words, it could be said that there is a real shift in the process of pedagogy towards technology. The reason behind this is that young learners need motivation, and real engagement in the class's different activities, and it is expected that technology could play a vital role in doing that. Eady and Lockyer (2013) indicated that teachers could invest in technology to design multi-meaningful learning experiences and opportunities to master and use the language.

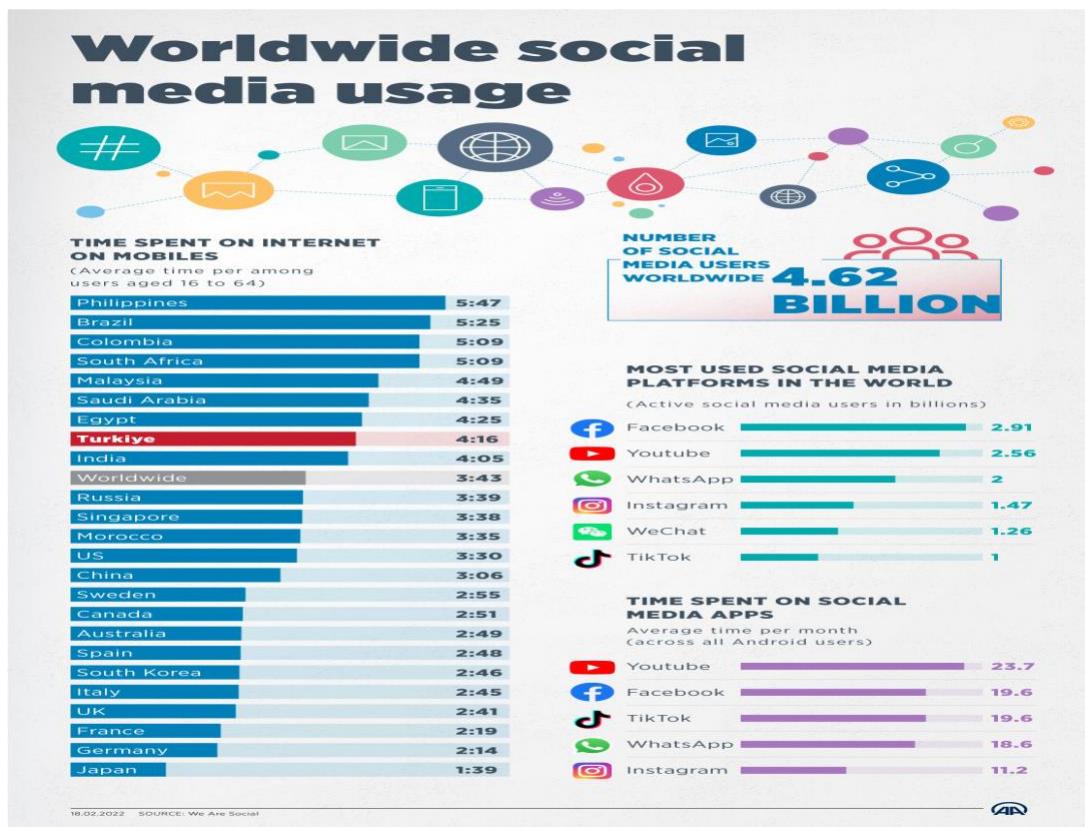
EFL learners could achieve better results when they are engaged in interactive online exercises ( Binnur Genç İlter,2015). Teachers seek to provide their students with the needed opportunities to be engaged positively in the classroom's activities and they believe that the use of technology with its different applications could achieve the purpose. Scott & Ytreberg 1990, Binnur Genç İlter 2015 ). Bull& Ma (2001) agreed with this idea and added that language awareness can be faster through intercultural communication.

Young (2013, p.339) supported this idea when he pointed out that students' awareness and understanding rise and develop when their teachers engage them in using on-site games, and present different discussions about different social and cultural contexts. Technology has a great effect on different disciplines of life. It has a positive effect on education, particularly on language teaching, curriculum, and teacher development. Moreover, it plays a significant role in multiple fields such as medicine, engineering, industry, and business. More efforts have been made to invest in the big role of technology in education and learning fields due to the vast advantages that could be achieved from this planned and organized use.

Its significance stems from the fact that EFL teachers depend heavily on technology to facilitate the process of teaching as it could be a great facilitator for both teachers as well as learners in the process of teaching and learning. Teachers and students could use the different technological resources effectively such as computers, mobile devices, digital cameras, social media platforms and networks, software applications, and the internet for different purposes such as studying or presenting the lessons in the classroom in an interesting, active and useful way to increase the learners' interest in the process of learning (Eady and Lockyer, 2013). The following diagram shows the continuous increase in the different technological devices in the world between 2008-2018. Adults and young learners are living in what we could address as the digital generation. The diagram shows clearly that there is an increasing concern about technology and its applications. For example, the use of smartphones worldwide witnessed a great shift between 2008 (17%) and 2018 (78%). This indicates the great effect of technology and its applications in people's lives. Another example is the obvious increase in the use of tablets as the diagram shows that it was not available in 2008, but there was a great shift in their use in 2018.



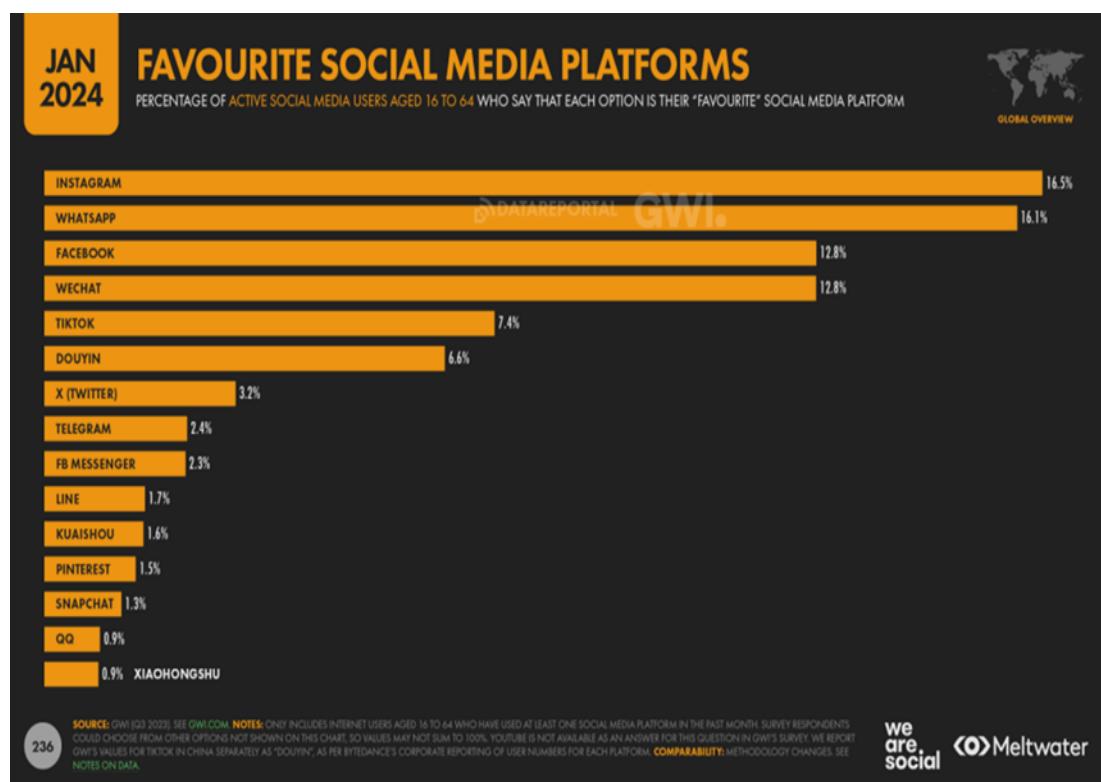
Source: <https://www.bbc.com/news/technology-45033302>



Source: <https://www.google.com/search?q=the+number+of+users+for+the+social+media&sxs>

The diagram above (published in 2022) shows the number of social media users worldwide (4.62 billion) which clearly indicates the increased use of these different social media applications for many different purposes. The diagram shows that Facebook comes in the first rank as the most social media platform in the world as the number of its users has reached 2.91 billion. YouTube comes in the second rank with several users reaching 2.56 billion.

The diagram below shows the percentage of active media users aged 16 to 64 who provided their favorite social media platforms worldwide. The diagram indicates that Instagram comes in the first rank with a percentage 16.5% as the most favorite social media application, whereas WhatsApp comes in the second rank with a percentage of 16.1%. QQ and XIAOHOWGSHN come lastly with a percentage of 0.9%.



Due to this development in the field of technology, teachers and learners depend heavily on technology and its applications for its great value for those who work in the fields of teaching, learning, and training.

## 2. REVIEW OF RELATED LITERATURE

Many studies were conducted to explore the effect of technology on language teaching, but few of them were carried out to investigate the impact of technology on language teaching, curriculum, and teacher development in the same study. Moreover, what makes this study unique from other studies is that it is one of the few studies that were implemented in the Saudi context to investigate the effect of technology on three main teaching domains.

Binnur Genç İlter (2015) conducted a study to measure the teachers' as well as the learners' perspectives on technology in their language learning process. Two structured questionnaires were used in the study. 12 language teachers and 10 young learners from a primary stage participated in the study. The two questionnaires consisted of 12 questions. The findings pointed out that using technology positively developed the learners' learning. They showed that those applications improved their language and cultural awareness. Moreover, the results showed that by using technology, lessons became easier and more enjoyable.

In order to better understand how instructors and students felt about the use of tablet devices in the classroom, Montrieux et al. (2015) conducted a research. Participants in the research included 39 secondary pupils and 18 instructors who have been using tablets since 2012. According to the study's findings, utilizing tablet computers in the classroom improves both teaching and learning strategies. Furthermore, the results demonstrated that when educators realized the benefits of using these gadgets in the classroom, they modified their pedagogical approaches. The outcomes also showed that

the use of tablet computers produced engaging, media-rich, and interactive new settings. The researchers recommended that the policymakers consider the positive effect of technology in facilitating both teachers' and students' understanding of the great importance of this kind of technology in education.

Sung et al. (2015) conducted a study to measure different technological applications such as mobile devices, laptops, and personal digital assistants mobile phones on learners' learning performance. The results of the study indicated that using mobile phones in the process of education is better than using the traditional desktop computers as mobile phones helped the participants a lot in doing different educational tasks in different settings to suit the teaching methods and the domain subjects inside the classroom.

Taj et al. (2017) conducted a study to measure the effect of computers and mobile phones on developing the students' vocabulary in their Preparatory Year Program. The researchers adopted a quasi-experimental pre-test and post-test control group design. 122 students participated in the study; (61 male and 61 female). The participants received a treatment for 6 weeks that involved intensive vocabulary learning activities presented through PCs in the language laboratory. Moreover, they received multi-glossed vocabulary cards on their mobile phones. The results of the study pointed out that the participants' results in the treatment group were better than the participants' performance in the control group. That result appeared obviously in the two groups' achievement posttest.

Ta'amneh (2018) conducted a research to find out how students felt about using the internet and its apps and how it affected their English language development. The participants were Saudi EFL learners. Forty students majoring in Islamic Studies and English language at the same college made up the study's sample. The researcher had created a questionnaire in preparation for the investigation. There were twenty-four of them. The investigator employed several statistical methods to examine the data. The study's findings demonstrated that participants' opinions of utilizing social media and the internet are good as they believe these resources have aided in their English language development.

The results pointed out that there were not any significant differences among the participants as they had a similar agreement rank on the importance of the internet and social media in developing their English competence.

Dazhi & Sally (2020) conducted a study to investigate the impact of using technology on teacher-student interaction and communication. The sample of the study consisted of 95 participants. The study took place at a secondary school in Bursa/Turkey. The results of the study pointed out that using technology could increase both communication and interaction in the classroom as it is considered a valuable and supporting tool that students and teachers could depend on to succeed in their teaching and learning.

To examine the role of technology in supporting student learning; Dazhi & Sally (2020) conducted a study to measure the students' learning in four different learning environments which include science, technology, engineering, and mathematics. The findings of the study revealed that using technology in the process of learning for such four domain subjects could be great and useful, so the researcher recommended conducting future research to investigate the positive effect of technology on other learning subjects.

Based on the previous studies, one could notice that technology and its applications may play a vital role in the process of teaching and learning, especially with the wide widespread of COVID-19 all over the world. It could help learners develop their language and linguistic skills by downloading many useful educational applications. Moreover, it could help teachers and instructors to develop their job skills through participating in and attending different seminars and conferences as a part of their professional development.

Many educational institutions depend heavily on technology and its applications, in many parts of the world, to continue the teaching process during the epidemic of COVID-19. These institutions have found in technology and its applications the solution to continue teaching students despite the difficulties and the restrictions that they face.

What distinguishes this study from other previous studies is that it tries to measure the perspectives of learners and teachers on the impact of technology on three different necessary domains, language teaching, curriculum, and teacher development.

### **3. PURPOSE OF THE STUDY**

The study tries to answer the following questions:

1. What are Saudi EFL students' perspectives toward the impact of technology on their language teaching?
2. Do these perspectives towards the impact of technology on their language teaching vary according to their specialization?
3. What are Saudi EFL teachers' perspectives toward the impact of technology on their development and language curriculum?
- 4- Are there any significant differences between male and female EFL teachers' perspectives towards the impact of technology on their development and language curriculum that could be attributed to gender?

### **4. SIGNIFICANCE OF THE STUDY**

The importance of this study stems from its attempt to study the impact of technology on language teaching, teacher development, and language curriculum. As stated above in the literature review, it should be noted that there is very little research that has attempted to measure the impact of technology on these three different domains. It is worth mentioning that the recommendations of this study can greatly help students, lecturers as well as EFL program designers to increasingly focus on the positive impact that technology can create in teaching English as a foreign language.

### **5. LIMITATIONS OF THE STUDY**

The researcher thinks that the current study is limited due to the following reasons:

- 1-The paper investigated the impact of technology on students' language teaching in only three specializations (English Language, Information Technology (IT), and Biology) at the University College of Taymaa, Tabuk University, KSA.

## 6. METHODOLOGY

### 6.1. Participants of the Study

The study was conducted at the University College of Taymaa and Taymaa Educational Office in the first semester of the academic year 2023/2024. To conduct the study, 60 male students, who were chosen randomly, participated in the study. The participants belong to three different specializations. The first group of students studies English Language, the second one studies Information Technology, whereas the third group of participants studies Biology in the same college. The participants belong to different academic levels. Moreover, 40 male and female EFL teachers also participated in conducting the current study.

All participants were asked politely to read the questionnaires' items carefully and then indicate to what extent they strongly agree, agree, disagree, or strongly disagree with each statement in the questionnaires by choosing one of the four Likert Scale statements. The following tables show the number of participants as well as their gender and specializations.

**Table 1.** EFL Teachers' Number, Gender, and Specialization

Gender	Number	Specialization
Male	20	English
Female	20	English
Total	40	

**Table 2.** EFL Learners' Specialization, Number, Percentage, and Gender

Specialization	Number	Percentage	Gender
1- English Language	20	33.33%	Male
2- IT	20	33.33%	Male
3- Biology	20	33.33%	Male
Total	60	100%	

### 6.2. The Instruments

Two questionnaires were prepared before conducting the study by the researcher. The two questionnaires were prepared after revising a lot of related literature. Each one of the questionnaires consisted of 15 items. To measure the participants' perspectives on the impact of technology on their language teaching, development, and language curriculum, different related items were presented in the two questionnaires. A four-point Likert Scale was used in the two questionnaires.

### 6.3. Validity and Reliability of the Instruments

To test the validity of the two instruments, the researcher politely requested a panel of four TEFL teaching and curriculum experts from selected universities in Jordan as well as in Saudi Arabia to participate in the authentication process. Their suggestions and advice were considered to modify the instruments according to the objectives of the study. Regarding the reliability of the test, it was calculated based on a pilot study conducted with 10 EFL students and 10 EFL teachers using the test-retest method. The

reliability coefficient is calculated using the Cronbach Alpha formula. The reliability coefficients of the two questionnaires were calculated using the Cronbach Alpha formula. It was found (0.778), which was an acceptable value for research purposes.

#### 6.4. The Questionnaire Correcting Method

Table 3 shows the Correcting Method that classified the means into three levels according to their categories.

**Table 3. The Questionnaire Correcting Method**

Rank	Category from	to
1. Low	1	2.33
2. Moderate	2.34	3.66
3. High	3.67	5

### 7. THE RESULTS AND THEIR DISCUSSION

#### 7.1. Findings Related to the First Research Question

The first question of the study was: What are Saudi EFL students' perspectives toward the impact of technology on their language teaching? To answer this question means and standard deviations were measured for the participants' responses to the questionnaire's items and in the three departments.

**Table 4: Means and Standard Deviations for the Participants' Responses in the Biology Department**

Biology Department		Mean	Std. Deviation
No.	The Statement		
1.	I think that technology is important in my language learning.	3.5000	.62361
2.	I always feel happy when my teachers insert technology into the teaching process.	3.2826	.75020
3.	I think that technology could facilitate the process of communication with different people in the world.	3.0000	.95346
4.	I see that using technology by my teachers in class facilitates our understanding of the presented material.	3.0000	.95346
5.	I believe that using technology in the classroom would certainly help in improving our speaking skill.	3.0000	.95346
6.	I think that using technology creates an enjoyable atmosphere to participate actively in the activities.	3.4130	.80488
7.	I think that using technology inside the classroom is not a good idea, as most of the students do not know how to deal with its applications.	2.5217	.75245
8.	I see that using technology by my teachers is a waste of time.	2.4783	.66535
9.	I think that my teachers could invest the technology and its applications to improve my other English skills.	3.4130	.80488
10	I see that using technology by teachers could help low-level students improve their linguistic competence.	3.3261	.81797
11.	I think that using technology could help me in my work in the future.	3.2826	.75020
12.	I think that using technology inside the classroom is not useful in learning foreign languages.	2.4783	.66535

13.	I believe that using technology in the classroom could identify my weaknesses in English. (Online exercises).	3.4130	.80488
14.	I think that using technology in doing the class's activities would increase the communication among students.	3.6522	.57277
15.	I see that using technology may help in increasing the students' cooperation and participation.	3.5000	.62361
Total Perspective			3.1507 .76643

**Table 5:** Means and Standard Deviations for the Participants' Responses in the IT Department

IT Department				
No.	The Statement	Mean	Std. Deviation	
1.	I think that technology is important in my language learning.	3.5000	.62361	
2.	I always feel happy when my teachers insert technology into the teaching process.	3.4130	.80488	
3.	I think that technology could facilitate the process of communication with different people in the world.	3.0000	.95346	
4.	I see that using technology by my teachers in class facilitates our understanding of the presented material.	3.0000	.95346	
5.	I believe that using technology in the classroom would certainly help in improving our speaking skill.	3.5000	.62361	
6.	I think that using technology creates an enjoyable atmosphere to participate actively in the activities.	3.6522	.57277	
7.	I think that using technology inside the classroom is not a good idea, as most of the students do not know how to deal with its applications.	2.4783	.66535	
8.	I see that using technology by my teachers is a waste of time.	2.4783	.66535	
9.	I think that my teachers could invest the technology and its applications to improve my other English skills.	3.3261	.81797	
10	I see that using technology by teachers could help low-level students to improve their linguistic competence.	3.0000	.95346	
11.	I think that using technology could help me in my work in the future.	3.6957	.55880	
12.	I think that using technology inside the classroom is not useful in learning foreign languages.	2.5217	.75245	
13.	I believe that using technology in the classroom could identify my weaknesses in English. (Online exercises).	3.5000	.62361	
14.	I think that using technology in doing the class's activities would increase the communication among students.	3.3261	.81797	
15.	I see that using technology may help in increasing the students' cooperation and participation.	3.3261	.81797	
Total Perspective			3.1811	.74698

**Table 6:** Means and Standard Deviations for the Participants' Responses in the English Department

English Department				
No.	The Statement	Mean	Std. Deviation	
1.	I think that technology is important in my language learning.	3.6522	.57277	
2.	I always feel happy when my teachers insert technology into the teaching process.	3.6957	.55880	
3.	I think that technology could facilitate the process of communication with different people in the world.	3.0000	.95346	

4.	I see that using technology by my teachers in class facilitates our understanding of the presented material.	3.0000	.95346
5.	I believe that using technology in the classroom would certainly help in improving our speaking skill.	3.2826	.75020
6.	I think that using technology creates an enjoyable atmosphere to participate actively in the activities.	3.4130	.80488
7.	I think that using technology inside the classroom is not a good idea, as most of the students do not know how to deal with its applications.	3.2826	.75020
8.	I see that using technology by my teachers is a waste of time.	2.5652	.84348
9.	I think that my teachers could invest the technology and its applications to improve my other English skills.	3.4130	.80488
10	I see that using technology by teachers could help low-level students improve their linguistic competence.	3.6957	.55880
11.	I think that using technology could help me in my work in the future.	3.5000	.62361
12.	I think that using technology inside the classroom is not useful in learning foreign languages.	2.4783	.66535
13.	I believe that using technology in the classroom could identify my weaknesses in English. (Online exercises).	3.5000	.62361
14.	I think that using technology in doing the class's activities would increase the communication among students.	3.5000	.62361
15.	I see that using technology may help in increasing the students' cooperation and participation.	3.6522	.57277
Total Perspective		3.3087	.7165

**Table 7:** Total Means and Standard Deviations for the Participants' Responses in the three Departments

Department	Gender	N	Mean	Std. Deviation
Biology Department	Males	20	3.1507	.76643
IT Department	Males	20	3.1811	.74698
English Department	Males	20	3.3087	.71659
Total Perspective	Males	60	3.2135	.74333

The table shows that Saudi EFL students' perspectives towards the impact of technology on their language teaching are positive as the total mean for the participant's responses in the three departments is (3.2135) which is considered moderate according to the questionnaire's correcting method. The result of this question goes in complete harmony with other studies that were conducted by Binnur Genç İlter 2015; Sung, Chang, & Liu 2015; Taj, Fatimah, Sipra, and Ahmad 2017; and Ta'amneh 2018, where students look at technology as a helping tool to increase their interest in the process of learning (Eady and Lockyer, 2013). Technology could play an important role in the process of communication and interaction between teachers and students which is considered a useful way for both parties to facilitate the process of learning and teaching, (Erkan, 2019).

## 7.2. Findings Related to the Second Research Question

The second question of the study was: Do these perspectives towards the impact of technology on their language teaching vary according to their specialization? To answer the question, the total means and standard deviations for the participants in the three departments were calculated as shown in Table (8).

**Table 8.** Total Means and Standard Deviations for the Participant in the Three Departments

Department	Gender	N	Total Mean	Total Std. Deviation
Biology Department	Males	20	3.1507	.76643
IT Department	Males	20	3.1811	.74698
English Department	Males	20	3.3087	.71659
Total Perspective	Males	60	3.2135	.74333

The table shows that the means of the three departments are close somehow to each other. English department comes in the first rank with a mean reached of (3.30); whereas the Biology department comes in the last rank and with a mean reached of (3.18). This result indicates that the learners' perspectives towards the impact of technology on their language teaching do not vary according to their specializations, as all of them have a moderate point of view towards the importance of technology in their learning and language teaching. The result of this question agrees with the results of other studies that were conducted by Ta'amneh (2018), Erkan (2019), and Dazhi & Sally (2020). The table shows that the total perspective for the learners is (3.2135) which is considered moderate and positive according to the questionnaire's correcting method.

### 7.3. Findings Related to the Third Research Question

The third question of the study was: What are Saudi EFL teachers' perspectives toward the impact of technology on their development and language curriculum? To answer the question, means and standard deviations for Saudi EFL teachers' perspectives towards the impact of technology on their development and language curriculum were calculated as shown in Table (9).

**Table 9:** Means and Standard Deviations for Saudi EFL Teachers' Perspectives towards the Impact of Technology on their Development and Language Curriculum

Sent.No.	Gender					
	Males		Females		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
s1	3.6522	.57277	3.6957	.55880	3.6739	.55993
s2	3.4783	.73048	3.6087	.65638	3.5435	.68982
s3	3.4783	.73048	3.5652	.78775	3.5217	.75245
s4	3.4348	.66237	3.4783	.73048	3.4565	.68982
s5	3.4783	.66535	3.5217	.59311	3.5000	.62361
s6	3.3043	.76484	3.5652	.58977	3.4348	.68806
s7	3.3043	.92612	3.3913	.72232	3.3478	.82239
s8	3.4348	.78775	3.3913	.83878	3.4130	.80488
s9	3.6957	.55880	3.5217	.66535	3.6087	.61385
s10	3.3913	.65638	3.5217	.66535	3.4565	.65681
s11	3.5652	.66237	3.5652	.72777	3.5652	.68806
s12	3.3478	.88465	3.4783	.66535	3.4130	.77678
s13	3.3478	.71406	3.4348	.72777	3.3913	.71424
s14	3.1739	.77765	3.3913	.72232	3.2826	.75020
s15	3.2174	.73587	3.0000	.95346	3.1087	.84927
Total Perspective	3.420	.72199	3.4753	.70698	3.4478	.71201

The above table shows that Saudi EFL teachers' perspectives towards the impact of technology on their development and language curriculum are positive, as the total mean for the teachers' (Males and Females) responses is (3.4478) which is considered moderate and acceptable according to the questionnaire's correcting method. The table indicates that the first statement "I see that technology has a great positive effect on my teaching career" got the highest mean (3.6739) among the rest of the questionnaire's items. This shows that teachers positively look at technology as it helps them in their jobs to do different tasks easily and enjoyably.

On the contrary of that, the last statement (I see that using technology in the classroom makes my work harder as it needs a lot of practice and time) got the lowest mean among the rest of the questionnaires' statements with a mean reached (3.1087) and for male and female teachers. This result indicates that teachers look at technology as a supportive tool in their jobs because it facilitates their work instead of complicating it. This result is supported by different researchers such as Eady and Lockyer 2013; Scott and Ytreberg 1990; Binnur Genç İter 2015; Binnur Genç İlter 2015; Montrieu, Vanderlinde, Schellens & De Marez, 2015; Dazhi & Sally (2020).

#### 7.4. Findings Related to the Fourth Research Question

The fourth question of the study was: Are there any significant differences between male and female EFL teachers' perspectives towards the impact of technology on their development and language curriculum that could be attributed to gender? To answer the question, the total perspective for the participants' means and standard deviations were calculated as illustrated in Table 9.

**Table 10.** Means and Standard Deviations for the Teachers' Perspectives towards the Impact of Technology on their Development and Language Curriculum

Gender	N	Mean	Std. Deviation
Males	20	3.420	.72199
Females	20	3.4753	.70698
Total perspective	40	3.4478	.71201

The table shows that there are not any significant differences between male and female EFL teachers' perspectives toward the impact of technology on their development and language curriculum that could be attributed to gender as the total means for male and female teachers are close to each other. The mean of male teachers reached (3.42) and the mean of female teachers was (3.47). This close result indicated that all teachers in different educational stages look at technology as an effective and useful tool that helps them to develop their learners' language and increase their interest, communication, and interaction in the classroom. The result of this question agrees with the results of other studies that were conducted by Montrieu, Vanderlinde, Schellens & De Marez (2015), Binnur Genç İlter (2015), and Erkan (2019), and Dazhi & Sally (2020).

### 8. CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

#### 8.1. Conclusion

Based on the above discussion for the four research questions, the results pointed out that both teachers and students positively look at technology. In addition, the results

indicated that the students' perspectives towards the impact of technology on their language teaching do not vary according to their specialization. Moreover, the results showed that there are not any significant differences between male and female EFL teachers' perspectives towards the impact of technology on their development and language curriculum that could be attributed to gender. Teachers should give technology their utmost care for its great value in the process of teaching and learning. It helps in increasing interaction and communication between the learners and their teachers. Moreover, it helps in facilitating the process of learning in the classroom. Teachers should think seriously about the best effective working ways to invest in technology and its different applications in the process of learning.

## **8.2. Research Implications**

The study could be considered one of the few studies that tried to explore Saudi EFL learners' and teachers' perspectives on the impact of technology on three different domains: language teaching, curriculum, and teacher development. As it is presented in the discussion, both Saudi EFL teachers and learners look at technology positively as it could be used to increase communication and interaction among each other. Furthermore, teachers could invest in technology to develop and improve their students' language skills. It could be noticed that the results of this study could be of great importance for teachers by encouraging them to use technology and its applications effectively and widely while teaching English as a foreign language.

## **8.3. Recommendation**

In light of the above discussion, the researcher would like to suggest the following recommendations:

- Conducting further studies in other countries to explore the teachers' and learners' perspectives on the impact of technology on language teaching, curriculum, and teacher development.
- Replicating this study on other students in other new specializations rather than English, Biology, and Information Technology.

## **8.4. Study Limitations and Future Research**

The study is limited in the number of students who participated in the study due to the few students in each department. Moreover, two instruments were only used to conduct the study. The researcher suggests conducting other studies in other different educational contexts using other instruments such as interviews or observation checklists to collect the data needed to apply future studies by other researchers. In addition, researchers are advised to explore the perspectives of learners and teachers in other domains as this study measured their perspectives on three different necessary domains, language teaching, curriculum, and teacher development.

## REFERENCES

Binnur Genç İlter. (2015). How does Technology Affect Language Learning Process at an Early Age? *Procedia - Social and Behavioral*, 199, 311-316. <https://www.sciencedirect.com/science/article/pii/S1877042815045632>

Dazhi, Y& Sally, B. (2020). Using Technology to Support Student Learning in an Integrated STEM Learning Environment. *International Journal of Technology in Education and Science*, 4 (1),1-11. <https://ijtes.net/index.php/ijtes/article/view/22>

Eady, M., and Lockyer, L. (2013). *Tools for learning: technology and teaching Strategies*. Available at: <https://ro.uow.edu.au/asdpapers/403/>

Erkan, A (2019). Impact of Using Technology on Teacher-Student Communication/Interaction: Improve Students Learning. *World Journal of Education*, 9(4), 30-40. [https://www.researchgate.net/publication/334523065\\_](https://www.researchgate.net/publication/334523065_)

Montrieu, H., Vanderlinde, R, Schellens, T, & De Marez, L (2015). *Teaching and Learning with Mobile Technology: A Qualitative Explorative Study about the Introduction of Tablet Devices in Secondary Education*. *PLOS ONE*, Retrieved March, <https://doi.org/10.1371/journal.pone.0144008>

Scott, W, and Ytreberg, L.(1990). *Teaching English to children*. New York: Longman.

Sung, Y , Chang, K,& Tzu-Chien Liu, T. (2015). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers & Education*, 94 (2016), 252-275. [https://www.researchgate.net/publication/284563842\\_](https://www.researchgate.net/publication/284563842_)

Ta'amneh, I. (2018). Saudi EFL Learners' Attitudes towards the Effect of the Internet and Social Media in Developing their English Language. *International Journal of Humanities and Social Sciences*, 8(6), 88- 96. [https://www.researchgate.net/publication/327107062\\_](https://www.researchgate.net/publication/327107062_)

Taj , I., Fatimah Ali, F., Sipra, M., and Ahmad, W.(2017). Effect of Technology Enhanced Language Learning on Vocabulary Acquisition of EFL Learners. *International Journal of Applied Linguistics & English Literature*. 6(3), 262-272. <https://www.researchgate.net/publication/314142803>

Young, Y. F. (2013). Exploring students' language awareness through intercultural communication in computer-supported collaborative learning. *Educational Technology & Society*, 16(2), 325-342. <https://www.researchgate.net/publication/286193163>