

TEACHERS' VIEWS OF CALL IMPLEMENTATION IN RAS AL KHAIMAH

ENGLISH LANGUAGE CLASSES:

OBSTACLES AND OPPORTUNITIES

A THESIS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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by  
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TEACHERS' VIEWS OF CALL IMPLEMENTATION IN RAS AL KHAIMAH  
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ABSTRACT

Technology integration can be considered as an extremely useful practice in teaching English; therefore, this research investigated teachers' views about obstacles with implementation of technology in English language classes in Ras Al Khaimah (RAK) in June, 2009. The focus was on one educational zone or district in the United Arab Emirates which is Ras Al Khaimah, a region where computer labs are not readily available and English teachers at most have access to one computer in their classrooms. This research investigated whether or not the English language teachers in Ras Al Khaimah know how to use computers in their classrooms, and what are obstacles they might encounter with use of technology in their classrooms. Therefore, the main questions were thus: Before a CALL (Computer-Assisted Language Learning) session, what did the English language teachers in RAK know about CALL? Then, after the CALL training session, did those teachers think that they would be able to implement CALL in their classrooms? What obstacles did they foresee hindering them from making use of what had been presented?

To answer the above questions, first, 20 English language teachers in Ras Al Khaimah answered a pre-workshop questionnaire in order to identify their knowledge of computer use in their classrooms and what they thought they needed to know about the uses of CALL in their classroom. This was followed by a consciousness-raising workshop that I had organized based on informal input from some teachers at my school and our supervisor. In the consciousness-raising workshop, I presented an overview of the theory of CALL, and I showed the teachers some applications like using Hot Potatoes to make crossword puzzles, tracking changes using Word's

tracking features, and using internet games in teaching vocabulary and grammar. After that, another questionnaire was answered by those teachers who attended the workshop about what they had learned from this workshop and whether or not they thought that they would be able to use what was presented, in their classrooms. Then, an open group discussion took place right after the workshop. Finally, semi-structured interviews followed the workshop to investigate the obstacles that the teachers thought might hinder them from making use of the CALL methods they learned.

It was found that there is an awareness problem regarding integrating technology in the English language classrooms. The workshop, in some way, helped in raising the teachers' awareness of the importance of incorporating technology in their classrooms and they had positive attitudes towards using technology. However, when it came to the reality of using CALL in their classes, there were a number of obstacles that confront them from implementing technology in their classrooms, like the lack of resources, internet access, time, and training.

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## CHAPTER 1

### INTRODUCTION

Nowadays, many teachers are looking for best practices in their classrooms. These practices may involve innovative methods and materials that can create better learning and teaching environments. Although some teachers might have the initiative to improve themselves professionally, the Ministry of Education in the UAE is trying to push teachers, especially English language teachers, to further training because it aims at improving the students' proficiency in the English language. One reason for that is there are plans to cancel the remedial year in local universities, like the UAE University, Zayed University, and the Higher Colleges of Technology (Lewis & Bardsley, 2010). Therefore, the students should be prepared by their teachers from the secondary level. One of these practices that might help in motivating the students and enhancing their learning is the integration of technology into the classroom. Computers, as one of the most famous types of technology, play an important role in second and foreign language instruction. Nowadays, computers and other educational technologies have a great impact on schools and classrooms. For some teachers, computers may serve as tools which help considerably in improving the teaching and the learning process. Also, language teachers need to understand that Computer Assisted Language Learning (CALL) applications are the basis for using computers in the classroom.

Five years ago when I was taking my training course as part of the Diploma in Professional Teaching at one of the Model Schools in Al Ain, I attended English language classes for four months where teachers thought that they were integrating technology effectively. As its name implied, a model school should be a model in everything, so teachers are obliged by the administration to use the technological equipment in the classrooms. Every classroom was provided with a computer with an internet connection, a television, an overhead projector, and a tape recorder. Therefore, in order to please the administration, a teacher, for instance, would display a movie using the computer for a whole class time. Another teacher used to display an animated picture on the screen in every class she had, so when the school's principal entered her class, she would see that the teacher was using the resources provided in the class. What I noticed was that the picture took the students' attention away from

the teacher. A third teacher used to display audio sounds which included educational songs or quiet music when the students worked on the activities using the computer. Although this school was provided with the best technological resources, the teachers were not aware of their uses as tools that should go along with instruction, not apart from it.

Once I finished my diploma, and the training course at that school, I got a job in one of the Ras Al Khaimah (RAK) local schools. The case was different at this school in that there were no computers in the classroom and not even a computer lab. The classes were provided with a television, an overhead projector, and a tape recorder. Therefore, I used to take my laptop to school every day, and I was lucky at least to have a television where I could display my work. I took a whole course on educational technology when I was taking my Diploma in Professional Teaching at the United Arab Emirates (UAE) University in 2005, and I knew well what was meant by technology integration in the classroom, but the lack of computers at this school caused me problems, including health problems since I had to carry the laptop every day to school and my class was on the second floor.

I spent two years at that school which was a primary school, and then I moved to a higher level preparatory and secondary school. I was shocked from the first day to find out that there were no technological resources in the classrooms except for the overhead projector. I thought of finding solutions to this problem, so I discussed this problem with the English language teachers, and we ended up buying a television and a movable table to be used by seven English language teachers in the school. Therefore my story with technology started in a school which was provided with the best technologies, but there was a problem with awareness of how to use those technological resources. However, when it came to the RAK schools where I am working, the lack of resources was the first obstacle that I faced when implementing technology in the classroom.

### Problem Statement

In the UAE, specifically Ras Al Khaimah (RAK), English as a foreign language (EFL) teachers do not know much about CALL, and there is not much research done about the use of CALL in RAK K-12 level. Therefore, present and future English language teachers in RAK must learn how to integrate technology effectively in their classrooms. However, after examining the training courses that are

offered by the Ministry of Education for the English language teachers in Ras Al Khaimah, I found that there were no CALL training courses offered as of June, 2009. However, I have observed in other Emirates, through the TESOL Arabia organization, a wide number of workshops on technology integration have been held at least since 2005. For example, the TESOL Arabia conference has been held every year since 2005 in Dubai which offers opportunities for learning about educational technology and ways for integrating them in the English language classrooms.

### Significance of the Research

Numerous studies have been conducted on technology integration in second and foreign language teaching and learning, like those of Egorov, Jantassova, and Churchill (2007), Gorder (2008), Kern (2006), and McGrail (2007). These studies discuss examples of integrating technology in English language classrooms and how to prepare English language teachers to implement technology in their classes. In the UAE, specifically at the university level, there has been a number of recent studies that explore the use of technology in the ESL and EFL classrooms. Studies like those of Gunn and Kassas (2010), Candela (2010), and Hussein (2010) have explored the use of technology in ESL classrooms in some universities in the UAE. While little research has been done about the integration of technology at the K-12 level in the UAE, one study was done by Al Mekhlafi (2006), "The Effect of Computer Assisted Language Learning (CALL) on United Arab Emirates English as a Foreign Language (EFL) School Students' Achievement and Attitude." Al Mekhlafi's study investigates the effect of CALL on elementary and preparatory school students' improvement in English as a foreign language. Another study by Odeh (2008) presented EFL teachers' perception of the use of computers in EFL language instruction in the UAE public schools. Thus, this current research contributes to finding out more about the use of CALL in the UAE specifically focusing on RAK. The significance of this research lies in discovering reasons behind the poor use of technology in the language classrooms in RAK.

Knowing how second and foreign language teachers use technology in the classroom can help in improving the quality of education. This research provides useful information for the Ministry of Education about ways to improve the quality of English language instruction through use of computers. Thus, English teachers' efforts can be more focused, and hopefully will have a positive impact on students.

Also, use of CALL would make the learning and teaching process more interesting and productive for both teachers and students.

After I visited in April, 2009, the RAK educational zone and met a number of English language supervisors, I discovered that there were no CALL training sessions in RAK and thus English language teachers would not be able to answer questions about CALL in RAK. As a result I conceived the idea of a consciousness-raising (Oxford, 1990) CALL training session to give the teachers an idea of potential uses of CALL and enable them to discuss its feasibility in RAK, in surveys, group discussions, and interviews.

In this study, I played three main roles: a researcher, a teacher trainer, and a colleague. Since this study involved collecting data using surveys, group discussion, and semi-structured interviews, I was a researcher. Then, I conducted a consciousness-raising workshop with hands-on demonstrations of CALL activities involving Hot Potatoes, Word, and internet games. The purpose of this workshop was to raise the teachers' awareness of the use of computers in the English language classroom so that they might be able to comment on use of CALL in their English classrooms. In this way, I played the role of a teacher trainer. Most importantly, I was a colleague. I am an English language teacher in RAK educational zone. While conducting this study, I listened to my colleagues' opinions regarding incorporating technology in English language teaching and have presented them in this study. This research focused on 20 female English teachers' views of obstacles and opportunities with the implementation of CALL in English classes at public schools in RAK.

Therefore, my main research questions are the following:

1. Before the CALL training session, what did the English language teachers in the RAK district know about CALL?
2. Then, after the CALL workshop, did those teachers think that they would be able to implement CALL in their classrooms?
3. What obstacles do they foresee hindering them from making use of what was presented?

## Overview of the Chapters and Appendices

Chapter One has described the context in which this study was established. It has discussed a number of studies about the integration of technology in the ESL and

EFL classrooms. It has also stated the purpose of the study, the research questions, and the role of the researcher.

Chapter Two presents the definition of technology integration in the classroom and describes the advantages of integrating technology in the language classroom, the teachers' perception of the goal of integrating technology in the classroom, and how teachers can implement CALL in their classrooms. Moreover, it reviews a number of issues that confront teachers when implementing CALL in their classrooms, and finally it describes the use of CALL in the UAE.

Chapter Three provides a description of the participants including their nationality, years of experience, levels they are teaching, and their experience with the computer. It describes the setting in which the research was conducted. Moreover, it lists the instruments that were used in this study, including the two surveys, the group discussion, and the interviews.

Chapter Four presents the data analysis procedure. Then it illustrates the most important findings regarding these EFL teachers' knowledge about CALL, their views about implementing CALL in their classrooms, and the obstacles that might hinder them from incorporating CALL in EFL classrooms.

Chapter Five summarizes the findings of this research. It sheds light on some limitations of this study. It also suggests a number of implications for the Ministry of Education, teachers, and researchers.

Appendix A includes Survey One which is a questionnaire distributed before the workshop, and Appendix B includes Survey Two which is a questionnaire distributed after the workshop. Appendix C contains the interview guidelines. Appendix D provides a detailed description of the workshop plan, the flyer that was sent to the teachers, and the workshop agenda. Finally, Appendix E includes the workshop material.

## CHAPTER 2

### REVIEW OF LITERATURE

There has been much research done to investigate ways of integrating technology in the English language classroom. The points that are common in most research about technology integration are first, the definition of technology integration, then the advantages and the disadvantages of using technology, and finally the teachers' perception of technology integration.

In this review of literature, after a brief review of the history of CALL, a discussion about a number of issues that might confront teachers when integrating technology in their classrooms is included. Then, since my research was done in the UAE, the RAK, UAE context is clearly presented. Also, since my research included a consciousness-raising workshop, there is a description of theoretical and research-based articles about such workshops in language classrooms, followed by an overview of the three applications presented in the consciousness-raising workshop, which were Hot Potatoes, Word's tracking features, and internet games for teaching vocabulary and grammar.

#### Brief History of Computers in Language Teaching and Learning

Egorov, Jantassova, and Churchill (2007) describe a number of "distinct" (p. 257) stages that describe the existence of technology integration. They are "the behaviorist, communicative and integrative computer-assisted language learning and teaching" (p. 257).

To begin with, the behaviorist computer-assisted language learning and teaching that appeared in the 1950s and was implemented in the 1960s and 1970s was based on the behaviorist theories. Technology use at that time included repetitive language drills. Those ideas were based on the model of "a computer as a tutor" (Egorov et al., 2007, p. 257) where the computer served as a vehicle (p. 257) for providing instructional activities. According to Beatty (2003), the computer here plays the role of a good teacher where it stimulates the learners to respond to the provided questions and activities instead of supplying them with the answer. Egorov et al. (2007) list three points that describe the characteristics of the use of computers



in language learning and teaching at that time. First, the students were exposed repetitively to the same material which was, according to the behaviorists, very useful and necessary to learn the language. Second, the computer was ideal (p. 257) for carrying out drills because the computer as a machine did not get bored with repeating materials and it could provide immediate feedback. Third, the computer allowed the students to work on their own by presenting materials on an individualized (p. 257) basis.

Then, based on these three ideas, tutoring systems were established for the main-frame computers that were used at that time. The "PLATO system" (Beatty, 2003, p. 18) was one of those systems which included vocabulary and grammar drills, and translation tests. PLATO stands for "Programmed Logic/Learning for Automated Teaching Operations" (Beatty, 2003, p. 18). PLATO, as discussed by Beatty, combined the best CALL features which were developed by universities to teach language at that time.

By the end of the 1970s and the beginning of the 1980s, the behaviorist approach was undermined (p. 258) by two factors. The first factor was that the behaviorist approaches to language learning had been rejected at both the theoretical and the pedagogical levels. The second one was that the introduction of the microcomputer allowed a whole range of new possibilities for teaching and learning.

The second stage in CALL was prominent in the 1980s, and was based on the communicative approach to teaching. One of the main "advocates" (Egorov et al., 2007, p. 258) of this approach was John Underwood who put together the "Premises for Communicative CALL" (p. 258). Based on Underwood's premises (as cited in Egorov et al., 2007), communicative CALL:

- 1- Focuses on using forms rather than on the forms themselves.
- 2- Teaches grammar implicitly.
- 3- Encourages students to generate original utterances.
- 4- Does not evaluate everything the students do.
- 5- Avoids telling students they are wrong and is flexible.
- 6- Uses the target language exclusively.
- 7- Will never try to do anything that a book can do just as well. (p. 258)

There were a number of programs that were used in this stage. For example, there were different programs for providing skill practice in a non-drill format.

Moreover, a computer was used as a stimulus (Egorov et al., 2007, p. 258) which aimed at stimulating the students' discussion and critical thinking. Besides its use as a stimulus, the computer was also used as a tool (p. 258), which empowered the learners to use and understand the language. Word processors, spelling and grammar checkers, and desktop publishing programs are examples of a computer as a tool. Then, although the communicative computer-assisted language teaching and learning appeared to be an important advancement (Egorov et al., 2007, p. 259) over behaviorism, it failed to continue for several reasons. One reason listed by a number of critics was that technology was used in "an ad hoc fashion" (p. 259), thus making great contributions to "insignificant issues" (p. 259) of language teaching and learning. This comment indicates the view of critics that great effort was spent on issues of little importance to language teaching.

Egorov et al. (2007) explain that the third stage in the development of CALL was called "integrative" (p. 259) computer-assisted language teaching and learning. It was based on two technological developments in the 1990s, which were the rise of multimedia capabilities of computers and the internet. Multimedia provides a wide range of advantages for language learning. For instance, first it provides authentic language learning environments (p. 259). Second, skills like reading, writing, listening and speaking are easily integrated in one activity. Third, students have great control over their learning since they can select their own activities. Finally, it facilitates focus on the content (p. 259). The internet also opens ways for students to access authentic materials like newspaper articles, radio broadcasts, and movie reviews. Furthermore, it allows students to communicate with other speakers of the target language. Consequently, both multimedia and the internet, if appropriately used, will result in an effective authentic language learning supported by technology.

### Technology Integration

My study is about teachers' views of challenges and opportunities of CALL in RAK, and understanding the meaning of technology integration is a crucial step to effective use of technology to support language learning. Gunter (2002, p. 605) states that before we define technology integration, we need to explain the meaning of the word *integration*, that is, "bringing different parts together to combine into a whole." Accordingly, Gunter says that technology integration is using technology, including its software and hardware, to meet the curriculum standards and learners outcomes (p.

605) of any lesson. Technology integration can be defined also as “educators’ use of technology to enhance instruction and to create a rich environment to help each individual student develop a depth of understanding and critical thinking skills” (ChanLin, 2007, p. 45). Both definitions emphasize the importance of considering the curriculum, learning goals, and the students when integrating technology in teaching.

### The Advantages of Integrating Technology in Language Classrooms

One focus of my research was to discover what the participating RAK teachers think are opportunities for the implementation of CALL in language classrooms. Many researchers argue that using technology in English as a foreign language and English as a second language (EFL and ESL) classrooms can be one of the most productive ways in teaching English. Okojie, Olinzock, and Okojie-Boulder (2006, p. 66) believe that technology used for teaching and learning should be considered as an integral part of instruction. Arnold (2007, p. 162) also describes technology as a vital component in foreign language teaching. Thus teachers need to be aware of its potential to enhance language teaching.

There are a wide variety of advantages to using technology in language classrooms. Wang (2005) says the best way to teach or learn a language is in interactive and authentic environments (p. 40). Computer technologies, he believes, are powerful because they create these environments where a teacher's role shifts from being “sage on the stage” to “guider on the side” (p. 40). Here, the teacher guides the students and makes sure that they are learning. Also, the internet provides some “simulation software” (Gunter, 2002, p. 749) that brings the real world into the classroom and opens ways for students to interact with the outside world. Simulation software, according to Gunter (2002, p. 749), is “software that gives students experience with designing a city, constructing buildings, flying airplanes or saving forests.” Gunter believes that this simulation software assists students in developing thinking skills, including problem solving skills.

Furthermore, computers open ways for a collaborative learning environment and allow opportunities for students to communicate with others from the same or different cultures. For example, Gersh (2001) states that teachers can use the internet to link students with other classes, which will result in collaborative learning. This, in her view, will create a “shared learning environment” (p. 50). Also, she believes that

when students write and interact with real audiences, they tend to develop their writing skills and increase their knowledge about other cultures.

Another advantage of CALL is using the World Wide Web in language teaching. Mills (2000) argues that Web-based activities guide learners to process language for “form and meaning” (p. 603) by establishing chances for interactions through emails, chat, videoconferencing and instant messaging. In a similar way, Son (2007) argues that the World Wide Web can enhance language learning by offering a “global database” (p. 21) of authentic materials. Moreover, he notes that besides being a learning and teaching tool, the web is a “learner-centered” (p. 34) medium of instruction. Learners depend on themselves to find information and to use the materials available online. In Son's study, he observed ESL learners while working on selected activities on the internet and investigated their perceptions towards the web activities. Results of his study show that those learners had positive attitudes towards those activities and they were fully engaged in them. They felt that they would be able to practise the skills that they had learned at home, such as reading, listening, and essay construction.

Besides these advantages, CALL includes increasingly important and successful techniques for teaching and learning language. In a study conducted by Ushida, student motivation was measured by comparing classroom discussion using computers with face-to-face class discussion. The results indicate that students participated more in computer-based discussions than in teacher-initiated discussions. Ushida lists a number of positive effects of CALL. One of these benefits is that CALL applications raise students' motivation. Gunter (2002) also reports that technology has the potential to increase student motivation and class attendance. Furthermore, she argues that technology helps in addressing different learning styles of students by varying the technology tools. The technology resources are not limited to a certain space or time as they can be accessed by those who have access to the internet, which leads to opening ways for continuous learning in and outside the classroom.

#### Issues Confronting Teachers in Integrating Technology in the Language Classroom

In spite of the wide number of advantages that are related to technology implementation, teachers, such as those in RAK, might have problems integrating

technology in their own classrooms, because integrating technology in the classroom can be affected by a number of issues.

One such issue is the availability of hardware and software, which is the most common obstacle. Glenn (1997) argues that teachers who enroll in different training sessions on technology integration cannot apply what they have learned after returning to their schools, due to this lack of availability. Glenn states that the same thing applies to software where teachers face difficulty in finding the appropriate software to use in their classrooms.

A second issue is training and support. Arnold (2007, p. 172) says that "training and support issues have a negative effect on IT use." Lack of training in how to integrate technology in the classroom can be an obstacle that might result in poor use of technology due to the lack of skills needed for technology implementation. Levin and Wadmany (2008, p. 236 ) also refer to another factor that follows the training itself which is the "availability of guidance from specialist mentors." To make use of what has been learned in training courses, teachers need support from those who are experienced in technology to be able to integrate technology appropriately. This lack of support may result in the teachers' neglect of what has been learned in the training courses.

A third important point is lack of time. Since many teachers complain about the amount of material that should be covered, it makes them hesitate to think of integrating technology in their classes. Arnold (2007) considers time to be the most important obstacle to teachers integrating technology. To be well trained in technology implementation means to spend enough time learning IT skill and to learn how to make use in classrooms of what has been learned.

A fourth issue is the rapid changes in technology. Levin and Wadmany (2008, p. 236) mention another factor affecting the use of technology in the classroom which is "the changing nature of technology itself." Technology is changing in terms of software and hardware. Therefore, it would be difficult for teachers to keep in touch with all the changes in technology. Also, if they do so and try to be alert to what has been introduced in the world of technology, they might not find supporters present in the schools to provide them with the appropriate hardware and software. Each new piece of software requires time from teachers to be learned and accordingly adapted to fit in the curriculum.

A fifth issue is the cost of technology. Delamarter (2005) draws attention to this obstacle and shows that different institutions around the world are spending large percentages of their budgets on technology. Money or support for technology integration can be another important factor that should not be neglected when discussing technology implementation.

A final issue is teachers' views and beliefs. Levin and Wadmany (2008) note that teacher-related variables can be vital issues influencing the implementation of technology in any institution. These variables may include "the teachers' beliefs about technology, whether teachers are positive about technology, their resistance to change and their willingness to change, prior negative experiences of using technology..., their extrinsic and intrinsic motivation" (p. 237). Consequently, teachers' beliefs can be another factor confronting technology integration in the classroom.

#### Teachers' Perception of the Goal of Integrating Technology in the Classroom

The focus of my research was teachers' views about obstacles and opportunities with the implementation of CALL in RAK. Although it has been proven by different studies that technology can have a tremendous effect in terms of improving the quality of teaching the English language, it seems that many teachers are not aware of how to make use of these advantages.

To begin with, personal factors can play a role in the integration of technology in the language classroom. Personal issues, teachers' experiences, beliefs, and professional development are factors that can affect teachers' implementation of technology in their classrooms. According to ChanLin (2007, p. 46), this can be related to personal issues, such as teachers' perception of the integration of technology into their classrooms. ChanLin, in his study, discusses factors influencing computer technology implementation among school teachers. Results of his study show that there is a significant relationship between computer use and the personal factors. Teachers' willingness is important because it paves the way for teachers to use technology effectively, and thus they can make use of the benefits of technology to become confident in using it in their classrooms. ChanLin argues that this perception seems to be derived from teachers' own experiences with computers, their personal beliefs, and availability of professional development in CALL.

Teachers' experience with technology is another factor that might confront teachers when attempting to implement CALL in their language classrooms. Young (2005) examines one of the impediments to effective technology implementation, which is that most teachers nowadays did not grow up as technology users themselves. Therefore, to make use of technology, a teacher needs to learn to be proficient in it. To dig more into this issue, in Young's study, learning how to use technology as an adult (in contrast to learning by young people of today who have more exposure to technology) is compared to learning languages in that most adult learners of languages speak a new language with an accent. An example is given by Young about today's students who are "digital natives" (p. 15) because they were born in the "digital age" (p. 15) which allows them to gain different technology experiences and attitudes than those older in age.

A third point is teachers' beliefs (ChanLin, 2007). Many studies show that teachers' beliefs and attitudes influence their use of computers and other technologies in their classrooms. This influence might form a major barrier to integrating technology in language classrooms. Levin and Wadmany (2006) show that the way teachers use technology in the classroom is related to their personal beliefs about curriculum and instruction. For example, they say that if a teacher holds a traditional teaching philosophy and believes that his or her role is only to transmit a "rigid" curriculum, he or she is the type of teacher who will avoid the use of computers or any new technologies in his or her classroom. On the other hand, Levin and Wadmany (2006, p. 161) point out that those teachers who are "constructivists" and believe in new ideas about teaching and instruction are more likely to implement technology in their classrooms.

A fourth factor is professional development (ChanLin, 2007). Gonzales, Pickett, Hupert, and Martin (2002), Gersh (2001), and Okojie, Olinzock, and Okojie-Boulder (2006) also describe the importance of professional development for teachers. Gonzales et al. (2002) argue that for a better use of technology in the classroom, teachers need not only follow the traditional methods in teaching the English language, but they should also widen their view to involve learning with technology. In a similar way, Gersh (2001) lists a number of ways by which teachers can develop themselves professionally in terms of technology implementation. For example, she suggests that teachers attend workshops and courses about technology integration as well as learn through online tutorials. Unfortunately, it has been found

by Gonzales et al. (2002) that the focus of professional development in technology has been on showing how to operate equipment (p. 2) instead of presenting the ways teachers can integrate technology into instruction. Accordingly, professional development courses should emphasize other operational goals such as how to use technology in context and match the needs of the learners to the curriculum goals.

Moreover, Okojie et al. (2006) emphasize that teachers need to understand that technology integration

is not restricted to the mechanical application of various new computer hardware and software devices during the process of instruction. It should include the strategies for selecting the desired technologies, skill to demonstrate how the selected technologies will be used, skill to evaluate such technologies, as well as the skill to customize the use of such technological skills in a way that address instructional problems. (p. 66)

Gunter (2002) carries the same view as Okojie et al. in believing that "one important consideration is to decide on the appropriate technology to achieve desired learner outcomes" (p. 617). In Gunter's opinion, teachers should plan what areas they need to use technology in to meet learning objectives. Consequently, teachers' perception of technology integration, which is developed through their own experiences with computers, personal beliefs, and professional development courses, has a great impact on the process of implementing technology in the classroom. However, when it comes to technology integration in the classroom, teachers should consider a number of factors (which will be listed below) as principles for implementing technology in their language classrooms.

### How Can Teachers Integrate Technology in the Classroom?

My research concerned the participating RAK teachers' views of implementation of CALL in their classrooms. Therefore, in the consciousness-raising workshop, I presented to the teachers theory of CALL. McGrail (2007) introduces seven principles for technology implementation in the language classroom that have been developed by educational scholars. These principles encourage language teachers to



introduce and infuse technology in context; focus on the importance of technology as a literacy tool; model English language arts learning and teaching while infusing technology; evaluate critically when and how to use technology in the English language arts classroom; provide a wide range of opportunities to use technology; examine and determine ways of analyzing, evaluating, and grading English language arts technology projects; and emphasize issues of equity and diversity. (p. 62)

These principles, in fact, are considered as insights for language teachers about how to make full use of technologies that can enhance learning. One main point that teachers need to remember from these principles is the first one which calls for introducing technology in context. Luke and Britten (2007) emphasize that foreign language teachers should learn how to merge technology effectively with instructional activities. They believe that teachers need to understand the uses, strengths, and limitations of technology before they integrate it in their classrooms.

Another point that teachers should keep in mind is the role of the computer in that classroom. Szendeffy (2005, p. 10) indicates that computers can be used in language learning in two main ways: as a “tool” or as a “tutor.” As a tool, the computer is used to produce collaborative activities where the teacher plays an important role in the students’ activities by monitoring and guiding them. However, according to Szendeffy, in the absence of a teacher, the computer can be used as a tutor. Here, the computer itself guides the student and provides different activities and gives feedback. Both ways of computer usage are productive, but teachers need to be selective about using CALL by relating it to instructional goals. Egorov et al. (2007) discuss how the computer, when used as a tool, empowers the learners to use and understand the language. Therefore, teachers are encouraged to use computers as tools. For example, Lamar (2001) used the computer as an instructional tool for elementary students to conduct social studies research on the internet, and this, as noted by him, “benefits both teachers and students” (p. 13).

Moreover, teachers are advised to integrate technology into the curriculum because, as Barnett (2001) points out, technology impacts students' learning when there is a match (p. 3) between the content, which here is the curriculum, and the technology being used. In addition, teachers should seek appropriate resources

because, without adequate resources, there will be little opportunity for teachers to integrate technology in the curriculum (Hew & Brush, 2007, p. 239). Access to technology involves providing the proper amount and right types of technology for teachers to use. Then, because curriculum and assessment are closely related, there is a need to consider the assessment approaches when integrating technology into the school curriculum (Hew & Brush, 2007, p. 239). This is to meet the current "standards- based accountability" (p. 240).

Besides these principles, teachers should emphasize equity when incorporating technology in their classrooms. McShay and Leigh (2005) argue that when teachers implement technology in their classrooms, they need to critically examine how such use might affect "diverse ethnic, racial, and cultural" (p. 10) learners. According to them, teachers should infuse technology with multicultural, diversity, and equity issues because those issues might affect the students' understanding of the use of technology in the classroom.

Following these principles of technology implementation, it is seen that there are different types of activities that can be involved in CALL. Fotos and Browne (2004) present these different activities, and they explain,

One of the most important activities is writing. Writing activities include word processing and text analysis. Then, teachers can ask learners to exchange their essays via email and to do peer corrections. Another type of CALL is communicating. It includes emails, students' discussions, the internet, real time chat. These activities are useful because they provide authentic communication which will give them more chances to use and practice the language. (p. 9)

Regardless of the wide number of uses of computers in the language classroom, McGrail (2007) states that English language teachers have had a hard time integrating technology in their classrooms. This difficulty can be related to a narrow conception of technology use among language teachers. McGrail points out that the computer has been seen as a device for drill practice on basic skills rather than having a "literacy" of its own (p. 60). Therefore, teachers need to expand their view of computers to include all the possible uses of CALL, but they must not forget their

students for whom these activities are established. This reminder means that teachers need to consider the students' learning styles and preferences.

### The Use of CALL in the United Arab Emirates (UAE)

In the context of the UAE, there are only a few studies about CALL. Studies like those of Moore (2008), Jasim (2008), and Stephenson and Harold (2008) show that CALL is widely used at the university level in the UAE. Moore (2008) in his study, "Integrating a CALL Initiative into a Regular Curriculum," describes his experience in applying CALL in the curriculum which he was teaching at the Higher Colleges of Technology. The initiative involves digital recordings of the readings included in the textbook using an MP3 program. The results of this study demonstrate the benefits of implementing CALL into the curriculum at the Higher Colleges of Technology, and one benefit is getting the students to speak English for extended periods of time. Jasim (2008), a teacher at Madinat Zayed College, addresses some possible applications of technology in the classroom and the challenges that might face the teacher when using technology. She also points out that when integrating technology in the classroom, certain aspects should be considered like the teachers, the students and the equipment. Stephenson and Harold (2008) conducted a study entitled, "The Effective Integration of Technology into ELT Classrooms." They explain that teachers should be proficient in emerging technologies in their classrooms (p. 313). They list a number of educational technologies that can be used in English language classrooms, such as the computer including its software and mobile technology. Furthermore, they discuss issues that might affect technology integration like teacher professional learning, access to technology, and ethics. They argue that learning how to merge technology in the classroom should be part of the ongoing professional development programs for teachers. Also, they describe access to technology as a key issue (p. 322). Then, regarding ethics, they claim that teachers should be aware of some of the students' practices when dealing with the internet. They give two examples of these practices: being exposed to inappropriate websites and plagiarism.

In addition, other studies like those of Al Mekhlafi (2006) and Odeh (2008) investigate the use of CALL in UAE K-12 schools. Al Mekhlafi (2006), in his study in Al Ain, considered the effectiveness of CALL on elementary-prep school students' improvement in English as a foreign language. The results of Al Mekhlafi's study

demonstrate that CALL is an effective tool for teaching EFL. His study showed a great difference between those who use CALL in teaching EFL and those who do not use it. Moreover, the study's results indicated that the language learners should be trained to use CALL because if they become experienced and spend more time using computers, they will benefit from CALL applications and their language learning will improve. One of the recommendations stated in this study was that "research should be conducted to investigate the effect of CALL on learning English in k-12 schools" (p. 137).

Odeh (2008) analyzes how teachers of English at the secondary schools in the UAE perceive the integration of computer technology in language instruction. The results of Odeh's study provide an overview of the teachers' attitudes towards incorporating computer technology into classroom practices. The teachers who participated in this study showed a positive attitude towards using computers for general purposes like planning, preparing materials for teaching and making exams. However, those teachers did not make use of computer technologies in their classrooms due to the lack of access to computers in their classes, lack of training, and lack of time. They believed that the implementation of computers in their classrooms was time consuming. One important recommendation in Odeh's study was that teachers should be encouraged to take training courses on how to incorporate computer technology in their classrooms. Another recommendation was that the Ministry of Education should make computers accessible for teachers in the classrooms, for them to be able to benefit from the wide range of applications offered on this incredible machine.

#### Consciousness-raising Workshops

In my research, a consciousness-raising workshop was conducted to raise the teachers' awareness of the implementation of CALL in their classrooms. Consciousness-raising is also called "awareness training" or "familiarization training" (Oxford, 1990, p. 202). Oxford defines awareness training as "a program in which participants become aware of and familiar with the general idea of language learning strategies and the way such strategies can help them accomplish various language tasks" (p. 202). The participants in this definition might not involve students only, but teachers and those who are interested in language learning and teaching, such as

researchers, are included. For Oxford, consciousness-raising is important because it is "the individual's introduction to the concept of learning strategies" (p. 202).

Consciousness-raising is one type of strategy training. An example of consciousness-raising workshops is Eckerth's study. Eckerth (2008) in his study, "Investigating Consciousness-raising Tasks: Pedagogically Targeted and Non-targeted Learning Gains," investigated a series of consciousness-raising tasks in a real EFL classroom. Eckerth defines consciousness-raising tasks as "a pedagogic activity where the learners are provided with EFL data in some form and required to perform some operation on or with it" (p. 121). Strategy workshops, according to Cohen (2003), are "intensive," and they aim at "increasing learner awareness of strategies through various consciousness-raising and strategy-assessment activities" (p. 3). Cohen lists a number of steps for designing strategy training based on steps suggested by Oxford (1990). These steps, which I followed in preparing the consciousness-raising workshop, are as follows:

1. Determine learners' needs and the resources available for training.
2. Select the strategies to be taught.
3. Consider the benefits of integrated strategy training.
4. Consider motivational issues.
5. Prepare the materials and activities.
6. Conduct explicit strategy training.
7. Evaluate and revise the strategy training (Cohen, 2003, p. 5).

### Some Practical Applications of CALL

#### Introduced in the Consciousness-raising Workshop

There are a wide variety of activities and applications of CALL that can be used in the language classroom. My research aimed at introducing teachers to some applications that they can use in their classrooms, so that they could comment on the feasibility of CALL in their classrooms. In the consciousness-raising workshop, I focused on three applications that can be useful in English language classrooms in RAK, which were Hot Potatoes, Word's tracking features, and internet games.

I chose to present Hot Potatoes, especially JCross, in the workshop because it is an excellent tool for teaching vocabulary, is free, and easily used. Tarr (2001, p. 28) defines Hot Potatoes as "several applications rolled into one big package." There are six applications in the Hot Potatoes package. These applications include JQuiz, JMix,

JCross, JMatch, and JCloze, and the Masher. Christy and Lee (2004) present the basic uses of each application. JQuiz is used to create question-based quizzes. These questions can be four different types and feedback can be provided for correct and wrong answers. JMix creates jumbled-sentence exercises which students have to put into the correct order. JCross facilitates creation of crossword puzzles. JCloze creates gap-fill exercises and the students have to type the correct words into the gaps. JMatch provides the facility for creating matching exercises. This can be used for matching vocabulary to pictures or translations. Finally, Masher creates complete units of material in one operation.

For the secondary school teachers who attended the workshop, Word's tracking feature was an effective tool for commenting on the students' writing. Szendeffy (2005) defines Track Changes as an editing feature of Word and WordPerfect in which a visual record of changes is made to the text (p. 52). This tool can be used by teachers, editors, and writers when marking up texts in a similar way to using a pen. They can edit the document by correcting mistakes, highlighting others, adding information, deleting information, moving texts, or adding comments. Szendeffy says that when teachers use this feature to correct the students' projects or writing drafts and ask the students to work on the changes, different colors will appear for different editors.

Because the consciousness-raising workshop included different teachers who are teaching different levels, I chose to present use of internet games which can be applied in all levels. Beatty (2003, p. 54) mentions that the educational games offered on the internet are used for "pedagogical" purposes and make use of one form of "subversive teaching." In this kind of teaching, learners are not aware that they are learning; however, learning takes place as an activity "peripheral to play" (p. 54). Beatty argues that the best educational games are the ones which "imbed" the "pedagogical objectives" (p. 54). This way the learners enjoy playing, and the teachers achieve their hidden objectives.

Since this research explored the views of RAK teachers about obstacles and opportunities for implementing CALL in their classrooms, this review of literature provided a general overview, starting with defining the word "integration," discussing advantages and disadvantages of implementing technology in the classroom and some of the issues or obstacles that might confront teachers from making use of technology in their classrooms. Finally, the three CALL applications (Hot Potatoes, Word's

tracking features, and internet games) demonstrated in the consciousness-raising workshop were explained, specifically their implementation in the English language classroom.

## CHAPTER 3

### METHODOLOGY

#### Design of the Study

To achieve triangulation, three sources of data were used in this research: questionnaires, an open group discussion, and semi-structured interviews. This data was collected in June, 2009.

Survey One, a questionnaire before the consciousness-raising workshop providing an overview of CALL and some practical CALL applications, was administered to answer the first research question: Before the CALL session, what did the English language teachers in RAK know about CALL? Then, I conducted a workshop which was to introduce the teachers to CALL theory and three CALL software applications, so they would be able to comment on whether they would be able to use it in their classrooms or not. After this workshop, the teachers filled out a second questionnaire (Survey Two) where they answered another main question of my research: After a CALL workshop, do those teachers think that they would be able to implement CALL in their classrooms? Then, an open group discussion was conducted directly after the workshop in which 16 teachers were asked to reflect on what had been presented, and they listed the obstacles that they faced and might prevent them from applying in their classrooms what had been presented. Later, semi-structured interviews were conducted to find an answer to the last question: What obstacles do they foresee hindering them from making use of what was presented? From those 14 who volunteered to participate in the interviews, I interviewed 10 teachers who were from the nearby schools. The remaining four participating teachers who were from distant schools provided written answers to the interview questions.

#### The Participants

In order to have a clear picture about the opportunities and challenges with CALL in RAK, 20 teachers were included in the study. All the female English language teachers at local schools in Ras Al Khaimah, a total of 261 teachers, were informed about the workshop. Since part of my research was a consciousness-raising workshop about CALL applications which was conducted at the same school I am currently working in, a single-sex educational institution, I chose females only in my



study. A flyer was sent to them through the district zone's post which included the workshop agenda and background information questions about the teachers' school levels, experiences with technology and familiarity with CALL applications like Microsoft Word, internet games, and Hot Potatoes. Also, it contained a description of the purpose of this workshop, explaining that it is part of research conducted by a student at the American University of Sharjah and the participants will answer questionnaires and will be asked to volunteer to participate in interviews. Moreover, this flyer explained that 30 teachers who register for the workshop will be selected to participate because 30 computers were available in the school's computer lab. However, in actuality, the teachers who registered for the workshop by the deadline for registration did not reach the number that was needed. Therefore, the registration period was extended to another week until 30 registered, but of these 30 only 20 attended the workshop.

This research in June, 2009, solicited input about CALL in RAK from teachers with varying levels of computer skills, education, and teaching experience as well as a range of teaching levels. It is noticed that 18 participants were UAE nationals while of the other two, one was from South Africa, and the other was from Syria. 15 participants had bachelor's degrees, two had teaching diplomas, two already had their master's, and one was in the process of finishing her master's degree. 14 participants, who were all UAE nationals, had 1-5 years of experience in teaching. Three participants had more than 15 years of experience while there were two teachers who had 5-10 years of experience, and one only had 10-15 years of experience. Concerning the school level that they were teaching in, there was a mixture of levels: primary, preparatory, and secondary. All of these schools are local including the Madares Al Ghad schools (MAG), which are experimental schools that follow a different curriculum from the other primary, preparatory, and secondary local schools. Then, concerning their experience with using the computer in general, 15 teachers had experience in using the computer while the other five had "some experience." (See Table 1.)

Table 1. Teachers' Demographic Information and Computer Experience

Participant	Nationality	Highest Educational Level	Teaching Experience	Teaching Levels	Experience with Computer
1	UAE National	Bachelor	1-5 years	Prep+ Secondary	Yes
2	UAE National	Bachelor	1-5 years	Preparatory	Yes
3	UAE National	Bachelor	1-5 years	Primary	Some
4	UAE National	Bachelor	10-15 years	Secondary	Some
5	UAE National	Bachelor	1-5 years	Primary	Some
6	UAE National	Bachelor	1-5 years	Primary	Yes
7	South Africa	Diploma	more than 15 years	Primary (MAG)	Yes
8	Syrian	Bachelor	more than 15 years	Secondary	Some
9	UAE National	Bachelor	1-5 years	Primary	Yes
10	UAE National	Master	1-5 years	Secondary	Yes
11	UAE National	Bachelor	1-5 years	Secondary	Yes
12	UAE National	Bachelor	1-5 years	Secondary	Some
13	UAE National	Bachelor	5- 10 years	Secondary	Yes
14	UAE National	Diploma	1-5 years	Prep+ Secondary	Yes
15	UAE National	Master	5-10 years	Secondary	Yes
16	UAE National	Bachelor	1-5 years	Primary (MAG)	Yes
17	UAE National	Bachelor	1-5 years	Secondary	Yes
18	UAE National	Bachelor	1-5 years	Primary	Yes
19	UAE National	not indicated	more than 15 years	Primary	Yes
20	UAE National	Bachelor	1-5 years	Primary	Yes

It was mentioned in the flyer sent to all female English teachers in RAK (see Appendix D) that those who were interested in participating in this workshop and the research should send an email to me. Registered for the workshop were 30 female teachers from different local schools in Ras Al Khaimah who were teaching different school years. However, out of the 30 teachers who had registered, only 20 attended the workshop. This cancellation was due to last-minute circumstances for some of them who called me on the phone the night before the workshop and others in the morning when the workshop was supposed to take place. From the 20 participants, 14 teachers volunteered to be interviewed. Since those interviews were not held on the same day as the workshop, I asked the teachers to name suitable times for conducting the interviews. Due to reasons of convenience, four teachers who were coming from further distances from my school and showed interest in being interviewed answered the interview questions on paper before they left. Their written responses were included with the interview data.

## The Setting

The beginning stage of this research was completed in the computer lab at Al Najah School for Basic and Secondary Education in Ras Al Khaimah. This school, one of 75 in RAK, is a single-sex local school of around 400 female students from various Arabic countries, but the majority of them are from the United Arab Emirates. A consciousness-raising workshop was held in the school's computer lab. Eckerth (2008) investigated a series of consciousness-raising tasks in an L2 classroom aimed at increasing learners' perception of formal and functional L2 features. In a way similar to Eckerth's study, this workshop was designed to raise the participating English language teachers' perception of implementing CALL in their ELT classrooms.

The timing of the workshop was arranged to accommodate the teachers' schedules. It was held in June, 2009, which was the best time for training teachers because they are done with the students for the academic year, and they do not have classes. It was a morning session that extended for two and a half hours, including a 15-minute break. There were 30 computers in the school's lab, which resulted in limiting the number of teachers who could attend the workshop to 30 participants only. I had looked for a larger computer lab in which to hold the consciousness-raising workshop, but I discovered that there were no computer labs in the district's zone suitable for such workshops. In the RAK District Training Center, there were only 20 computers in each computer lab. Thus the most suitable computer lab for the consciousness-raising workshop was the one at Al Najah School for Basic and Secondary Education in Ras Al Khaimah.

The 20 teachers attending the workshop were from different school levels including primary, preparatory, and secondary. They were using different curricula to teach the English language. Those who were from primary schools were using *UAE Parade* (Herrera & Zanatta, 2006). For the preparatory stage, they were using *UAE English Skills* (Phillips & Phillips 2008). Then *On Location* (Bye, 2009) was being used in the secondary level. Two of these curricula (*UAE English Skills* and *On Location*) do not include use of technology in the class activities, although they are supplied with CDs which include listening transcripts. *UAE Parade* is supplied with a video cassette which includes extra activities for each unit in the book.

### The Piloting Stage

The workshop was piloted two months prior to the beginning of this research, in June, 2009. Six English language teachers from my school attended the piloting of the workshop, and they were introduced to the same applications as in the real workshop; however, with a few changes. The program of the pilot workshop included an introduction to Hot Potatoes, Microsoft Word's tracking features, and the way of inserting pictures, videos and audio in Microsoft PowerPoint slides. However, because it was discovered that the school's lab was not equipped with some features, such as speakers and microphones which are necessary for inserting sounds, PowerPoint was removed from the workshop's program. Another reason PowerPoint was not included in the consciousness-raising workshop was that the teachers who participated in piloting the workshop did not show interest in learning how to insert pictures, videos and audio in Microsoft PowerPoint slides. Toward the end of the piloting workshop, some of the teachers said that they already know that and that it is easy to do. Consequently, those teachers were asked about what to include instead of Microsoft PowerPoint. They mentioned that learning about the uses of the internet and especially internet games would be a great help for them and that would be meaningful for them and for the teachers who were going to attend the workshop. Thus internet games were presented in the CALL workshop instead of PowerPoint.

### The Consciousness-raising Workshop

Following Cohen's (2003) plan for consciousness-raising workshops, through my own observations and informal input from my school teachers, I determined teachers' needs. Then, based on their input, I selected the three CALL applications (Hot Potatoes, Word's tracking features, and internet games). The benefits of these three applications lie in practical uses of the three applications in the English language classroom. For example, for the Hot Potatoes, it was explained that it could be used to develop crossword puzzles to teach new vocabulary for young learners. Word's tracking feature was presented as an effective tool to encourage learners to correct their mistakes and improve their writing skills. Then, the internet games presented in this workshop could make learning new vocabulary and grammar rules more interesting.

To motivate teachers to register for the workshop, it was mentioned in the workshop's flyer that they would be given a certificate of attendance since it is a

professional development session. Materials like handouts for each application were prepared to make it easy for teachers to follow and refer to them when they use these applications in their classrooms. Moreover, explicit strategy training was followed in the workshop where each application was explained clearly in steps with hands on demonstrations.

During the actual workshop, which lasted for two and a half hours, teachers were introduced first to a general overview of the importance of integrating technology in the English language classroom. Then, different ways for integrating computers in the English language classroom were presented (see Appendix D). They were introduced to Hot Potatoes, Word's tracking features, and interactive games on the internet. Each application was introduced separately. Presentation of each application was followed by a brief discussion of how they could use it in their classrooms. For example, for the Hot Potatoes, it was explained that it could be used to develop crossword puzzles to teach new vocabulary for young learners. Moreover, for those who were teaching secondary level where they need to correct soft copy reports done by their students, Word's tracking feature was presented as an effective tool to encourage those learners to correct their mistakes and improve their writing skills. The highlighting feature in this application was one of the ways that was presented to correct the students' writings. This feature allowed the teachers to highlight mistakes using different colors, where each color might represent one type of mistakes like grammatical or spelling mistakes. Finally, the last CALL application that was presented was internet games. A number of useful internet games' websites were introduced. They included different kinds of educational games basically to teach vocabulary and grammar. For those who were teaching young learners, the internet games presented in this workshop would make learning new vocabulary and grammar rules more interesting.

Then, although there was an internet connection problem in the lab where the workshop was held, I presented some useful internet websites for teaching vocabulary and grammar. The internet connection problem that appeared on the day of the workshop caused some problems regarding practicing what had been presented on the internet. However, it was a positive issue in a way because this can happen in any class where teachers prepare materials on the internet and they cannot present it due to technical problems like the failure of internet access. Therefore, in some way, I succeeded in showing those teachers ways of dealing with such problems in their

classrooms. For example, since half of the computers in the computer lab had a problem with the internet connection, I asked the participants to work in pairs.

Moreover, to consider the realities of some schools where there is one computer in the classroom, I mentioned ways to use CALL in a one-computer classroom. In fact, one of the activities, which was a grammar game, was presented as if there was only one computer in the classroom. The participants were divided into two teams, and they were asked to discuss the answers together and either give the answer to the teacher or have a representative from each team be responsible for clicking the mouse according to their teams' answers.

### The Data Collection Instruments

#### Surveys

Two questionnaires were used in this research, one to be completed before the consciousness-raising workshop, and the second one after the workshop. The two questionnaires were printed out on two different colored papers. Yellow was used for the survey before the consciousness-raising workshop, and pink was used to represent the second one after the workshop. I stapled them together before giving them to the participants. This was done so that each participant's responses could be kept together, and the teachers were instructed to complete the first questionnaire before the workshop and the second one afterwards. Survey One (see Appendix A) was written in English and was distributed to the 20 English language teachers at the workshop. It aimed at soliciting the teachers' knowledge of CALL (if any), and what they thought they needed to know about the use of CALL in their classrooms. It was made up of 12 items, both closed and open-ended questions, and it was divided into two main parts, A and B. Part A asked for general information like nationality, educational level, teaching experience, and the level they were teaching. Part B focused on computer skills. Items 5 and 10 about knowledge and training of CALL in Survey One were mainly used to answer the first question of my research which is thus: "Before a CALL training session, what did the English language teachers in RAK district know about CALL?"

Survey Two (see Appendix B) was administered after the workshop to investigate the teachers' views about whether or not they would be able to implement what had been presented about CALL in their classrooms. It was divided into two sections: A and B. The two parts focused on finding out the teachers' views about

what had been presented in the workshop about CALL and the obstacles they might face when implementing what they had learnt in the workshop. Part A, which included nine items, was mainly used to answer the second question of my research, which is “After a CALL training session, do those teachers think that they would be able to implement CALL in their classrooms?” Part B, however, was used to answer the third research question, which is “What obstacles do they foresee hindering them from making use of what was presented?” Question B.3 in the second questionnaire clearly addressed the obstacles that might hinder teachers from incorporating CALL in their classrooms.

### Group Discussion

Since it was planned to conduct the interviews on other days following the workshop, and I needed to listen to the teachers' responses regarding what had been presented, an open group discussion took place after the workshop and after they filled out the second questionnaire. The 25- minute discussion was not recorded; instead, I took notes to give the teachers the freedom to talk and not to hesitate to discuss any problem that faced them. The points that were discussed were mainly related to the first two questions raised in the interviews (see Appendix C). Since some teachers might forget about what had happened in the workshop, the open discussion immediately after the workshop was a good opportunity to reflect upon the workshop. A total of 16 teachers participated in the group discussion. (Four teachers needed to leave directly after they had filled out the second questionnaires, and so did not participate in the group discussion, although they wrote written responses to the group discussion questions before leaving the consciousness-raising workshop.)

### Interviews

There were three open-ended questions in the interviews (see Appendix C). I used those questions to investigate these EFL teachers' knowledge about CALL, their views about implementing CALL into their classrooms, and the obstacles that might hinder them from integrating CALL in their classrooms. Regarding the process of the interviews, 14 teachers volunteered to participate in the interviews. However, I interviewed 10 teachers from the nearby schools. They were from four different schools, including my school. Also, they were teaching different levels. The interviews were not conducted on the same day of the workshop but on other days

following the workshop, which allowed the teachers to reflect upon what had been presented. I arranged the meetings according to the teachers' convenience. I met each teacher separately. Only five teachers agreed to record their voices on tape, while I took notes for the remaining interviews. Because of logistical considerations due to transportation issues, the remaining four teachers from distant schools provided written responses to the interview questions instead of being interviewed.

Since all the participants were English language teachers, the three interview questions (see Appendix C) were written in English, and I used these questions for further discussions with the interviewees.



## CHAPTER 4

### DATA ANALYSIS AND FINDINGS

#### Data Analysis Procedure

Three sources of data were used in order to investigate these EFL teachers' knowledge about CALL, their views about implementing CALL into their classrooms, and the obstacles that might hinder them from integrating CALL in their classrooms. The first of these sources included two surveys that I carried out before and after a CALL session. The second source was an open group discussion that followed the CALL session. The third source of data included semi-structured interviews that I conducted with 10 EFL teachers in RAK plus written responses to the interview questions from four teachers from distant schools. The information gathered from the surveys, the group discussion, and the interviews was all analyzed and classified. In the following section data analysis and the findings are discussed in accordance with the research questions.

#### The Teachers' Knowledge about CALL

##### (Responses to Research Question 1)

Survey One, the questionnaire that was distributed before the workshop, was mainly used to answer the first question of this research which dealt with the teachers' background knowledge about CALL. There were eight items on the survey designed to investigate these EFL teachers' knowledge about CALL. Before investigation of these EFL teachers' knowledge about CALL, they were asked general questions regarding their access to hardware (computers) and the internet at home and at school. All 20 teachers pointed out that they had computers at home, and 19 teachers noted that they had internet access at home. Regarding their access to computers in their classrooms, 11 teachers from primary and secondary schools said that they had computers in their classrooms. Nine of them had one computer with internet connection. Two who were teaching at one of the Madares Al Ghad (MAG) schools, had four computers with internet connection. One teacher explained that she had a computer lab with internet connection while another two teachers pointed out they had computer labs without internet connection (see Table 2).

Table 2. Computer Access at Home and School

Computer Access	Number of Teachers
Computer at home	20
Internet at home	19
Computer in Class	11
One computer with internet connection	9
One computer without internet connection	0
Four computers with internet connection	2
Computer lab with internet connection	1
Computer lab without internet connection	2

The first result that was revealed by the questionnaire before the workshop was that 15 participants said that they had experience with computer technologies. The other five participants explained that they had "some" degree of experience, when responding to question 5, "Before the workshop, have you had experience with computer technologies?" (See Figure 1.) This indicates that all of the teachers had at least some experience with computers. Even those who had taught for more than 15 years (and were presumably the older teachers) had experience with technology.

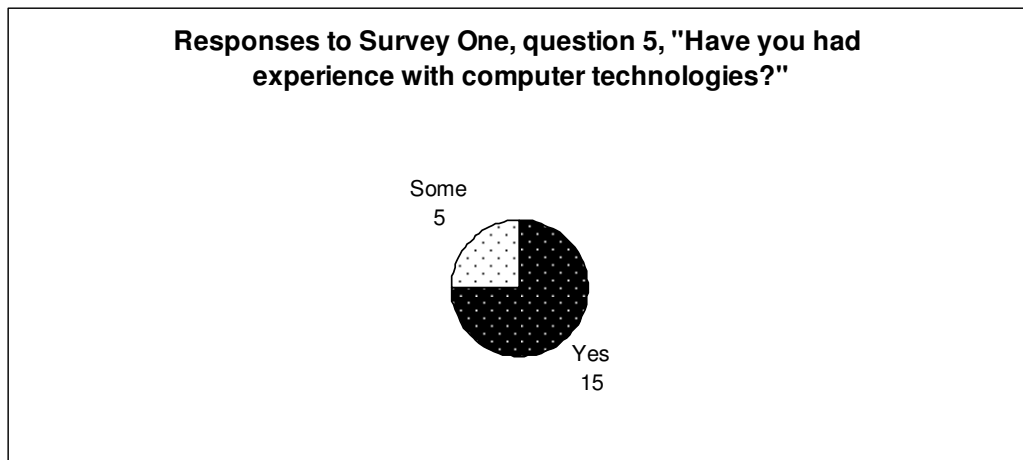


Figure 1. Teachers' Experience with Computer Technologies

Then, in response to the open-ended question that followed the previous question, "If yes, what are your competencies in using computer applications?" eight participants noted that they had experience with using Microsoft Office. Also, three of

them responded that they had experience with International Computer Driving License (ICDL) programs which is an obligatory course for those who are teaching in the Ministry of Education in the UAE. Another four participants indicated that they knew how to use the internet to download pictures, video clips, and games. One participant explained that she had experience with using Movie Maker and Real Player. Also, one teacher had experience with Movie Maker only (see Table 3.) Therefore, this indicates that the teachers knew about computer software, but did not know much about how to integrate it in the classroom.

Table 3. Types of Computer Experience

Types of Computer Experience	Number of Teachers
Microsoft Office	8
ICDL Programs	3
Internet : downloading pictures, videos, and games	4
Movie Maker + Real Player	1
Movie Maker	1

Moreover, responses to question 6, "Do you think that it is important to use a computer in your classroom?" indicated that all teachers believe in the importance of integrating computer technology in their classrooms. Although all teachers believed that using computers in their classroom is necessary, in responses to question 7, "How much time (0-100%) do you devote to teaching with the computer?" one teacher only said she uses 75-100% of her time to use the computer (see Figure 2). Seven teachers said they use 50-75% of their time to teach with the computer while there were nine teachers who said they spend 25-50% of their teaching time with the computer. The other three spent 0-25% of their time in teaching with the computer.

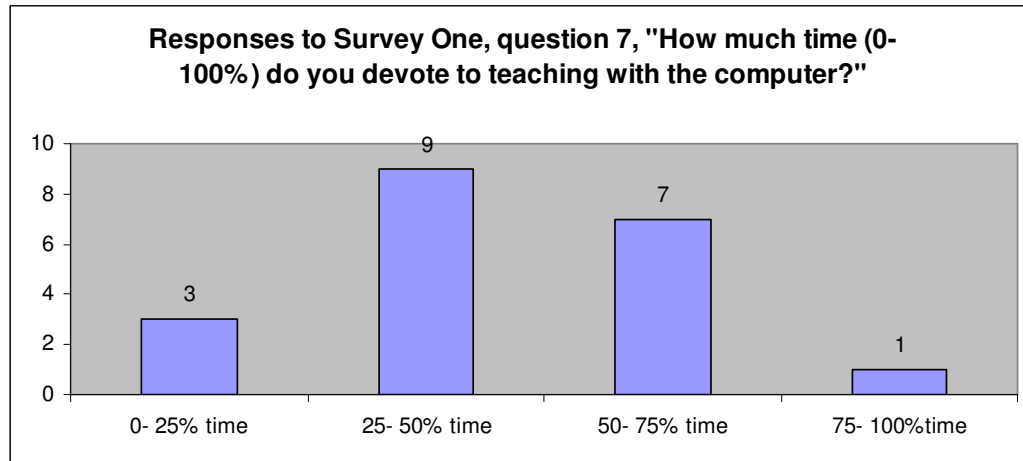


Figure 2. Time Reported Devoted to Teaching with the Computer

There were a number of contradictions in the teachers' responses here. First, in Survey One, when they were asked, "Do you have access to computers in your classroom?" six teachers answered no. Then, in the same survey when they were asked about the time that they spend in using the computer in their classrooms in Survey One, question 7, one teacher pointed out that she devotes 25-50% of her time to teach with the computer. The other five teachers used 50-75% of their time to teach with the computer. Since all those teachers do not have computers in their classrooms, how can they spend this time in teaching with the computer? However, because this question asks for the amount of time spent to use the computer in teaching and not specifically about the class time, it seemed that the teachers understood that the time used to prepare for lessons was included. Also, all the participants have access to computers at home, so it is likely that they selected those percentages to show the amount of time spent on the computer to prepare for lessons at home.

Responses to question 8, "For what specific skills do you find the computer most helpful in teaching English?" showed that 14 teachers found the computer most helpful to teach listening. This is very likely because they are provided with CDs for listening exercises and tests from the Ministry. Seven teachers found the computer useful to teach speaking. For teaching reading skill, eight teachers thought that the computer is helpful. There were two teachers only who believed that the computers can benefit them in teaching writing. (See Figure 3.)

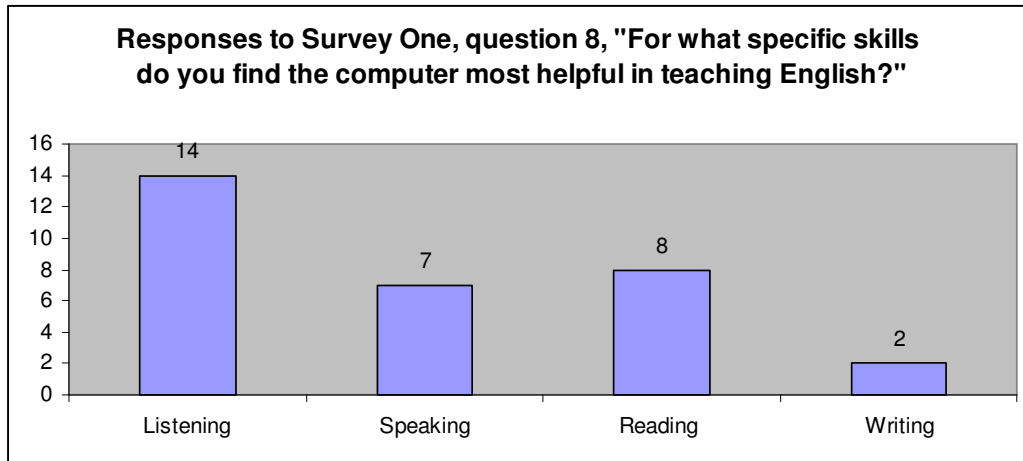


Figure 3. Skills Taught through Computer

Then, in response to Survey One question 10, "Have you heard anything about CALL? If yes, what do you know about CALL?" only one teacher answered yes. However, when she responded to the open-ended question that followed the main question, she wrote, "Not much, I only heard about it." 15 teachers said that they had not heard about CALL. Four teachers noted that they had heard some about CALL. One of them, for example, explained that CALL is "a set of programs on computer to teach and learn English." The other three did not respond to the open-ended question about their knowledge about CALL (see Figure 4).

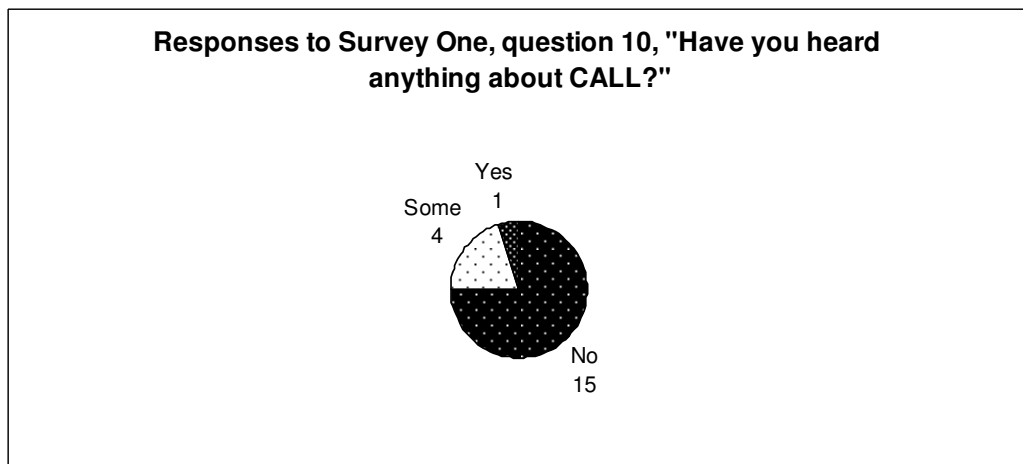


Figure 4. Teachers' Knowledge about CALL

Since knowledge often comes from training, three questions (9, 11, and 12 on Survey One before the workshop) were about training. Here, I discuss those three

questions together since they are about one theme. In response to the first question about training, "Have you attended training sessions or workshops to help you use the computer in the English classroom?" only four participants answered yes (see Figure 5). This means that the majority (16 out of 20) of the teachers had not taken any training sessions about CALL. Then, for those who answered yes, another question was asked, which was "If yes, what were they?" Three teachers noted that they had taken the ICDL course which does not mainly talk about integrating CALL in the classroom, but focuses on how to use computer software. One teacher, however, said that she had participated in a professional development workshop presented by the Madares Al Ghad schools.

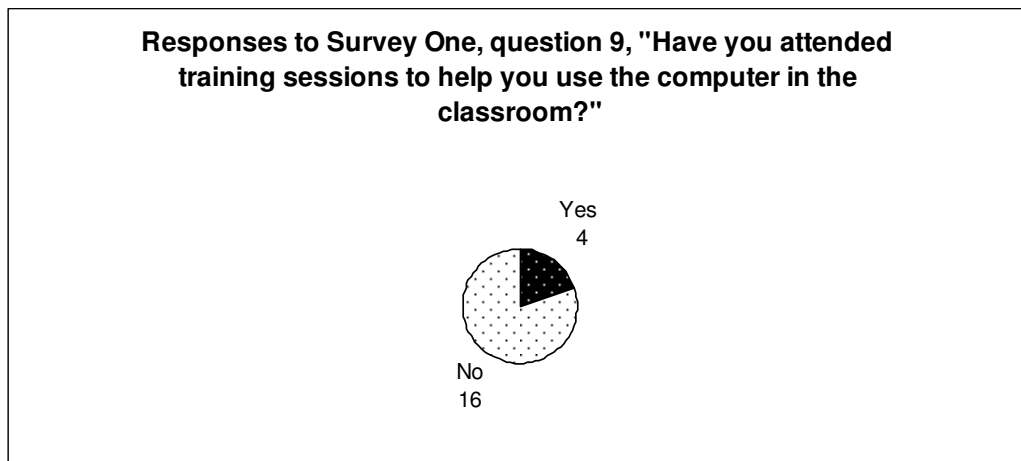


Figure 5. Attending Training Sessions about CALL

The second question about training (question 11) was "Do you think that you need more training and preparation to help you integrate computer technology in the classroom?" In response to this question, 15 teachers believed that they needed training about implementing CALL in their classrooms, answering "yes," to this question. Five teachers were not sure whether they need more training or not, responding with "somewhat." None of the teachers indicated that "no," they did not need more training. Since the majority (15) of the teachers were sure about the need for training sessions, they were asked to explain the reasons for their opinion. In response to this question, the teachers listed a number of different reasons. "To make the lessons more interesting and useful," said one teacher when explaining the need to learn how to integrate the computer in the classrooms. Another teacher wrote, "to be

up to date with new ways and strategies to facilitate the learning process to our students." Two teachers explained that the computer is "interactive," so they should make use of it. (See Figure 6.)

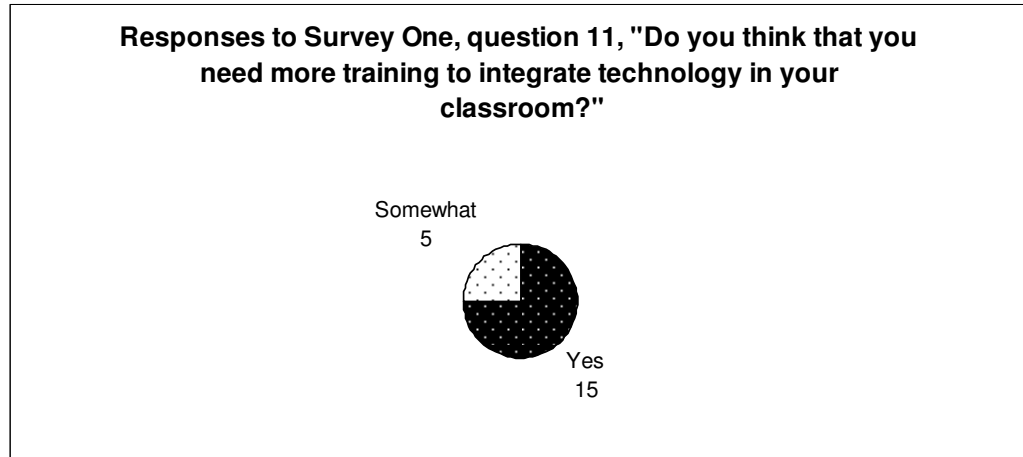


Figure 6. The Need for More Training about CALL

The third question (question 12) about training was "If you feel that you need more training, what would you like to learn about the uses of computer(s) in your classroom?" In response to this open-ended question, teachers showed different interests in using the computer. Five teachers indicated interest in learning new and interesting programs to teach English. One teacher, for example, pointed out that she "need[s] to learn basic uses of computers in the class and the most important programs and websites for English language teaching." Another teacher had a specific response. She stated that she wanted to learn how to use "Photoshop and the Movie Maker."

The Teachers' Views about  
Implementing CALL in their Classrooms  
(Responses to Research Question 2)

There were two main sources of data used to find out the teachers' opinions about using the three CALL applications presented and implementing CALL in general in their classrooms: Survey Two and the open group discussion.

## Survey Two Results

The questionnaire after the workshop (Survey Two) was mainly designed to solicit the teachers' views about incorporating into their classrooms CALL applications that were introduced in the workshop. The first result that was revealed by the survey after the workshop was that all EFL teachers who participated in the workshop found that the training session about CALL was useful and that it provided them with activities that they could use in their classrooms. The majority (19 teachers) also agreed that the activities that were presented in the workshop could be used outside the classroom. 19 teachers believed that they would apply what had been presented about CALL in their classrooms which would enhance their students' learning and motivate them to learn English. The remaining teacher, a secondary/preparatory teacher who did not think that CALL would enhance her students' learning, indicated that she did not have a computer in her classroom, yet she did say that she would apply what she had learned in the workshop and was comfortable with these CALL applications, views which seem contradictory. (See Table 4.)

Table 4. Teachers' Views about CALL

Statements	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. I think that this training session about CALL provided me with effective activities that I can apply in my classroom.				6	14
2. This session presents language activities that can be used outside the language classroom.			1	9	10
3. I will apply what has been presented about CALL in my classroom.			1	7	12
4. I believe that applying what has been presented about CALL will enhance my students' learning.	1			10	9
5. I believe that using CALL applications helps me motivate more of my students to learn English.			1	10	9

In response to question 6 on Survey Two, "After taking this training session, how comfortable are you using CALL in your classroom?" 11 teachers said they felt "very comfortable" in using CALL in their classrooms. Also, eight teachers indicated they felt quite comfortable in integrating CALL in their classrooms, and one teacher felt somewhat comfortable (see Figure 7). By looking at their teaching experience in Survey One, question A-3 and the teachers' responses to Survey Two, question 4, it was found that those who had more than 15 years of experience were "quite



comfortable” with the idea of using CALL in their classrooms, which is contrary to the expectation that older teachers would not be comfortable with CALL. However, those with fewer years of experience were more likely to be “very comfortable” using CALL in their classrooms. For example, of those who had from 1 to 5 years of experience, there were nine out of 14 who were "very comfortable" with using CALL in their classrooms. The other four who had from 1 to 5 years of experience were "quite comfortable" with using CALL while one only was "somewhat comfortable."

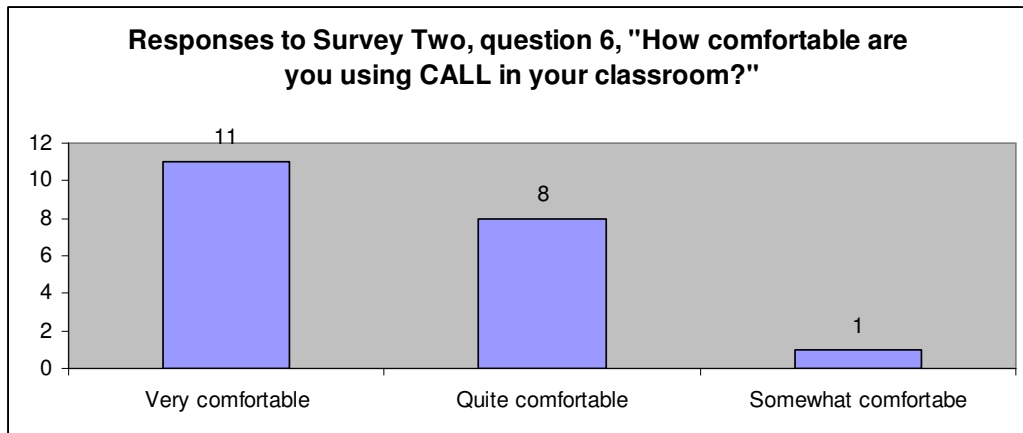


Figure 7. Level of Comfort with CALL

When they were asked specifically about each CALL application that was presented in the workshop, like in question 7, "How likely are you to use Microsoft Word in your classroom?" and 11 teachers answered "very likely." Six teachers answered "somewhat likely," and one teacher was not sure about using Microsoft Word in her classroom. (See Figure 8.)

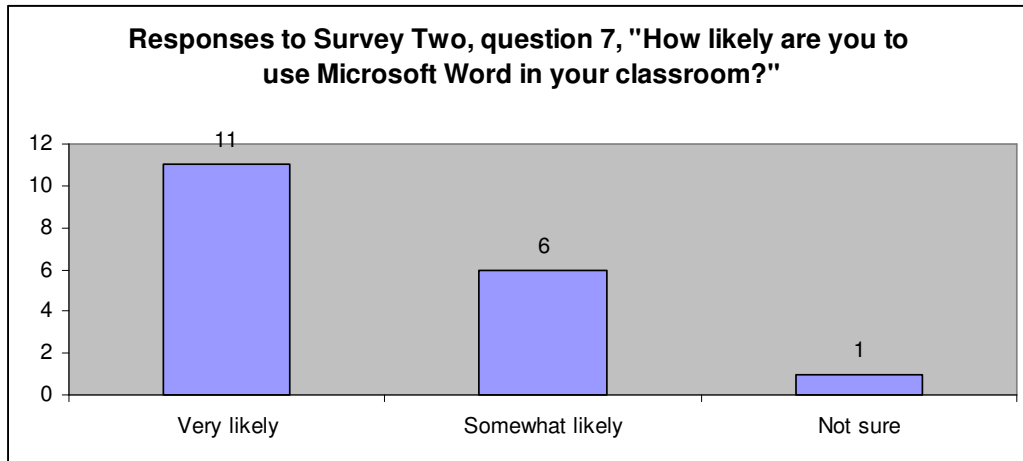


Figure 8. The Use of Microsoft Word in the English Language Classroom

Regarding question 8, "How likely are you to use the internet in your classroom?" 12 teachers said they were very likely to use internet games in their classrooms. Eight teachers noted that they were somewhat likely to use the internet in their classrooms. There was not any teacher who was not sure about use of the internet. Although some of those teachers had indicated on Survey One that they do not have internet access in their classrooms, their responses to this question contradict the realities of their classrooms. One explanation is that they were assuming that if they had an internet connection, they would use it. (See Figure 9.)

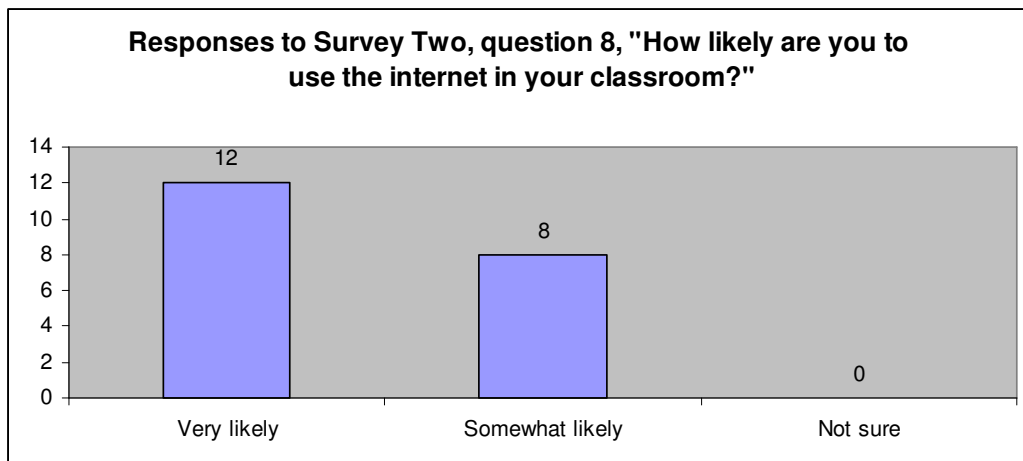


Figure 9. The Use of the Internet in the English Language Classroom

The teachers were asked in question 9 in Survey Two, "How likely are you to use Hot Potatoes in your classroom?" 11 teachers said they were likely to use Hot

Potatoes in their classrooms. Six teachers pointed out that they were somewhat likely to use Hot Potatoes in their classroom. Two teachers were not sure whether they will use Hot Potatoes in their classrooms or not. (See Figure 10.)

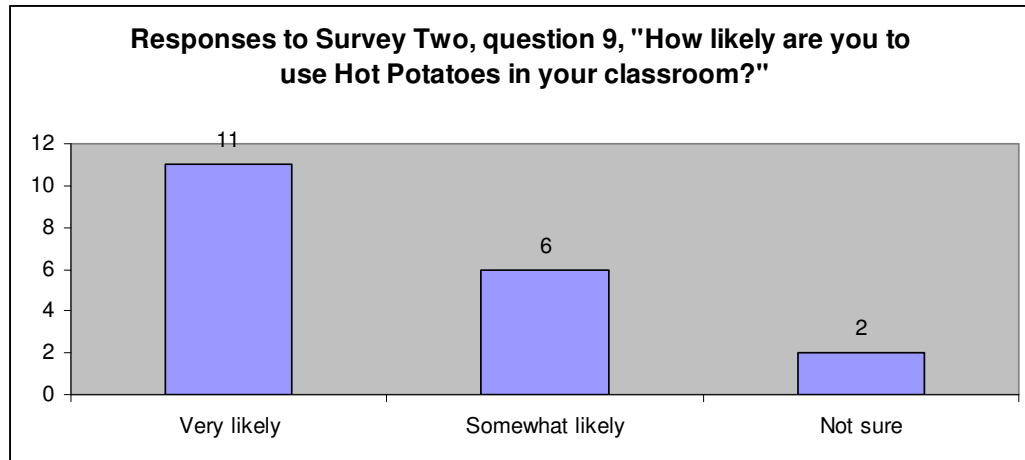


Figure 10. The Use of Hot Potatoes in the English Language Classroom

In response to question B-2 on Survey Two, "Did you find what has been presented in this workshop believable and practical to be used in your classroom?" all teachers answered yes. This showed the teachers' positive attitude towards what had been presented. Then, when they were asked about the reason for holding this view, these EFL teachers gave different reasons. Since these teachers' main concern is, presumably, to enhance students' learning, nine teachers believed that what had been presented was practical because it would attract the students, motivate them, and make them enjoy classes which would result in better learning. Two teachers explained that what had been presented was useful and easy to use. Another two commented on the practicality of using Word to correct the students' reports.

#### Open Group Discussion Results

Regarding their responses to the issues that were raised, teachers showed a positive attitude towards what had been presented. When they were asked whether they had enjoyed the workshop or not, all of them said that it was very interesting and that I did a good job in making the workshop fun. "It was an intensive workshop," the Syrian teacher said. She added, "We learned a lot in two hours. We used to attend hours in other workshops but learn nothing." Also, when they were asked about what

they liked most about the workshop, they said that the internet websites that were presented in this workshop were very useful and they asked me for more websites where they can teach grammar and vocabulary using games offered on the internet. Moreover, they enjoyed working on Hot Potatoes since it allowed them to produce crossword puzzles like the ones that they can see in newspapers and magazines. When the Word tracking feature was introduced, these teachers thought that the computer was going to replace the teacher when correcting the students' writing, so they were very excited at the beginning. However, after the way it works was explained to them, some of them found it not very useful, especially for those who were teaching primary level. The reason for this is that the students at this level do not submit their assignments electronically.

#### The Obstacles that Hinder the Teachers from Implementing CALL in Their Classrooms (Responses to Question 3)

There were three sources used to answer the third question of this research. They were Survey Two (after the workshop), the open group discussion, and the interviews. In this part of the research, the focus was first on the obstacles that teachers might face in using the applications that were introduced in the workshop, which were Hot Potatoes, Word, and internet games. Then, there was a discussion about the obstacles that might confront those teachers in integrating CALL in general.

#### Obstacles that Teachers Faced in Using the CALL Applications in the Workshop

To find out about problems that teachers faced in the workshop, three sources of data were used including Survey Two, open group discussion, and interviews. According to the teachers' responses to question B-1 on the questionnaire after the workshop (Survey Two) ("Did you face any difficulties working on what was presented?"), 17 participants did not face any problems or difficulties with what was presented in general. However, there were three teachers who noted that they had difficulty using the computer. They explained that they needed more training in basic computer skills to overcome these difficulties.

In the open group discussion after the workshop, when they were asked about the problems that they faced in the workshop, most of the teachers replied that they had no problems.

To dig deeper into this issue, the first question in the teachers interviews, “What were the problems (if any) that you have encountered in using Word, the internet and Hot Potatoes in this workshop?” was designed to investigate the specific problems that the participants in the workshop faced when using Hot Potatoes, Word, and the internet games. One problem that seven of the interviewees agreed on was that some of the computers in the workshop had a problem with the internet connection. This hindered them from practicing what had been displayed about the activities and games that were available on the internet because a number of participants needed to share the computers with others when I was introducing the internet games.

Two teachers listed another problem with Hot Potatoes in that when they had finished their puzzle, they could not correct the mistakes that they had made. This made them re-do the puzzle, which took a long time. For Hot Potatoes, also, another teacher mentioned that "it was great but I think that we need more training on the other applications of this software."

Matching the three CALL applications to the level of the students might be considered as another difficulty in dealing with those applications. “The level (grades one through three) that I am teaching does not help me to apply some applications,” said one teacher when she was interviewed. Also, since in the demonstration of Word, highlighting was used to indicate grammatical errors, a potential problem was raised about these teachers' use of Word. One teacher said, "For Word, negotiating the colors with the students can be a problem." After discussing this with the teacher, it was found that using the highlighting feature in Word for grammar problems could cause problems for her. She mentioned that she is teaching young learners and at this level (stages 1-3) students have not been taught grammar extensively, for instance, and thus this use of Word's tracking feature would not be appropriate for her students.

#### Reported Obstacles that Might Confront the Teachers in Integrating CALL in General

To find out about the obstacles that these teachers might encounter when applying the three CALL applications, three questions on the survey after the workshop (Survey Two) were included as well as questions in the group discussion and the interviews. In response to question B-3 on Survey Two, "What are some of the obstacles that might hinder you from applying what you have learned from this session in your classroom?" two obstacles were summarized in one of the teacher's

answers: "No internet access, no computers, short time, heavy curriculum." Lack of resources and lack of time were two main concerns of these teachers. The teachers also pointed to a need for training in implementation of CALL in their English classes.

#### Lack of Resources

Of the 20 participating teachers, 12 teachers indicated in Survey Two that the most obvious obstacle was lack of availability of hardware in the classrooms, according to their responses to question B-3 on Survey Two. "I don't have computers in my classroom," one teacher complained. Even for those who indicated that they have computers in the English club or the computer lab, they said they could hardly have access to them. One reason that was explained by a teacher was that "sometimes we don't have the place. I mean it is engaged by another teacher." Another reason given was the number of computers. One teacher wrote, "The number of computers in the computer lab is little and each class has about 30 students."

In the group discussion after the workshop, I asked the participants about whether they were going to use what had been presented in their classrooms or not. All of them replied quickly, "yes" or "of course." Here, I raised another question: "Well, in this way, do you think that everything will go smoothly at your schools and you will not face problems or obstacles?" The participants started thinking deeply about this issue, and they ended up saying that there will be obstacles. A number of obstacles were raised like lack of computers in their classrooms or even not having computer labs at all. Also, not having internet access was another major obstacle that was raised in the discussion.

In the teacher interviews, the third question was, "What problems you think you might encounter with CALL in general?" Again, the lack of resources and not having an internet connection were reported as two major problems that might be encountered by these teachers when dealing with CALL in general. Seven teachers claimed that not having computers in their classrooms inhibits them from incorporating CALL.

#### Lack of Time

When these RAK EFL teachers were asked in Survey Two, question B- 4, "Do you consider time as a main obstacle for not making use of what has been presented?"

10 teachers agreed that time was one of the main obstacles for making use of the CALL applications that were presented in the workshop. They gave different explanations for their consideration. One teacher pointed out that it needs lots of preparation. Another teacher explained that "students want something new, so they will face problems in practicing it for the first time." This teacher's comment meant that it will require much effort and time for teachers to train their students on new applications. The teachers need to guide the students on how to use an application, and then make sure that each student succeeds in using that application, by evaluating her achievement.

Also, six teachers in the interviews claimed that time could be another major obstacle when applying these applications in their classrooms. Lack of time was again mentioned in the group discussion as a factor which might confront teachers when applying new CALL applications in their classrooms.

#### Lack of Training

When the teachers were asked in the group discussion and interviews about the problems that they might encounter with CALL in general, one main obstacle was dominant. It was training. Three teachers from those who were interviewed pointed out that the lack of CALL training could be another major obstacle. "We need more workshops and to get trained before we give it to our students," said one teacher. Another teacher said, "Training is the problem; we need more training sessions because technology is the main thing in our teaching especially about the websites on the internet that would attract the students." Therefore, these two teachers called for training sessions and workshops about the uses of CALL in EFL classrooms.

Although some teachers asked for training sessions, one teacher claimed that taking training sessions might cause other problems. She explained that "more training means going away from teaching and school duties."

Classroom management was one area of needed training which was made evident by these teachers' responses. One teacher said in the interview, "The problem is when having the students in the lab; it is difficult to have them work independently." Another teacher faced difficulty in applying these applications with her young learners. She explained, "The level of my students does not help me to apply some applications. Besides they do not know how to use the computers." Accordingly, she would need time to teach her young learners how to use the

computer, and then she should modify the applications to match the students' competencies.

Another teacher in the group discussion claimed that the students could be another problem. When she was asked about explanations for her claim, she said, "We have large classrooms." She meant here that the large number of students in one class would hinder her from applying what had been presented, indicating that classroom management with CALL was an issue for her.

Technical problems affecting classroom management was also mentioned. One teacher's experience with the internet illustrated such a challenge. When I was discussing this issue with her in the interview, she said, "I feel afraid from using the internet in the classroom. Once I wasted 20 minutes of my class because of connection problems." Another teacher raised another problem related to computer display issues, and she said, "If the data show projector is not working that would make another problem." In one-computer classrooms, for example, teachers need to display the activities using another piece of equipment which might be a television or a data show projector. However, if these machines were not available in the classroom or they were not working properly, this would add another problem because teachers would not be able to display the activities to the students.

Even though there were open-ended questions in Survey Two asking teachers about obstacles that might hinder them from implementing CALL, nothing about training was mentioned by the teachers. It was only in the group discussion and the interviews where lack of training was raised.



## CHAPTER 5

### DISCUSSION AND CONCLUSION

The main purpose of this study was to investigate teachers' views of use of computer technology in the English language classrooms in RAK schools. The study addressed the following three research questions:

1. Before a CALL training session, what did the English language teachers in RAK district know about CALL?
2. Then, after a CALL workshop, do those teachers think that they would be able to implement CALL in their classrooms?
3. What obstacles do they foresee hindering them from making use of what was presented?

Two questionnaires before and after the workshop, follow up interviews and an open group discussion were used to find out answers to those questions. To show findings, descriptive analysis of the data was used.

#### The Teachers' Knowledge about CALL

Regarding the teachers' knowledge of CALL prior to the workshop, it was found that these 20 EFL teachers were familiar with computer software like Microsoft Office which is mainly used for preparing lessons, designing exams, and keeping the students' records. However, most of them were not experienced with CALL and ways to implement technology in the classroom. Hew and Brush (2007) point out that "lack of specific technology knowledge and skills is one of the common reasons given by teachers for not using technology" (p. 227). Also, one result of their study shows that some teachers are unfamiliar with the pedagogy of technology integration.

In a similar way, 15 teachers who participated in this study had not heard anything about CALL before the workshop, or at least the teachers were not familiar with the term CALL. The teachers reported that they knew about computer software like Microsoft Office, Movie Maker, Real Player, the internet, and the ICDL programs. This indicates that there is an awareness problem for teachers in RAK regarding the concept of CALL, even though they are familiar with computer software. As they reported, this was due to the lack of CALL training courses.

Therefore, those teachers asked for more training to help them integrate CALL in their classrooms. When they were asked about what they would like to learn about the uses of computers in their classrooms, they mentioned only a few programs, which showed that they lack knowledge about the kinds of software offered on the computer. For example, two teachers mentioned that they wanted to learn about Movie Maker and Photoshop while the other teachers referred to general computer uses. One teacher, for instance, wrote, "I need to learn basic uses of computers in the class and the most important programs and websites for English language teaching." The word "basic" here showed that this teacher had little or no experience or knowledge with basic uses of computers.

#### The Teachers' Views about Implementing CALL in Their Classrooms

Concerning the English teachers' views about implementing CALL in their classrooms, all the teachers participating from RAK had a positive attitude towards applying what they had learnt in their classrooms. Shaunessy (2007) emphasizes that the teachers' attitudes and beliefs have been found to be "significant predictors" (p. 122) of an individual's decisions and willingness to change. Referring to RAK teachers' responses in both surveys, One and Two, it is seen that when the teachers were asked before the workshop, question 10, "Have you heard anything about CALL?" only one teacher answered yes. Then, in Survey Two, they were asked this question: "After taking this training session, how comfortable are you using CALL in your classroom?" Responses to this question showed that more than half of the teachers felt very comfortable using CALL in their classrooms. The workshop helped in raising those teachers' awareness regarding the use of CALL in the English language classroom, and it made them feel comfortable using it. They found what had been presented was believable and practical to be used in their classrooms. For them, applying what they had learnt in the workshop would enhance their students' learning and increase their motivation in learning English.

One teacher noted that "all these ways attract students so they could learn more." By "these ways," she means the three applications that were presented in the workshop. Besides increasing the students' motivation, working on those applications would add fun to the class and make classes more interesting. "It will attract the students and change the routine activities," said one teacher. Moreover, another

teacher discussed how "students enjoy doing activities on the computer," so working on those applications will give them the chance to use computers to enjoy and learn at the same time. In addition to these advantages of using the three applications, they are also adaptable to different levels of students. For example, one teacher pointed out that the "websites varied from the use for primary and secondary schools."

#### Reported Obstacles that Would Hinder the Teachers from Implementing CALL in Their Classrooms

As for the barriers of CALL implementation, these EFL teachers listed the same obstacles mentioned in the literature. These obstacles are summarized in one of the teacher's response which was that they have "no internet access, no computers, short time, and heavy curriculum." This statement was similar to the findings of Hew and Brush (2007) in their study, "Integrating Technology into K-12 Teaching and Learning: Current Knowledge and Recommendations for Future Research," where they identified the general barriers faced by K-12 teachers in the United States as well as other countries. Lack of resources and lack of time were two main barriers discussed in their study. Moreover, Glenn (1997) stresses that the availability of hardware is the most common obstacle. In a similar way, the EFL teachers participating in my study indicated the lack of resources, such as computers or computer labs, and internet access were two obvious obstacles that were mentioned by most teachers in Survey Two.

Also, time was considered by the participating teachers to be a major obstacle with incorporating CALL in the classroom. Franklin (2007) points out that having too much curriculum to cover and the lack of time in the daily schedule are considered to be the greatest barriers to computer use. For the teachers participating in this study, applying CALL applications requires lots of preparation which will need time, and they have a shortage of time due to the heavy curriculum and the school's duties. One teacher said, "Working on computers needs time which is not available during our heavy curriculum, and we need more time to teach the students how to use these programs or how to use the computers in general." Thus, the teacher's job is doubled in that a teacher needs, first of all, to make sure that the students know how to use the computer. Then, she or he should teach the students how to use the specific CALL applications that are being used in a specific class. Therefore, the students' knowledge of using computers can be another obstacle that discourages teachers from applying

the three CALL applications in their classrooms. Those obstacles that the teachers mentioned in this study were also listed in the literature. Arnold (2007) points out that lack of training is also another obstacle that might confront EFL teachers when implementing technology in their classrooms. The teachers participating in my study also strongly viewed lack of training as another major obstacle for implementing CALL in their classrooms.

By relating these teachers' responses on Survey Two, question 3 ("What are some obstacles that might hinder you from applying what you have learned from this session in your classroom?") and their responses to Survey One, question 4 ("What kind of computer do you have in your classroom?"), it was discovered that even those who have one computer in their classrooms or a computer lab believed that the lack of computers would be the first obstacle that they might face. This was similar to the findings of Glenn (1997) who views the availability of hardware and software as a major obstacle. Glenn points out that teachers might attend workshops about technology integration but when they return to their classrooms and schools which lack hardware, they are not able to apply the newly acquired skills. One reason listed by a RAK teacher was, "I do not have enough computers in my classroom or I have just one computer." She added that she has difficulties in getting all the students to participate in computer activities, which indicates that a classroom management problem complicates implementation of CALL in her classroom. Also, those who had computers with internet connections argued that the internet connection could be a problem in itself because sometimes it would not be there or there would be problems with the internet connection. One teacher wrote, "Not appropriate IT means and access to the internet could be an obstacle." Therefore, it is likely that having an inconsistent internet connection could result in other obstacles for these teachers.

Another obstacle that the teachers mentioned was lack of training. The teachers called for training sessions about how to incorporate technology in their classrooms. Just as ChanLin (2007, p. 46) pointed out in his study that, besides other factors, the "availability of professional development" in CALL can affect the teachers' perception of the need to integrate technology in their classrooms, Odeh (2008) also identified the lack of training as one major constraint for implementing technology in English language classrooms. One result of Odeh's study showed that "neither schools administrations nor the Ministry of Education has ever offered any training programs regarding the use of computers in classroom instruction" (p. 60).

My study in RAK showed that all the teachers who participated in this research believed that they need more training and indicated that they are willing to take part in such training. For example, when they were asked, "If you feel that you need more training, what would you like to learn about the uses of computers in your classroom?" they listed a wide number of materials and methods they would like to learn. One point that most of them mentioned was to learn the different uses of computers in the classroom. "I need to learn basic uses of computers in the class and the most important programs and websites for English language teaching," said one teacher. Another teacher pointed out that she needed to learn "more modern strategies in using computer in the four skills." This was similar to the findings of Odeh's study which showed "teachers' willingness to be trained on integrating computer technology in their classroom practices" (p.60). Also, most teachers in this study were not experienced with CALL due to the lack of training.

An additional reason was mentioned by one of the teachers who were interviewed. She claimed that "classroom management will be difficult." When she was asked about what she meant by this statement, she pointed out that she is teaching grades one through three and students at this age are very active, so she has trouble with making the students work individually because they lack computer knowledge and keep asking each other for help.

"It takes a long time, and I have only 45 minutes in one class and more than 20 students," said one teacher. Therefore, having a large number of students can be added to the obstacles listed before. Having a large number of students in one class might prevent the teacher from integrating those CALL applications effectively. This means that teachers should be taught how to use CALL effectively in large classes.

To conclude, teachers' views of obstacles with CALL implementation in the language classroom are important. The value of the teachers' views lies in reflecting the realities of the English language classrooms in RAK. Teachers are the ones who know about the situation of the classrooms simply because they are always there and they are the ones who work with different curricula. Therefore, teachers' views should be taken into consideration. This, I think, can pave the way for effective uses of technology in the language classrooms.

In fact, CALL integration, as described by Gunter (2002) and ChanLin (2007), involves major changes in the curriculum; however, what I looked at was just the beginning. I provided the participating teachers with hands-on demonstrations of the

three CALL applications which were Hot Potatoes, Word's tracking features, and internet games. Every application was presented separately without fitting it into an actual lesson. Therefore, it was the teachers' job to make use of what was presented and integrate it in their lesson plans.

#### Implications of the Study

It is the responsibility of the Ministry of Education, the teacher-training programs at universities, school administrators, and supervisors to encourage teachers to integrate technology in their classrooms. For the Ministry of Education, this can be achieved by both training teachers on how to integrate CALL in a one-computer classroom or CALL lab, and by providing schools with suitable technology resources like computers or maybe sample lesson plans using CALL applications.

Training is a very critical issue when integrating technology in teaching, and it is the Ministry of Education's responsibility to organize training sessions and workshops on integrating technology in the language classroom. To achieve the goal behind those training courses, they should address the schools' realities which might be that they have one computer in each classroom or a computer lab. In this way, those training sessions would be more likely to prepare teachers to implement technology and would open ways for teachers to discuss and share ideas on how to incorporate technology in their classrooms.

Moreover, this proficiency should be developed through courses offered in undergraduate study programs. Franklin (2007) argues that the "ineffectiveness" (p. 283) of teacher education programs is an issue that is often raised in the literature. Regarding technology integration, according to Franklin's study, teachers indicate that "what they learned in their teacher preparation program has no application in their settings" (p. 283). If teachers are taught in an environment that is poor in technology and they do not have access to technology integration in their classrooms as students, how can we expect them to integrate technology in their classrooms after they graduate and become teachers?

However, without adequate hardware, there will be little chance for teachers to apply CALL in their classrooms. Therefore, the Ministry of Education should provide computers at schools and in every classroom, as recommended by Odeh (2008). Also, they need to establish CALL labs in every school. Companies in the private sectors and parents also should have a role in smoothing the way for teachers to integrate

technology in their classroom. In addition to supplying schools with appropriate hardware and computer labs, there should be computer maintenance and IT assistance availability at schools. Likewise, Levin and Wadmany (2008) emphasized that the availability of guidance from specialist mentors and online resources can positively affect the use of technology at schools. In RAK schools the school computer teachers, for example, could be the IT specialists to help language teachers.

School administrators should also have a role in supporting teachers and encouraging them to implement technology in their classrooms. Hew and Brush (2007) state that school leadership can hinder the integration of technology by teachers. They mention that inflexible schedules can be one of the obstacles that might confront teachers when implementing technology in their classroom. Accordingly, one contribution that school principals can make is to prepare flexible schedules so that teachers are able to attend the training sessions. Another is to provide appropriate transportation since transportation can be a problem for some teachers which prevents them from attending the training sessions. Supervisors also should have a role in paving the way for teachers to implement technology in their classrooms. They can, for example, communicate reality to the Ministry of Education about the teachers' and the schools' situations in terms of the availability of hardware at schools and also actively advocate for more equipment and training.

Teachers also are encouraged to integrate technology in their classrooms because of its great advantages. It is the teachers' responsibility to participate in training sessions about CALL whenever there are courses offered. Then, they should apply what they learn in their classrooms and not forget about what they learn. For example, one organization, TESOL Arabia, offers training sessions on how to use technology in the language classroom. One CALL training session was held in February, 2010, in RAK, but there were few teachers who attended that session. Furthermore, teachers are encouraged to cooperate with the schools' administrators in contacting some organizations like the Red Crescent and Sheikh Suood's Community Service office to help in providing schools with technological resources like computers.

Hussein (2010) argues that teacher quality (p. 70) is the most important variable that affects the students' achievement. Therefore, there is a need for well-prepared and highly qualified (p. 70) teachers to ensure that the students achieve high standards in learning. Consequently, teachers need to see the value of training and be

responsible for their professional development for the sake of improving their skills in using technology in the classrooms and not take the training sessions only as add-on credits for their annual achievement reports.

Referring to the group discussion results, one teacher said, "We learned a lot in two hours. We used to attend hours in other workshops but learn nothing." Her opinion was that the workshop in this research was more effective than other training sessions offered by the Ministry of Education. One reason for holding this opinion can be, as Gonzales, Pickett, Hupert, and Martin (2002) discuss, that the focus in professional development in technology has been on showing how to operate equipment instead of presenting the ways teachers can integrate technology into instruction. However, in this workshop, I presented practical ways and hands on activities for using technology in the classroom.

Another reason for the teacher's comment about the lack of relevance of the Ministry of Education training sessions could be that they do not consider the realities of the classrooms and the schools that teachers are working in. Crucial issues to address in CALL training are factors like the availability of hardware and internet connection at schools, and the level of the students. According to Franklin (2007), the lack of applicability and lack of "worthiness" (p. 283) can affect the teachers' use of technology in teaching. Therefore, in order to make CALL applicable for those teachers, I displayed different ways of integrating technology in varied learning environments like in classrooms with one computer or a computer lab. Another example is that I took into account the different levels these teachers were teaching. For Hot Potatoes, for instance, I discussed how, for primary level, a teacher can insert pictures as clues for the cross word puzzle. However, for preparatory and secondary level, teachers can give definitions using words suitable to the level of their students. Moreover, in some way, the workshop presented in this study followed the principles for technology integration that were presented by McGrail (2007). These principles encourage language teachers to present technology in context, and focus on the importance of technology as a literacy tool.

#### Limitations of the Study

The first limitation was the small number of the participants in the study, which was due to the limited number of computers in the school's lab in which the workshop was conducted although this computer lab was large in comparison to other



labs available in RAK. There were 30 computers in the lab, and it was mentioned in the flyer that 30 teachers only would be selected to participate. However, in actuality, only 20 teachers out of 261 female English language teachers in RAK attended the workshop although 30 registered for the workshop.

Then, since the workshop was only for two and a half hours, this study was limited to hands-on demonstration and discussion of three applications of CALL which were Hot Potatoes, Word's tracking features, and internet games, followed by investigation of the teachers' views of use of these applications and CALL in general.

Moreover, one of the questions in Survey One was not clear. For question B-7, "How much time (0-100%) do you devote to teaching with the computer?" some teachers' responses showed that they misunderstood this question and they thought that it asked for both preparation and teaching time. However, what I meant to ask in this question was the class time spent in teaching with the computer.

#### Suggestions for Further Research

Due to cultural constraints, this study focused on females only, so further research looking at the differences between male and female teachers' use of technology in the EFL classroom might result in interesting findings.

One source of information was not utilized in this study, which is observation of the participating teachers' use (or not) of the three programs presented in the workshop of this study. It would be worthwhile if classroom observations were conducted to see whether these or other teachers made use of what was presented about CALL or to observe the use of CALL by RAK teachers in general. This information would have shed light on the challenges and opportunities of using CALL in English classrooms in RAK and possibly identified additional challenges specific to these teachers' situations.

The consciousness-raising workshop provided these 20 EFL teachers with hands-on demonstrations of uses of these three CALL applications but not technology integration. Since technology integration involves activities that are embedded in the curriculum, the consciousness-raising workshop mainly provided the participating teachers with activities that were not necessarily within a lesson framework. Case studies about technology implementation and classroom management are highly recommended. It would be interesting to find out about ways to successfully integrate technology in primary levels because classroom management challenges with CALL

inhibited some teachers in my study from incorporating technology in their young learner classrooms.

It would be worthwhile if the feasibility of more CALL applications in RAK was investigated, especially those that are time-saving uses of technology like software for online record keeping and materials development.

Also, this research focused on one district zone, which is the RAK educational zone. It would be worthwhile if further research dealt with different zones in the UAE to find out any differences in the use of technology in each emirate.

A large number of studies deal with technology integration at the university level in the UAE; however, there has been little research done at the K-12 level in RAK. It would be valuable if more research were to be done at the K-12 level in both local and private sectors.

#### Final Thought

As the title of this study, "Obstacles and Opportunities," implies, whenever there are obstacles that stand in the way of the implementation of CALL in RAK schools and the UAE in general, there are also opportunities for removing those obstacles and enjoying the wonders of technology in EFL classrooms – for both teachers and students. What is needed is interested and innovative teachers who are always aiming at improving the learning and teaching environment and are supported by their school administrations and the Ministry of Education.

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Appendix A

Questionnaire for Teachers Before the Workshop

Obstacles and Opportunities with the Implementation of Computer Assisted Language Learning (CALL) in Ras Al Khaimah

**Survey Instructions:**

*Dear teachers:*

1. Please read each statement below very carefully and tick the appropriate column.
2. Please answer all statements and make sure you tick only one for each statement.
3. Also, please answer the questions at the end of the survey.

**A- General Information/Background:**

1. Nationality:

- UAE National                       Other: .....

2. The highest level of education completed:

- Bachelor                       Diploma                       Masters                       Other: .....

3. Teaching experience:

- 1-5 years                       5-10 years                       10-15 years                       more than 15

4. Which level are you teaching?

- Primary                       Preparatory                       Secondary

**B- Information about your computer skills:**

1. Do you have a computer at home?

- Yes                       No

2. Do you have an internet connection at home?

- Yes                       No

3. Do you have access to computers in your classroom?

- Yes                       No

4. If yes, what kind of computer do you have in your classroom?

- one computer with internet connection                       computer lab with internet connection  
 one computer without internet connection                       computer lab without internet connection

5. Before the workshop, have you had experience with computer technologies?

- Yes                       Some                       No

If yes, what are your competencies in using computer applications?

.....  
.....



6. Do you think that it is important to use a computer in your classroom?

- Yes                       Somewhat                       No

7. How much time (0-100%) do you devote to teaching with the computer?

- 0- 25 %                       25 – 50 %                       50 – 75 %                       75 – 100 %

8. For what specific skills do you find the computer most helpful in teaching English?

- Speaking                       Listening                       Reading                       Writing

9. Have you attended training sessions or workshops to help you use the computer in the English classroom?

- Yes                       No

If yes, what were they?

.....  
.....

10. Have you heard anything about CALL (Computer Assisted Language Learning)?

- Yes                       Some                       No

If yes, what do you know about CALL?

.....  
.....

11. Do you think that you need more training and preparation to help you integrate computer technology in the classroom?

- Yes                       Somewhat                       No

Please explain why or why not:

.....  
.....

12. If you feel that you need more training, what would you like to learn about the uses of computer(s) in your classroom?

.....  
.....

*(Completion of this questionnaire signifies consent for these responses to be used in this research.)*

Appendix B  
Questionnaire for Teachers After the Workshop

Obstacles and Opportunities with the Implementation of Computer Assisted Language Learning (CALL) in Ras Al Khaimah

**Survey Instructions:**

*Dear teachers:*

1. Please read each statement below very carefully and tick the appropriate column.
2. Please answer all statements and make sure you tick only one for each statement.
3. Also, please answer the questions at the end of the survey.

**Thank you in advance**

**A- Your views about CALL:**

*Please mark the extent to which you agree or disagree with each of the following:*

1. I think that this technology training session about CALL provided me with effective activities that I can apply in my classroom.

Strongly disagree     Disagree     Not sure     Agree     Strongly agree

2. This session presents language activities that can be used outside the language classroom.

Strongly disagree     Disagree     Not sure     Agree     Strongly agree

3. I will apply what has been presented about CALL in my classroom.

Strongly disagree     Disagree     Not sure     Agree     Strongly agree

4. I believe that applying what has been presented about CALL will enhance my students' learning.

Strongly disagree     Disagree     Not sure     Agree     Strongly agree

5. I believe that using CALL applications helps me motivate more of my students to learn English.

Strongly disagree     Disagree     Not sure     Agree     Strongly agree

6. After taking this training session, how comfortable are you using CALL in your classroom?

- Very comfortable
- Quite comfortable
- Somewhat comfortable
- Not too comfortable
- Not at all comfortable

7. How likely are you to use Microsoft Word in your classroom?

- Very likely
- Somewhat likely
- Not sure

8. How likely are you to use the internet in your classroom?

- Very likely
- Somewhat likely
- Not sure

9. How likely are you to use Hot Potatoes in your classroom?

- Very likely
- Somewhat likely
- Not sure

**B- Please answer these questions:**

1. Did you face any difficulties working on what was presented?

- Yes
- No

If yes, what are they?

.....

.....

.....

2. Did you find what has been presented in this workshop believable and practical to be used in your classroom?

- Yes
- No

Why?

.....

.....

.....

3. What are some of the obstacles that might hinder you from applying what you have learned from this session in your classroom?

.....

.....

.....

4. Do you consider time as a main obstacle for not making use of what has been presented?

- Yes
- No

Why?

.....

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.....

***E- Comments and suggestions (if any).***

.....

.....

.....

**F- Additional Information:**

Would you be willing to talk with me more about using technology in your English classes?

Yes                                       No

If so, please give your:

Name: .....

Email or phone number: .....

**Thank you very much for your participation in my study**  
*(Completion of this questionnaire signifies consent for these responses to be used in this research.)*

Appendix C  
Interview Guidelines

Obstacles and Opportunities with the Implementation of Computer Assisted Language Learning (CALL) in Ras Al Khaimah

1- What were the problems (if any) that you have encountered in using Word, the internet and Hot Potatoes in this workshop?

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2- What do you think are possible obstacles you might face in using these applications in your classrooms?

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3- What problems you think you might encounter with CALL in general?

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## Appendix D The Workshop Plan

### Technology Integration in the Language Classroom

#### *Workshop Description:*

This workshop is going to be conducted at the computer lab at Al Najah School for basic and secondary education. It is a local school in Ras Al Khaimah. Teachers will receive an invitation to the workshop ahead of time. During the workshop, teachers will be introduced to first to a general overview of the importance of integrating technology in the English language classroom. Then, different ways for integrating computers in the English language classroom will be presented. Also, they will have the chance to practice working with some applications of CALL. After practicing these applications, teachers will share their opinions regarding the implementation of these applications in their classes. Finally, there will be individual interviews with teachers who volunteer to discuss the problems they face in working with these applications or the difficulties that might hinder them from applying what has been presented in this workshop.

#### *Participants:*

There will be 30 female English language teachers from different local schools in Ras Al Khaimah included and they may be teaching different school levels.

#### *Timetable Fit:*

This workshop will extend for two hours and fifteen minutes with a quarter of an hour break.

#### *Equipment:*

- Computers with internet access.

#### *Aims:*

1. To identify the importance of technology integration in the language classroom.
2. To practice some applications of CALL for use in the English language classroom.

#### *Materials:*

- *PowerPoint presentation about the importance of using computers in the classroom.*

- A handout about steps for using Word's tracking features.
- A handout about steps for using Hot Potatoes Website.
- A handout that includes a number of internet websites for teaching vocabulary and grammar through games.

*The Lesson Plan:*

No.	Activity/Aids	Interaction	Procedures	Time
1	A theoretical background about the importance of technology integration in the language classroom  PowerPoint presentation.	T      P	*T presents a PowerPoint presentation about the importance of integrating technology in the language classrooms and shows the value of using the computer as a tool.	20 min.
2	How to make cross word puzzle with Hot Potatoes  A handout	T      P  T      P  T      P  P      P	* T presents the way of making cross word puzzle with Hot Potatoes  * T makes cross word puzzle as an example and the teachers monitor the way it is done.  * T distributes a handout that includes description of the steps for making cross word puzzle.  *T asks the audience to follow the steps in the handout and prepare cross word puzzle on their own.	30 min.
3	Introducing Microsoft Word Tracking Feature  A handout.	T      P  T      P	* T presents the idea of tracking changes using MS Word.  * T practices an example of tracking changes using MS Word while the teachers listen and watch.	40 Min

		T	P	* T distributes a handout that includes description of the steps for using Word's Track Changes feature.	
		P	P	*T asks the audience to work individually and practice tracking changes.	
4	Introducing ways of using interactive games on the internet to teach vocabulary and grammar	T	P	*T presents a list of websites that can be used to teach vocabulary and grammar.	30 min
	A handout	T	P	*T displays the uses of two main websites to teach grammar and another one for vocabulary in details.	
		T	P	* T distributes a handout that includes the address of some websites.	
		P	P	* T explains how can those games be used in one-computer classroom with internet connection.	

*\*T: Teacher presenting the workshop*

*\*P: Participants in the workshop*



Appendix E  
The Workshop Materials

*Handout 1*

*Steps for Using Word's Tracking Features*

- 1) Open the student's document in Word.
- 2) Add the Comment and Track Changes buttons to your toolbar: View > Toolbars > Reviewing.
- 3) Click the Track Changes button to toggle it on (click again to toggle off later).
- 4) Track changes marks appear in Normal or Print layout view (in View menu). Choose the look you prefer.
- 5) Begin editing the document: correct, highlight, give comment, add, delete, change, or move any text as needed.
- 6) Track changes will automatically indicate your changes:
  - a. Deleted text will appear colored with a line through it.
  - b. Added text will appear in the same color as above but underlined.
  - c. Moved text will have colored arrows indicating where it moved from.
  - d. The look these changes takes can be customized: Tools > Options > Track Changes.
- 7) When finished editing the document, save the file under a different name or location, indicating that it's the edited version (File > Save as > ....).

Source : Szendeffy, J. (2005). *A practical guide to using computers in language teaching*. Ann Arbor: University of Michigan Press.

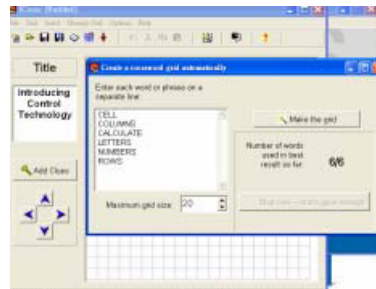
## Handout II

### Steps for Creating a Cross Word Puzzle Using Hot Potatoes

- 1) Open Hot Potatoes icon which is saved on the desktop.
- 2) Select JCross from Hot Potatoes.



- 3) Enter the title.
- 4) Then you can have two ways to enter the words or phrases:
  - a. Type the words into the correct positions of the puzzle.
  - b. Click Manage grid, Automatic Grid Maker, type in the words, JCross will generate the crossword puzzle automatically.



- 5) Click the Add Clues button to add the clues for each of the words in the



puzzle.



- 6) Click Ok and save the file.
- 7) Select File > Export for printing to see the final look of the puzzle.

**Source :** A quick user guide on how to use Hot Potatoes 6.0. *Faculty of Education, CUHK*. Retrieved March 12, 2009, from [http://ited.fed.cuhk.edu.hk/ITinEd304/Hot%20Potatoes\\_rev\\_.pdf](http://ited.fed.cuhk.edu.hk/ITinEd304/Hot%20Potatoes_rev_.pdf)

*Handout III*  
*Interactive Games Websites*

*Grammar:*

- 1- Go to <http://www.marks-english-school.com/games.html> > Basketball game > Comparative
- 2- Go to <http://www.EFLcafe.com> > Stuff for students > Quizzes > Grammar > Countable/Non Countable Nouns > Answer the quiz > Click on Submit for Evaluation.

*Vocabulary:*

- 1- Go to <http://www.teflgames.com> > Free EFL Games > For Students > Interactive Games > Matching opposites > Game 1

# Integrating Technology in the English Language Classroom



## Teacher Refresher Workshop June, 10<sup>th</sup> 2009

Time	Agenda	Presenter	Room/Location
10: 00 – 11:00	A theoretical background about the importance of technology integration in the language classroom	<b>Fatema Obaid Al Noosi Al Mazrooei</b> <i>(An English Language teacher + A student at the MA TESOL program at the American University of Sharjah)</i>	<b>The Computer Lab at Al Najah School</b>
	How to make a cross word puzzle using Hot Potatoes		
11:00 - 11:15	Coffee Break		
11:15 - 12:30	Tracking using Microsoft Word		
	Creative insights in using interactive games on the internet		



Have you ever used the computer to correct your students' writing?  
Have you made a puzzle like the ones that you can see in magazines and newspaper?  
Have you thought of using the interactive games offered on the internet in your teaching?

Al Najah School for Basic and Secondary Education for Girls invites all female English language teachers to attend a workshop entitled:

# Integrating Technology in the English Language Classroom

On Sunday June, 10<sup>th</sup>

From 10 AM to 12: 30 PM

At the School's Computer Lab

Presented by: Fatema Qbaid Al Noosi Al Mazrooei

*(An English Language Teacher and A student at the MA TESOL Program at the American University of Sharjah)*

Please confirm your attendance latest by June 10<sup>th</sup> with:

- Your name
- The School's name
- Levels you are teaching (primary, preparatory, secondary)
- Familiarity with computer software at least with Microsoft Word, Internet, Hot Potatoes.
- Experience with CALL (Computer Assisted Language Learning)

By mobile: Call 050- 4211773

**Note:** There are limited seats in this workshop. Only 30 teachers will be selected to attend. So hurry up and register as soon as possible.

*For your information, since this workshop is part of a research done by a master student at the American University of Sharjah, there will be questionnaires to be filled in this workshop to solicit input about CALL in RAK.*

**You will receive a certificate of attendance for your participation in this workshop.**



The Workshop PowerPoint Presentation  
An Overview about Computer-Assisted Language Learning

**Why Integrate Technology in the Language Classroom?**  
**Presenter: Fatema Al Mazrooei**

**Outline**

- What does technology integration mean?
- Why do we need to integrate technology in the language classroom?
- What is CALL?
- How can teachers integrate CALL in their classrooms?

*Technology Integration Definition*

□ Technology integration can be defined as “educators’ use of technology to enhance instruction and to create a rich environment to help each individual student develop a depth of understanding” (ChanLin, 2007, p. 45).

What is CALL?

□ **Computer-Assisted Language Learning**

■ Use of computers in classrooms for learning and/or teaching.

□ **Today we’ll focus on three CALL applications:**

- ✓ Hot Potatoes to create crossword puzzles
- ✓ Word’s tracking feature for writing feedback
- ✓ PowerPoint in teaching vocabulary and writing

**Advantages of using CALL in the language classrooms**

**Computer technologies are powerful because:**

- “interactive” and “authentic” environments
- “simulation software” brings the real world into the classroom. It is based on the process of imitating a real phenomenon a program that allows the user to observe an operation through simulation without actually running the program.
- the web - a “learner centered” medium of instruction (Son, 2007)
- collaboration and communication with others from the same or different cultures.



### **How Can Teachers Integrate Technology in the Classroom?**

□ learn how to “merge” technology effectively with instructional activities (Luke and Britten, 2007)

□ understand the uses, strengths and limitations of technology before you integrate technology in your classrooms

□ use the computer in your classrooms as a “tool” or as a “tutor” (Szendeffy, 2005)

#### **□As a tool:**

collaborative activities where the teacher monitors and guides the students

#### **□As a tutor:**

the computer itself guides the student and provides different activities and gives feedback (Szendeffy, 2005)

□ Using technology in context

□ Matching the needs and the abilities of learners to the curriculum goals

### **Reason for misuse of technology:**

Focusing on how to operate equipment rather than how to integrate technologies in instruction (Gonzales, 2002)

### **References**

□ ChanLin, J. L. (2007). Perceived importance and manageability of teachers toward the factors of integrating computer technology into classrooms. *Innovations in Education and Teaching International*, 44(1), 45-55. Retrieved May 17, 2007, from the ProQuest database.

□ Son, J. (2007). Learner experiences in web-based language learning. *Computer Assisted Language Learning*, 20(1), 21-36.

□ Szendeffy, J. (2005). *A practical guide to using computers in language teaching*. Ann Arbor: University of Michigan Press.

□ Ushida, E. (2005). The role of students' attitudes and motivation in second language learning in online language courses. *CALICO*, 23(1), 49-78.

## VITA

Fatema Al Mazrooei is an EFL teacher who was born in the village of AL Ghail, Ras Al Khaimah, UAE. She received her BA in English Language and Literature from the United Arab Emirates University in Al Ain in 2004. Also she received her Diploma in Professional Teaching from the same university in 2005. For the past five years, she has taught in three different local schools in the UAE. She is a member of TESOL Arabia, a professional development organization for teachers of English. She has participated in a number of workshops and conferences in the UAE. Moreover, she was involved in two teacher training courses in the UK, in Oxford and Dundee, which included a number of workshops on technology integration. Attending technology workshops is her interest. She is also her school's representative in the United Nations Educational, Scientific and Cultural Organization (UNESCO).