

# ESL Student and Teacher Perceptions of Instructional Technology

*Marhaba. Ahlan wa sahlan*  
The Presentation will begin Shortly...

# ESL Student and Teacher Perceptions of Instructional Technology

**By Jonathan Jacob Doll, M.Ed.  
EFL/ESL Faculty**

**Prince Mohammad Bin Fahd University (PMU)  
Al Khobar, Saudi Arabia**

# Special Thanks go to:

**Prince Mohammad Bin Fahd University  
and Drs. Bruce Mull and Mohammed Al-Najjer  
for assistance in statistical analysis**

With support and  
permission for  
research from PMU





# PMU Demographics

- Approximate Number of Students at PMU:

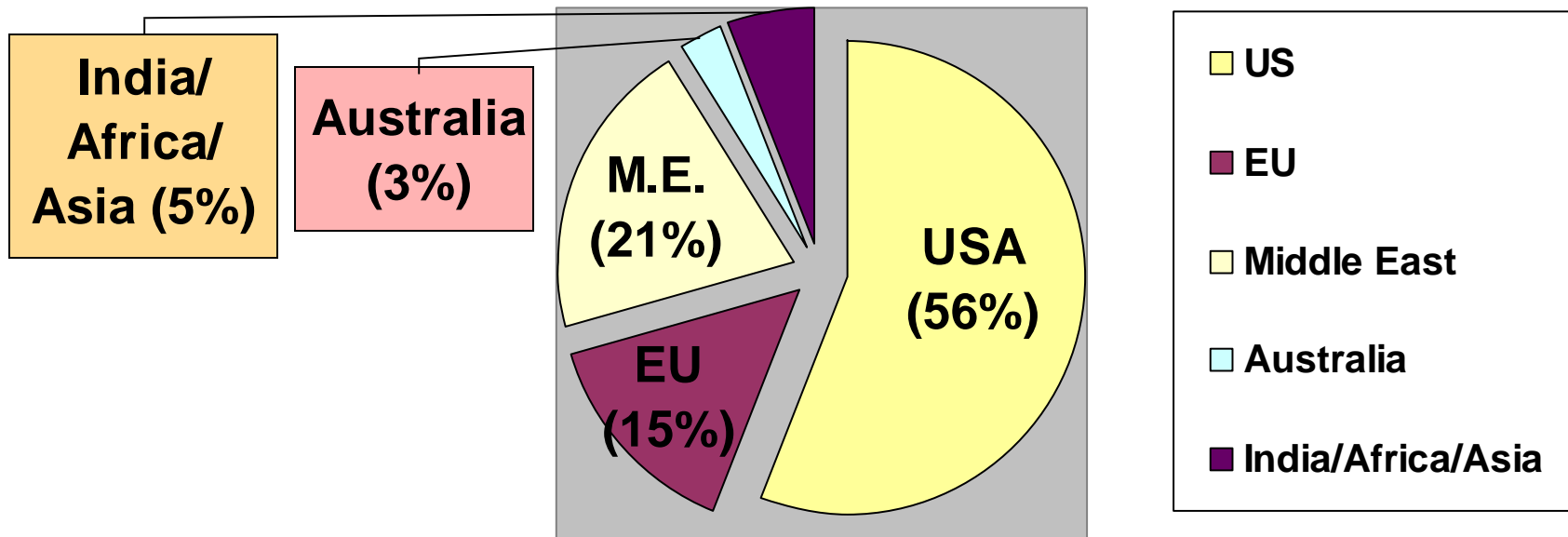
	<u>MALE</u>	<u>FEMALE</u>
Beginner (11)	35	35
Intermediate (31)	180	204
Advanced (51)	50	50
Core	<u>55</u>	<u>61</u>
<b>TOTAL</b>	320	350



# PMU Demographics

- Approximate Number of ESL Faculty:

	<u>MALE</u>	<u>FEMALE</u>
<b>TOTAL</b>	<b>17</b>	<b>17</b>





# Hypotheses to evaluate instructional technology use

- (1) Students of varying ethnicities may have differing perceptions on the use of technology.
- (2) Students of varying ESL levels may have common perceptions of IT
- (3) Teachers, made aware student perceptions, can better tailor their ESL education.

# Student Survey Demographics

- Total *Students* Surveyed:

	<u>MALE</u>	<u>FEMALE</u>
<b>TOTAL</b>	<b>187 (58.4%)</b>	<b>126 (36%)</b>
<b>TOTAL IF 20% LESS IN THE STUDENT BODY DUE TO ABSENTEEISM AND WITHDRAWAL</b>	<b>73%</b>	<b>45%</b>

- Total surveyed of both genders:

47.2%

Total if 20% less in the student body:

59.9%



# Teacher Survey Demographics

- Total *Teachers* Surveyed:

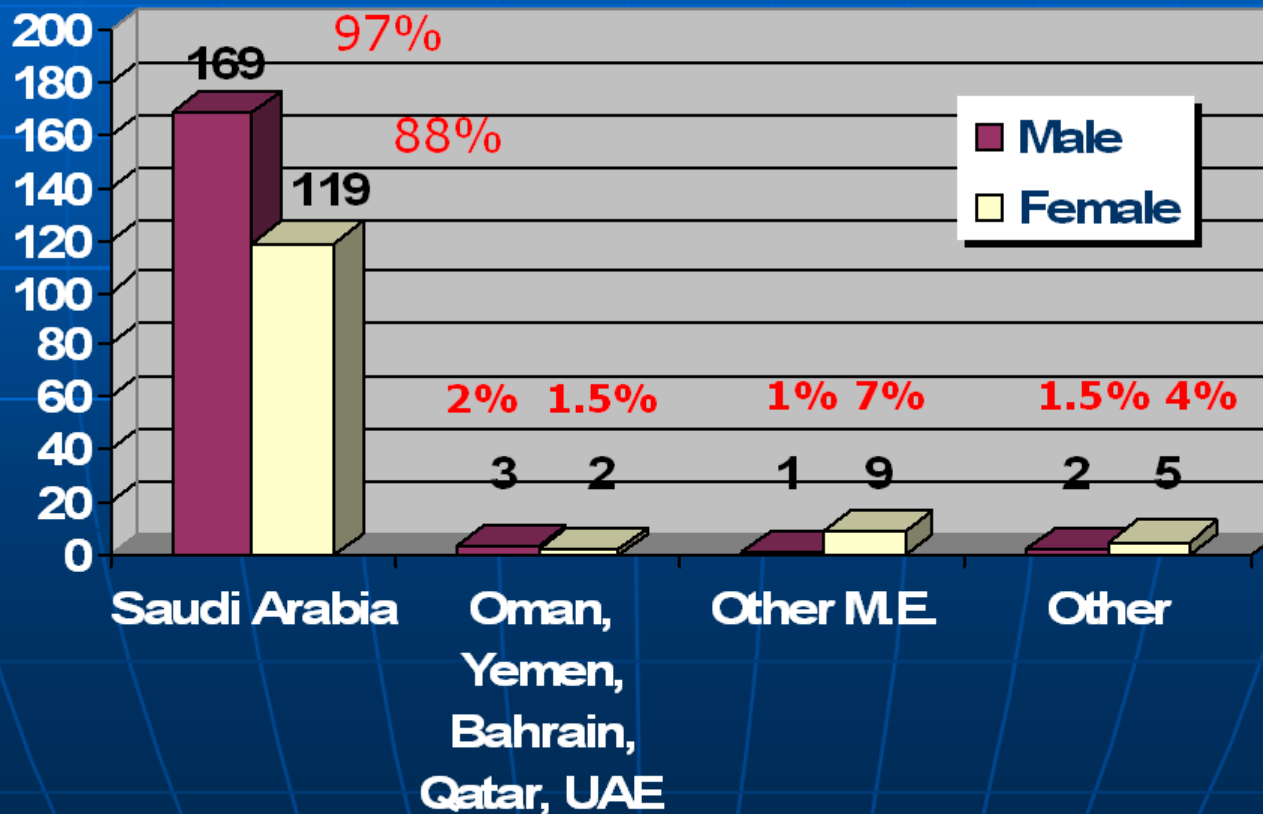
	<u>MALE</u>	<u>FEMALE</u>
<b>TOTAL</b>	9/18 (50%)	12/18 (66.7%)
<b>TOTAL IF CONSIDERING ONLY TEACHERS WITH &gt;2 MONTHS EXPERIENCE AT THE UNIV.</b>	9/10 (96.7%)	12/10 (150%)

- At least 50% of teachers were surveyed.
- To respect time we will focus on Student Surveys in this presentation.



# Student Demographics:

## ■ Place of Origin



# Student Demographics, cont.

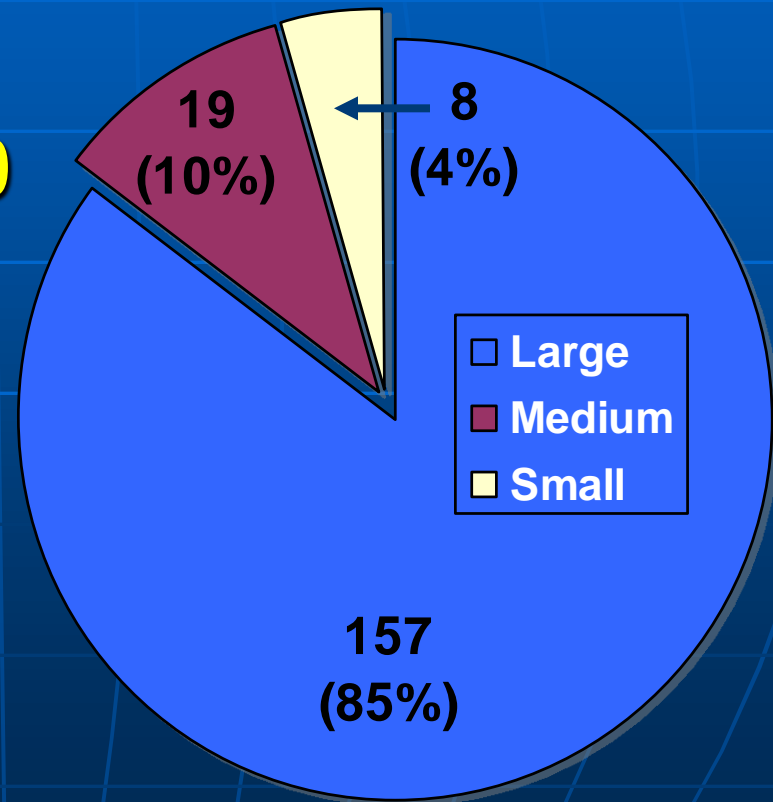
- Size of Town/City

## MALES

Large: > 5000

Medium: 500-5000

Small: 100-500



# Student Demographics, cont.

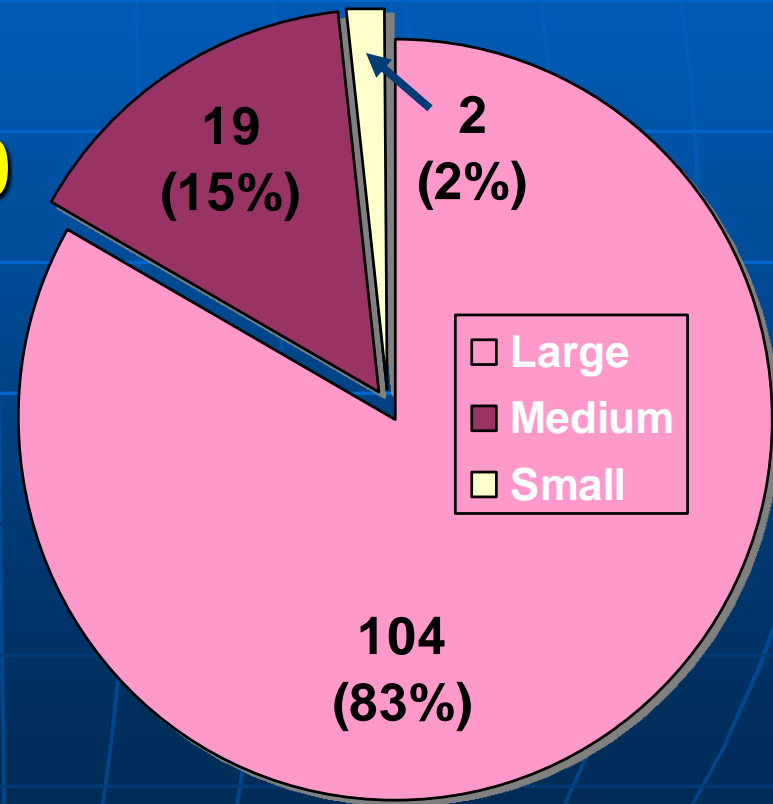
- Size of Town/City

Large: > 5000

Medium: 500-5000

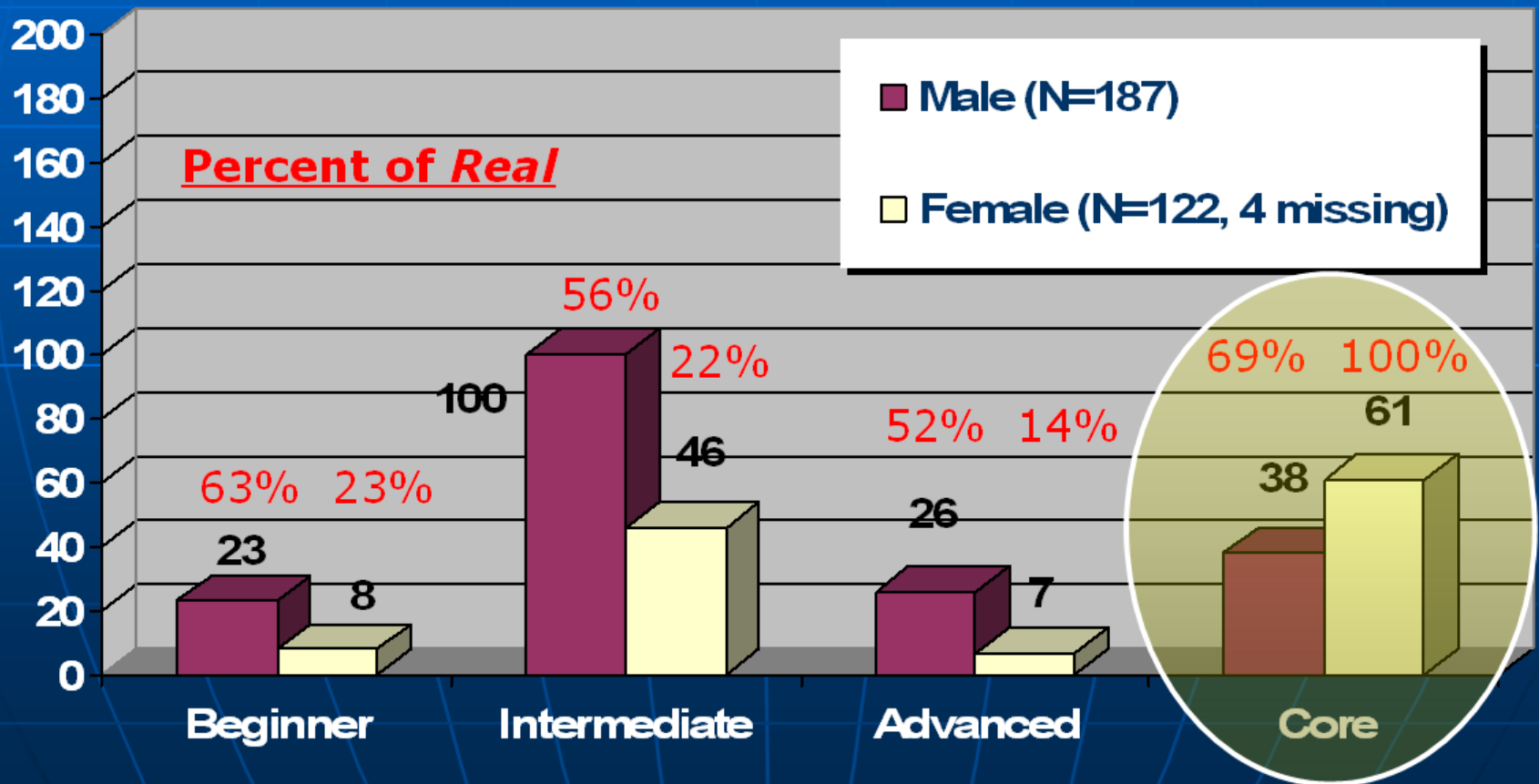
Small: 100-500

## FEMALES



# Student Demographics, cont.

Academic Level: Which are *predominate*?



# Student has 2<sup>nd</sup> computer at home

MALE

FEMALE

**YES**

170/187

119/124\*

\*Missing data

(91%)

(96%)

# Level of Internet access

## MALE

## FEMALE

**NONE**

8/185\* (4%)

0/123\* (0%)

**DIAL-UP**

79/185\* (43%)

42/123\* (34%)

**DSL /  
High Speed**

98/185\* (53%)

81/123\* (66%)

# Student likes the Smartboard to help learn English



	<u>No</u>	<u>Yes</u>
<b>MALES</b>	7%	93%
<b>FEMALES</b>	4%	96%

# Students like using laptop to help learn English



	<u>No</u>	<u>Yes</u>
<b>MALES</b>	29%	71%
<b>FEMALES</b>	23%	77%

# Student would like to use Computer Assisted Learning (CAL) Labs

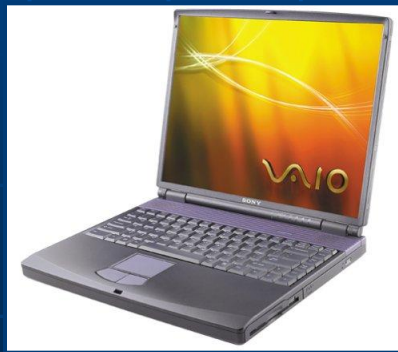


	<u>No</u>	<u>Yes</u>
<b>MALES</b>	24%	76%
<b>FEMALES</b>	27%	73%

# Yes/No Summary

What does this tell us?

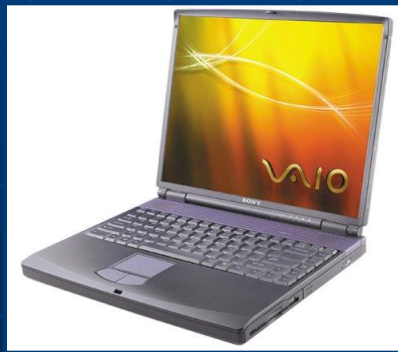
	<u>No</u>	<u>Yes</u>	
<b>MALES</b>	7%	93%	Likes Smartboards
	29%	71%	Likes Laptops
	24%	76%	Likes CAL labs



# Yes/No Summary

What does this tell us?

	<u>No</u>	<u>Yes</u>	
<b>FEMALES</b>	3%	96%	Likes Smartboards
	23%	77%	Likes Laptops
	27%	73%	Likes CAL labs



# Lecture-style teaching helps in learning English as a 2<sup>nd</sup> language



## Agree or Strongly Agree

**MALES**

**90%**

**FEMALES**

**94%**

Average:  
92%

# Discussion-style teaching helps in ESL learning



## Agree or Strongly Agree

**MALES**

**92%**

**FEMALES**

**96%**

Average:  
**94%**

# The Smartboard helps in ESL learning

Agree or Strongly Agree



**MALES**

**79%**

Average:  
83%

**FEMALES**

**87%**

Chi-Square for Gender = .052 – nonsignificant

Other technology (radio, cd, video, Powerpoint) helps in ESL learning

Agree or Strongly Agree



**MALES**

**86%**

Average:  
91%

**FEMALES**

**95%**

Chi-Square for Gender = .027 – Significant \*\*

# Special Chi Square analysis of Smartboard and other technology preferences

## Smartboard: Agree + Strongly Agree

N=253	25 (10%*)	118 (47%*)	21 (8%*)	85 (34%*)
Level	Beginner	Intermediate	Advanced	Core Curr.
% of pop.	81%	82%	66%	87%

There is parity here...

# Special Chi Square analysis of Smartboard and other technology preferences

## Smartboard: Strongly Agree Only

N=83	14	43	5	19
Level	Beginner	Intermediate	Advanced	Core Curr.
% of pop.	45%	30%	16%	19%

Beginners and  
Intermediates lead  
the pack...

# Special Chi Square analysis of Smartboard and other technology preferences

## Other Technology: Agree + Strongly Agree

- The chi square value (.695) was statistically non-significant.

N=277	27	131	27	88
Level	Beginner	Intermediate	Advanced	Core Curr.
% of pop.	93%	90%	84%	99%

There is parity here...

# Special Chi Square analysis of Smartboard and other technology preferences

## Other Technology: Strongly Agree only

N= 121	5	58	9	46
Level	Beginner	Intermediate	Advanced	Core Curr.
% of pop.	17%	40%	28%	46%

Who leads the pack???

What does it tell us? ...

# Special Chi Square summary

This breakdown suggests that:

- Beginners: not ready for new IT forms
- Intermediates: very interested in IT
- Advanced students: not interested
- Core students: the most interested

N= 121	5	58	9	46
Level	Beginner	Intermediate	Advanced	Core Curr.
% of pop.	17%	40%	28%	46%



# Revisiting the Research Hypotheses

- (1) Students of varying ethnicities and origins may have differing perceptions IT.  
(FALSE.)
- (2) Students of varying ESL levels may have perceptions of IT that are common to their level.  
(TRUE.)
- (3) Teachers, once made aware of the patterns in student IT perceptions could either build on or being more knowledgeable of student interest in IT in the classroom.  
(TRUE)

# Salient Qualitative Comments from Teachers...



## Women:

- “Smaller classes – no more than 15, but 12 would be better.”
- “Interaction in teaching [and] learning. There are times when a teacher simply has to teach and there are times when technology *facilitates* learning.”

# Salient Qualitative Comments from Teachers...



## Men:

- “Teachers new to Saudi [Arabia] should find out as much as they can about students’ experience of learning English through intermediate and high school. Knowledge of the background would help to understand *how readily* most school leavers can adapt to / benefit from technology in the class.”
- “An environment where they have the ability to explore the concepts and work some examples with guidance.”

# Conclusion...

How can instructional technology provide a beneficial learning environment for ESL students?

Your thoughts...

# Conclusion...

Thank you very much.

If you have any additional questions, please feel free to contact me.

=====

JONATHAN JACOB DOLL, M.ED.  
Prince Mohammad Bin Fahd University  
ESL/EFL Instructor  
P.O. Box 1664  
Al-Khobar  
Saudi Arabia 31952

[jdoll@pmu.edu.sa](mailto:jdoll@pmu.edu.sa)

=====

USA Phone (979)399-4870  
KSA Mobile 0560037565



*If I only had a camel...*

