Technology-Enhanced Instruction in a Saudi EFL Classroom

El-Sadig Yahya Ezza
Majma'ah University

Summaya Abdulwahab Bakry
King Abdulaziz University

Abstract
This study assesses students' reactions to the integration of technology into the traditional EFL classroom. It draws on the general assumption that technology not only accommodates students' multiple intelligences, but also empowers them so that they can effectively take responsibility for their learning, both inside and outside the classroom. In that connection, a post-course questionnaire was administered to fifty male and female students of different academic backgrounds (humanities and applied sciences). They were attending English classes at Majma'ah University (MU) and King Abdul Aziz University (KAU). This questionnaire was used to elicit data to answers to three research questions, which focused on the students' attitude towards the use of technology in the traditional classroom, and tried to determine the attitudinal differences given rise by the students' genders and specialties. The findings have shown positive attitudes towards the use of technology to support traditional teaching. They have also shown no attitudinal differences attributable to the students' genders or specialties.

Keywords: technology, learner-centred teaching, e-learning, Edugate.