

Creating Guidelines for Integrating Technology in English Foreign Language Classrooms
in Saudi Arabia

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GUIDELINES FOR INTEGRATING TECHNOLOGY IN EFL CLASSROOMS

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ABSTRACT

The Saudi Arabia Ministry of Education (MoE) has implemented new policies and reform programs for English as a Foreign Language (EFL) teachers to integrate technology in their classrooms. Creating a set of guidelines may provide a solution to guide EFL teachers through implementing technology to teach EFL skills in their classroom. Using a developmental study, comprised of three phases (analysis, design and development, and evaluation and revision), research-based instructional strategies were operationalized using a set of guidelines instruction to guide EFL teachers to integrate technology in their EFL classroom. Using a comprehensive literature review and evaluation by expert reviewers and users, guidelines were designed and evaluated to provide EFL teachers with instructional strategies and supporting technology solutions to implement in their EFL classrooms. This study describes the development process of the guidelines, the expert review and users, and the validation and usability of the final product in the Saudi context.

Keywords: EFL instructions, design and development research, technology integration in EFL, Saudi EFL teachers, development research.

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GENERAL AUDIENCE ABSTRACT

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DEDICATION

To my grandfather, Saadi,

To my parents, Saad and Nourah,

To my courageous wife, Ashwaq

To my kids, Saad and Malak

To my siblings, relatives, and friends

To my mentors, best friends, and role models, Hassn AlMasri and Mark Aaron Bond

who would be very proud and honored of this achievement.

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TABLE OF CONTENTS

Abstract	ii
General Audience Abstract	iii
Dedication	iv
Acknowledgements	v
List of Figures	x
List of Tables	xi
Chapter 1 Introduction and Need for the Study	1
Need for the Study	2
Purpose Statement of the Study	3
Benefits of the Study	3
Organization of the Proposed Study	4
Chapter 2 Literature review	5
Analysis of Education Context in Saudi Arabia	5
Teaching English as a Foreign Language	11
Theoretical Foundations	13
Mediation	17
Internalization	20
Zone of Proximal Development (ZPD)	20
Instructional Strategies	23
Instructional Technologies	35
Need for Guidelines for EFL Teachers to Integrate Technology in their Classrooms ..	36
Summary	38
Chapter 3 Research methodology	41
Introduction	41
Research Participants	42
Instrumentation	43
Study Design	44
Developmental Research	44
Phase One: Analysis	45
Phase Two: Design and Development	46
Research design	47
Identification and operationalization of theoretical underpinnings	49
Phase Three: Evaluation and Revision	52
Evaluation protocol	52
Data collection	54

Chapter 4 Guidelines Development	56
Introduction.....	56
Guideline Development Process	56
Step 1: Literature analysis.....	56
Step 2: Design and development of the guidelines.....	62
Operationalization of the Main Components in the Guidelines.....	65
Step 3: Instructional strategies.....	71
Collaborative learning.....	72
Dialogue Journals.....	77
Dynamic Assessment	83
Instructional Conversation	89
Language Play.....	95
Reciprocal Teaching	102
Scaffolding.....	107
Thinking Aloud.....	113
Step 4: Questionnaire and recruitment materials development.....	119
Step 5: Guideline Tool.....	121
Summary	121
Chapter 5 Results	123
Expert Review.....	123
Findings.....	125
Expert reviewers from United States	125
Expert reviewers from Saudi Arabia.....	127
Users Review: Saudi EFL Teachers	129
Feedback summary	131
Revisions Made to Guidelines	132
Summary.....	135
Chapter 6 Summary and Conclusion	138
Study Summary.....	138
Limitations of the Study.....	139
Study Recommendations	140
Contributions of the study.....	140
Theoretical implications.....	141
Practical implications.....	144
Lessons Learned During the Design and Development Process	147
Future Research	149
Next Steps	150
References.....	151
Appendix A Guidelines Design Template	195
Appendix B IRB Approval	196
Appendix C Consent Form for Expert Review from United States.....	198
Appendix D Consent Form for Expert Review from Saudi Arabia.....	200

Appendix E Consent Form for EFL Teachers from Saudi Arabia.....	204
Appendix F Email Invitation for Expert Review from United States.....	207
Appendix G Email Invitation for Expert Review from Saudi Arabia	208
Appendix H Email Invitation for EFL Teachers from Saudi Arabia.....	210
Appendix I Questionnaire Protocol for Expert Review from United States.....	211
Appendix J Questionnaire Protocol for Expert Review from Saudi Arabia.....	225
Appendix K Questionnaire Protocol for Expert Review from Saudi Arabia.....	242
Appendix L Collaborative Learning	262
Appendix M Dialogue Journals	267
Appendix N Dynamic Assessment	271
Appendix O Instructional Conversation	274
Appendix P Language Play.....	279
Appendix Q Reciprocal Teaching.....	282
Appendix R Scaffolding	285
Appendix S Thinking Aloud.....	289
Appendix T Saudi EFL Teacher Standards	293
Appendix U Saudi EFL Standards attained by the guidelines.....	301
Appendix V Permission to Use Martin’s scripted prompts for interventionist DAs Table	304
Appendix W Guidelines Revised Version of Resources	305
Appendix X Guidelines Revised Version of bullet format.....	306
Appendix Y Instructional Conversation Discourse in a Foreign Language Class: Feature Description.....	307
Appendix Z Instructional Strategies: Expert Review from U.S Results.....	308
Appendix AA Instructional Technologies: Expert Review from U.S Results.....	309
Appendix BB	310
Appendix CC Instructional Technologies: Expert Review from S.A Results	312
Appendix DD Instructional Strategies: EFL Teachers Results.....	313
Appendix EE Instructional Technologies: EFL Teachers Results.....	315
Appendix FF Permission to Use Instructional Conversation Discourse in a Foreign Language Class: Feature Description Table	316

LIST OF FIGURES

Figure 1: Sociocultural Theoretical Underpinnings.....39

Figure 2: Design and Development Phase48

Figure 3: Guidelines Design Template64

Figure 4: Guideline Tool.....121

LIST OF TABLES

Table 1: Sociocultural Learning Theory (SCL)	16
Table 2: Theoretical Foundation of Using SCT and EFL.....	19
Table 3: Design Techniques in Model Research	48
Table 4: Operationalization of criteria for designing guidelines for EFL teachers in the Design Phase.....	50
Table 5: A prototype of guidelines for EFL teachers in the Design Phase.....	51
Table 6: Evaluation Protocol for Research Participants	53
Table 7: Instructional Technologies Functions.....	68
Table 8: Resources for Collaborative Learning Strategies	76
Table 9: Resources for Dialogue Journals Strategy	81
Table 10: Example of Scripted Prompts for Interventionist DA	85
Table 11: Resources for Dynamic Assessment Strategy	88
Table 12: Resources for Instructional Conversation Strategy	94
Table 13: Resources for Language Play Strategy.....	101
Table 14: Resources for Reciprocal Teaching Strategy.....	106
Table 15: Resources for Scaffolding Strategy	112
Table 16: Resources for Thinking Aloud Strategy	118

CHAPTER 1

INTRODUCTION AND NEED FOR THE STUDY

In Saudi Arabia, new initiatives for technology integration have been established in all sectors especially in education. Saudi Arabia is moving toward building a knowledge-based economy with a keen eye on education reform (Nurunnabi, 2017). Quality of education and technology integration have been identified as key factors in the ambitious country vision of 2030 (Nurunnabi, 2017; Saudi Vision 2030, 2017; Neil & Sprusansky, 2017). In order to achieve this goal and compete globally, citizens of Saudi Arabia must acquire advanced communication skills.

However, teachers are left behind when it comes to providing them with adequate training (Al Mulhim, 2014). The lack of professional development among teachers especially in Saudi Arabia has been a real concern. Policy holders in all levels of the Ministry of Education (MoE) are demanding a full implementation of technology in education. There are no technology standards in Saudi Arabia, and teachers of English as a Foreign Language (EFL) are using the “The Common European Framework of Reference for Language: Learning, Teaching, and Assessment” (CEFR) in EFL education (Kirkpatrick, 2016). The CEFR does not provide EFL teachers adequate guidance on what to do with technology or how to use it. The Saudi EFL teachers’ standards express the need for teachers to use technology in their classrooms (National Center for Assessment, 2017). Therefore, there is an imminent need for creating guidelines that may help Saudi EFL teachers in using technology in teaching EFL skills, such as listening, speaking, reading, and writing.

Need for the Study

Teachers in Saudi Arabia are mandated by the Ministry of Education (MoE) to use technology in their classrooms. Teachers' teaching effectiveness is measured by the use of technology into their classrooms (National Center for Assessment, 2017). Teachers also need to meet the Saudi EFL teacher's standards and the MoE Eleventh-year Strategic plan (2015-2025). However, technology often is used in a superficial way without any guidelines available for teachers to follow (Al-Zahrani, 2015). In addition, pre-service teachers are prepared only through independent courses that teach about educational technology in general. The lack of professional development for in-service teachers adds up to many constraints for technology integration.

The Ministry of Education (MoE) recently reformed EFL education with new curricula and added two new school levels in elementary schools (Mitchell & Alfuraih, 2017). Teachers are expected to be the driving force to guide this new reform and become proficient in technology integration. Teaching English as a foreign language may be not easy since the English language has unique skills need to be mastered (Snow, Met, & Genesee, 1989). Technology integrated in EFL classrooms may provide students with authentic activities that benefit their learning proficiency (Yang & Chen, 2007). The lack of teachers' knowledge about integrating technology, especially in EFL environment could benefit from more pedagogically relevant practices (Al-Seghayer, 2017). Therefore, the need for providing instructional guidelines to overcome technology integration constraints in general, and specifically in Saudi Arabia, will be the aim of this study.

Purpose Statement of the Study

The purpose of this study is to develop guidelines for EFL teachers to incorporate instructional strategies and technology in teaching EFL classes in public schools in Saudi Arabia. Sociocultural learning theory was used to ground the guidelines to incorporate technology with instructional strategies to be used in teaching EFL skills listening, speaking, reading, and writing. The research study design had three phases during the design process including: (1) Analysis, (2) design and development, (3) evaluation and revision as described by Richey and Klein (2007). Using a comprehensive literature review and evaluation by expert reviewers and users, guidelines were designed and evaluated to provide EFL teachers with instructional strategies and supporting technology solutions to integrate in their classrooms.

Benefits of the Study

These guidelines provide contextualized instruction for EFL teachers to help students to acquire competency in language acquisition and communication. This research may improve how technology is implemented in EFL classes, increase teachers' confidence level, knowledge base, improve EFL instruction, and contribute to the field of instructional design theory evidence-based best practices.

The results and findings of this study may enable EFL teachers to use relevant instructional guidelines to incorporate instructional strategies and teach tool selection into their classrooms. EFL teachers' confidence levels and technology knowledge base may positively increase the usage of technology in their classrooms (Al-Zahrani & Rajab, 2017). In addition, teachers will meet the CEFR and the Saudi EFL teacher's standards (National Center for Assessment, 2017).

Organization of the Proposed Study

Chapter One provides background information and theoretical foundations for the study. Additionally, Chapter One introduces major themes addressed by the study, including the need for the study, the purpose statement, research questions and potential benefits. Chapter Two consists of an extensive review of relevant literature. This chapter explores the theoretical foundations of community of practice research and practical application of community of practice research in professional and organizational contexts. Chapter Three provides specific methodology that was used to conduct the study. This chapter includes a description of the analysis of literature, guidelines creation, participants, procedures, review instruments, data collection and data analysis. Chapter Four provides the operationalization of the design tasks related to creating the guidelines for EFL teachers to integrate technology into their classrooms. This chapter explores the design tasks related to creating guidelines for technology integration from the user operational perspective. Chapter Five describes the results from the expert and user reviews and outlines how the guidelines were revised based on the reviewer feedback. Chapter Six summarizes the study and describes implications of the study.

CHAPTER 2

LITERATURE REVIEW

Analysis of Education Context in Saudi Arabia

The education system in the Kingdom of Saudi Arabia is rapidly adopting knowledge and growing. There is strong focus on integrating technology into Saudi Arabia education system supported by the ruler of the Kingdom of Saudi Arabia (KSA) King Salman Bin Abdulaziz and the country's new vision 2030 (Nurunnabi, 2017; SyndiGate Media Inc., 2016). As a result, the Ministry of Education (MOE) in KSA is launching major plans for integrating technology, e-learning and distance education into Saudi universities and public-school systems (Ministry of Education, 2017). These plans intend to develop effective policies and standards, create ideal learning environment with annotative technologies, reform education and build strong technological infrastructures to support education during the tenth development plan (2015-2019). To support these plans, the National Center for E-learning and Distance learning (NCEDL) has been launching initiatives and training seminars in collaboration with Saudi universities (Ministry of Education, 2017).

The overall vision of the ten-year Strategic Plan of the Ministry of Education (2015-2019) can be expressed as follows:

Engendering a new generation of male and female youth who embody the Islamic values in their persons, both theoretical as well as practical, are equipped with necessary knowledge, skills, endowed with the right orientations, capable of responding positively to, interact with the latest developments, and deal with the latest technological innovations with ease and comfort. They should be able to face international competition both at the scientific as well as technological levels

to be able to meaningfully participate in overall growth and development. This is to be achieved through an effective and practical system of education which is capable of discovering the potentials, predispositions, and creates the spirit of action. All this, in an environment of education and training, charged with the spirit of instruction and edification. (Ministry of Education, 2012, p. 82).

The Tenth Development Plan (2015-2019) envisages the creation of an innovative and well-developed education system that will strive to create a solid foundation for the public, with the support of well trained and highly qualified education professionals who can engage student's capabilities to help them acquire cognitive and innovation skills, in support of today's knowledge society requirements (Ministry of Economy and Planning, 2014). Technology is considered a key factor to enable the country to make numerous changes to fulfill this vision. Policy makers have requested to adapt emerging technologies in all fields (Al-Zahrani, 2015). Therefore, Saudi citizens must acquire technological and communication skills to carry on these plans. Among these efforts teachers have been trying to integrate technology in their classrooms to meet policy makers expectations.

The National Commission for Academic Accreditation and Assessment's (NCAAA) mission is to encourage, support, and evaluate post-secondary institutions and the programs they offer to ensure the quality of student learning outcomes, the management and support services provided within institutions, and the contribution of research and community of practice to ensure they are up to high international standards (NCAAA, 2017). However, the Education Development Center (EDC) is responsible for the development of curricula, following directives of the competent authorities and committees (Ministry of Education, 2012).

According to the seventh edition of World Data on Education (WDE, 2010/2011), the

universities in KSA accept their full role in preparing and training teachers. The faculties of education schools in these universities have a set of objectives such as 1) prepare and graduate qualified staff, 2) upgrade the educational and professional standards of the current general education teachers, principals and administrators by offering various training courses in conjunction with the Ministry of Education (WDE, 2010-2011). Therefore, universities train teachers in different specialties, convey training sessions for administrators, and offer courses for teachers who do not hold the appropriate qualifications. The schools of education at Saudi universities and colleges provide a broad curriculum in education theory and methods, and also separate departments for mathematics, physics, biology, English and Arabic language, and Islamic studies (Al-Seghayer, 2017). Every pre-service teacher is required to major in all specialties within one of these departments and must combine courses in education with courses providing in-depth knowledge of a particular subject (Al-Zahrani, 2015).

Pre-service teachers are typically required to take courses from the educational technology department in Saudi schools of education. One of the courses is an introductory course and the second course is an advanced content related specialty course. In many cases, these courses lack the pedagogical and content knowledge of integrating technology into teaching (Ministry of Education, 2012). Teacher training faculty may use technology in their teaching as instruments, teach only the basic knowledge, explain how to operate them and use them only as a tool or as a resource. Most teacher training faculties did not have a model to follow in their teaching. (Ministry of Education, 2012) Pre-service teachers may be lacking the practical knowledge about integrating technology into their classrooms. However, some teacher training faculty incorporate technology into their curriculum and assignment, applying intended technology. Only the department of educational technology faculty are responsible for preparing pre-service teachers to use and

implement technology (Ministry of Education, 2012). Universities and schools of education are carefully planning for professional development for their faculty and have implemented an evaluation report to assess faculty performance at the end of the academic year (Ministry of Education, 2012). The standards for hiring new faculty are very strict and such hiring is very competitive (Ministry of Education, 2012). Faculties request pre-service teachers be prepared in integrating technology into their classroom teaching to comply by some administrative rules set by the MoE which enforce technology integration (Al-Zahrani, 2015).

The current plan is making progress in implementing technology into both fields of higher education and public-school systems. According to Lam (2000), forcing teachers to implement technology in instruction may cause avoidance and resistance. He also argued that the lack of perceived legitimacy of computer use as a useful educational tool has an influence on teacher adoption of technology. However, efforts are being made within the teacher education communities to change teacher education programs in two ways 1) strengthening the capacity of schools, colleges, and departments of education to prepare teachers to use instructional technology, and 2) developing models and materials (Al-Seghayer, 2017).

Education in Saudi Arabia has a centralized system run by the Ministry of Education (MoE) where all related decisions to education are made. All education policies are administered by a top down model that teachers must follow and apply. There is an office of education in each province, a professional development center, offices for superintendents to support all decisions made by the MoE, and manage other tasks required by the MoE (Almaini, 2009). There are three schools systems; 1) public schools, 2) private schools, and 3) international schools. Public schools follow the MoE system and the teaching instructions are delivered in Arabic. Some private schools follow the MoE system with little modification to English curriculum by adding supported materials and

textbooks. International schools have two types. The first one is run by foreign embassies to serve their citizens and the second one is privately managed to follow western standards and use English as the language of teaching school curriculum. In public schools, English is taught as a required subject four times a week for forty-five minutes per day (Al-Seghayer, 2017). There are language labs in some public schools, and most private and international schools. In public school English has been recently introduced as early as the 4th grade, and is taught in all levels of intermediate and high schools as well, whereas private and international schools have introduced and taught the English language from first grade before public schools (Alshammri, 2005).

Many curriculum reforms have happened through the history of teaching English as required subject in Saudi Arabia education system, but the process of using commercially customized textbooks developed by international publishers reviewed on a yearly basis by the MoE remain the same (Barnawi & Al-Hawsawi, 2017). The most recent initiative established by King Abdullah bin Abdulaziz Public Education Development Project called “Tatweer Project,” was five years initiative (2008-2012) developed by the MoE to support the reform efforts of the Kingdom Developmental Plan for education. According to Barnawi and Al-Hawsawi (2017), the Tatweer Project purpose is to create a new framework for teaching and learning which would help support the developmental plan goals and it has been expanded since 2012. The Tatweer Project recognizes the importance of focusing on science, technology, engineering, and mathematics (STEM) and English Language Teaching (ELT) to be ready to take part of potential labor market and help build a knowledge-based economy (Mitchell & Alfuraih, 2017). In addition, the Tatweer Project had a subproject that developed Saudi EFL teachers’ standards (Appendix T) which was performed by the National Centre for Assessment (Qiyas) as one of the projects used under the strategic partnership with the MoE (National Center for Assessment,

2017). The purpose of these standards was to promote the competence of teachers, and hence achieve the goals of the Ministry. The MoE English language curriculum division and Tatweer have partnered to supervise the customization of English Language textbooks and supplementary materials which are provided by three international publishing companies. These textbooks are printed in Saudi Arabia and are customized to suit the culture and principles of Saudi Arabia. All ELT materials are aligned with the national curriculum and follow specific standards. Teachers and students can access all ELT supporting materials through the Tatweer National Educational Portal (Barnawi & Al-Hawsawi, 2017).

The MoE has adopted “The Common European Framework of Reference for Language: Learning, Teaching, and Assessment” (CEFR, 2014) as benchmark for EFL teachers to follow. According to McBeath (2011, p.1), “CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.” The CEFR aims to define criteria of achievement for learners of foreign languages in general and enable teachers to reflect on their current practices (McBeath, 2011). However, the CEFR does not provide EFL teachers any guidance on technology integration, and is not context specific where EFL instructions reflect the Saudi context to provide students with a meaningful learning experience to meet their needs (Barnawi & Al-Hawsawi, 2017).

According to Barnawi (2012) in a comprehensive study examining the CEFR pedagogical effectiveness in Saudi context, he reported positive responses in all aspects of the intensive English program (e.g, planning, curriculum, syllabus, teaching, assessment, and materials) at Saudi technical college. However, this framework’s pedagogical effectiveness is not clear, and does not provide guidance for teachers on how to teach English as a foreign language. The use of contexts for meaningful teaching EFL in Saudi Arabia is often missing. Sociocultural

learning theory may provide a context for EFL teachers to use to identify some relevant instructional strategies and technologies to integrate in their classrooms (Whipp, Eckman, & Kieboom, 2005).

Teaching English as a Foreign Language

English was introduced in the Saudi school system in the late 1950s and it was the only foreign language taught in schools until now according to Al-Shammary (1984). The discovery of oil has helped the Kingdom of Saudi Arabia to transform to become more urbanized. The government has used oil revenue to support education and help build the Kingdom of Saudi Arabia. The need to communicate in foreign languages became necessary due to global and economic factors as oil companies needed to recruit workers (Alrashidi & Phan, 2015). The government decided to teach English as a foreign language and has recruited Arabs to teach it as well as send some Saudis abroad (Mitchell & Alfuraih, 2017).

Teaching pedagogy for EFL classes in Saudi Arabia is similar to other countries experiences when they are teaching a foreign language in their schools (Elyas & Badawood, 2017). EFL students may not have great exposure to English outside their classes, but they benefit from participating in classroom activities and interaction with their peers. The Saudi culture reflects Islamic values and views of seeking knowledge but keeping their identity protected (Alrashidi & Phan, 2015). Learning the English language is considered as a tool to gain knowledge and help promote and spread Islam. There is some fear that teaching English in early stages would interfere with learning Arabic and promote western cultures (Al Dameg, 2011; Al-Seghayer, 2013; Elyas & Picard, 2010; Mahboob & Elyas, 2014). However, the government is aware of that issue while promoting mass English literacy through their educational developmental plans and initiatives (Barnawi & Al-Hawsawi, 2017).

Some of the EFL traditional teaching methods that are used in Saudi Arabia include a) Direct method, b) Grammar translation method, c) Audio-lingual method, d) Structure approach, e) Total physical response, f) Communicative language teaching (CLT), and g) Silent way (Abahussain, 2016; Al-Seghayer, 2011). These strategies are introduced to pre-service teachers through their educational programs. The Communicative Language Teaching Method (CLT) is the approach used in developing the English textbooks curriculum to promote student communicative competency based on the English Language Development Project (ELDP) which was launched in 2008 by the MoE (Alseghayer, 2011b). While the CLT method focuses on interaction like the SCT, it does not account for cognitive processes, the reliance on cross-cultural insights, and using strategies in new contexts, as the SCT promotes (Bao, 2004; Yang, 2016). Student participation is understood through cultural and historical contexts where teachers engage students in meaning-making using socially and culturally organized activities to facilitate learning, which CLT disregards (Yang, 2016). The SCT moves beyond having communication competency focusing on mediation, language usability in a new and real-life context, development of meaning making, critical thinking, and reducing anxiousness by peer support (Yang, 2016).

There are some challenges for teaching and learning English in Saudi Arabia that have been a real concern for the Saudi Arabian government and educators (Alrashidi & Phan, 2015). Even though the MoE has proposed many initiatives to improve English teaching and learning, English proficiency remains below expectation (Al-Johani, 2009; Fareh, 2010, Khan, 2011). Research has indicated that some of the causes of low proficiency in English language among Saudi students include, but are not limited to, teacher-centered instruction, teachers' overuse of Arabic language to teach English, students' focus on memorization, or lack of motivation,

encouragement and real-world practice (Alhawsawi, 2013; Al-Johani, 2009; Alnassar & Dow, 2013; Rajab, 2013). A set of guidelines for EFL instruction may help overcome some of those challenges.

Theoretical Foundations

Language learning is a social activity that learners acquire through formal and informal education. Sociocultural learning theory (SCT) describes learning as a social process, within society or culture (Vygotsky, 1978). Language learning can be explained by SCT and how language acquisition occurs when learners collaborate and interact with others (Lantolf, Thorne, & Poehner, 2015). According to SCT, linguistic, cognitive, and social development as a member of a community is socioculturally constructed (Vygotsky, 1978; Wertsch, 1991; Wertsch & Bivens, 1992). Vygotsky (1978) states:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (p57).

EFL teachers can create social interactions with authentic context in order for their classroom instruction to be meaningful, interesting, and meet student needs (Jang & Jiménez, 2011). Students collaborate with each other while teachers provide scaffolding to work within a student's Zone of Proximal Development (ZPD) (Samana, 2013). This can be accomplished by using mediation tools (instructional strategies/instructional technologies) to help them acquire the target language, develop their language skills, and utilize all resources available to them

(Lantolf, Thorne, & Poehner, 2015). Instructional strategies can mediate classroom instruction to reflect real life contexts where students are actively engaged in constructing meaning, using EFL to communicate and gain new knowledge. Sociocultural theories focus on the association between thinking and the social, cultural, historical, and institutional contexts in which it happens (Scarino & Liddicoat, 2009).

Context refers to the, “interrelated conditions in which something exists or occurs” (Merriam-Webster, 2003, p. 270). Context for EFL teachers should reflect real life, authentic situations which are presented in their classrooms through instructional approaches, methods, or classroom activities. Learners should be engaged actively in constructing meaning and using EFL to communicate and gain new knowledge (Shrum & Glisan, 2016). Context in education is impacted by many factors including the curriculum, goals, purpose, setting, cultural assumptions, actors, roles, and motivation. In language learning, context helps to provide an outlet for practice, and provides support for strategies and activities that foster learning. EFL teachers need to offer opportunities for meaningful, purposeful, and motivational output where students can practice the language and discuss what they need to learn. The importance of context in teaching EFL has been discussed by many researchers (Kramsch, 1993; Kyungsim & Leavell, 2006; Lantolf, 2000; Oxford, 1996; Takeuchi, Griffiths, & Coyle, 2007; Ushioda, 2013). In fact, the lack of authentic context and cultural bias in teaching EFL remains one of the biggest challenges even in Saudi Arabia (Aldera, 2017).

Hymes (1972) expanded Chomsky’s definition of competency to include the role of context and social factors in language acquisition (Chomsky, 1965). This goes beyond learning simple syntactic rules and structure as Chomsky originally proposed. According to Celce-Murcia (2007), there are three components that are crucial to understanding sociocultural competency: 1)

social contextual factors which include a participant's age, gender, status, and social distance, 2) stylistic appropriateness which includes politeness strategies and knowledge of appropriateness, and 3) cultural factors which include background knowledge, regional differences, and cross-cultural awareness.

Instructors involved with language learning would benefit from using SCT in understanding learner behavior during language acquisition and maintaining effective conditions for learning to take place (Eun & Lim, 2009; Shrum & Glisan, 2016). Learner behavior is an observed activity that is dynamic and needs certain conditions to function such as meaningful action, purpose of action, actors, motive or reason of acting, and context where SCT can be accounted for in educational settings (Lantolf, Thorne, & Poehner, 2015). Language development exists in social and cultural contexts, and occurs through social interaction with others or with cultural artifacts (Cole, 1997; Vygotsky, 1962, 1982). SCT offers a framework for language teachers to create an environment in their classroom where learners collaborate, get scaffolded assistance from the teacher, function within their ZPD, use mediational tools to construct meaning, and use available resources to learn the target language (Lantolf, Thorne, & Poehner, 2015; Shrum & Glisan, 2016). There are many research implications for classroom teaching using SCT in teaching EFL that could help motivate learners and reduce their anxiety (Kim, 2009; Norton & Toohy, 2011; Shrum & Glisan, 2016).

SCT in relation to Second Language Acquisition (SLA) has major theoretical concepts and principles that account for learning development of ESL/EFL students in instructional settings. Here, instructions are organized intentionally according to learning theories to best guide the development process (Lantolf, Thorne, & Poehner, 2015; Shrum & Glisan, 2016). The SCT related SLA concepts are mediation, internalization, and the Zone of Proximal

Development (ZPD), which helped to set the foundation for creating the guidelines developed during this research study (see Table 1).

Table 1

Sociocultural Learning Theory (SCL)

Theory Main Components	Description	Literature
Mediation	A process of shaping actions through cultural tools as well as, how to use these tools.	(Lantolf, Thorne, & Poehner, 2015; Shrum & Glisan, 2016; VanPatten & Williams, 2015; Vygotsky (1978; Wertsch, 1998).
	There are two themes internal (Psychological tools) and external (Technical tools). Includes private speech and regulation (Object-others-self) in second language acquisition.	
Internalization	Describes the process of language learning competency and mastery.	(Kozulin, 1990; Vygotsky, 1981, 1986; Wertsch, 1998).
Zone of Proximal Development (ZPD)	“The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).	Aljaafreh & Lantolf, 1994; Long, 1996; Vygotsky, 1978; Wood, Bruner, & Ross, 1976).

Mediation

Mediation is a process that explores the possibility of shaping actions through cultural tools as well as, how to use these tools (Wertsch, 1998). Vygotsky said, “The central fact about our psychology is the fact of mediation” (1982, p. 166). Language learning is as much socially mediated as it is a part of an individual internal cognitive process. Mediation provides a way to connect an individual’s actions with their cultural settings to assist learning, make sense of the world, and utilize resources available to them (Wertsch, Río, & Alvarez, 1995). According to Vygotsky (1978, p. 28), thinking and human action are mediated by tools (or “technical tools”) and signs (or “psychological tools”). Sociocultural theory upholds that, “Speaking (and writing) mediates thinking, which means that people can gain control over their mental processes as a consequence of internalizing what others say to them and what they say to others” (Lightbrown & Spada, 2013, p.118). Therefore, mediation is considered the key to understanding second language acquisition through social interaction with others (Shrum & Glisan, 2016).

Mediation has two themes that could be classified as internal or external based on their functioning orientation. According to Vygotsky (1978), mediation tools that, “serve as the conductor of human influence on the object of activity” are considered external, while mediation tools functioning as signs are considered internal as they are, “aimed at mastering oneself” (p. 55). In SLA, internal mediation tool could be identified as language acquisition device (LAD), while external mediation tool as computer assisted language learning (CALL) (Chomsky, 1986; Lantolf, Thorne, & Poehner, 2015; Levy, 1997). Mediation tools in SLA include regulation, private speech (thinking aloud and language play), instructional conversation, collaborative learning, reciprocal teaching, dialogue journal, scaffolding, and dynamic assessment which all function within the ZPD (Shrum & Glisan, 2016; VanPatten & Williams, 2015; Wertsch, 1998).

Regulation is an important form of mediation, and has three stages: 1) object regulation, 2) other regulation, and 3) self-regulation. According to Frawley (1997) these stages are, “symmetrical and recoverable, an individual can traverse this sequence at will (or by necessity) given the demands of the task” (p. 98). “Object regulation” can be described as using tools available such textbooks, classroom discourse patterns, or a computer, while “other regulation” describes mediation by people and can include explicit or implicit feedback. Self-regulation is where individuals internalize external mediation tools to perform a task or complete an activity (Donato & McCormick, 1994; Shrum & Glisan, 2016; VanPatten & Williams, 2015).

Private speech and self-talk are symbolic tools that use language to mediate cognitive regulation to facilitate learning (Ellis, 1997; Lantolf & Thorne, 2006; Vygotsky, 1986). According to Vygotsky (1986), private speech is the convergence of thought and language, which acts, “as instrument of thought in the proper sense in seeking and planning the solution of a problem” (p. 31). Children use private speech to solve a problem during play activity not intended for others, while self-talk is used by adults to regain self-regulation (Ellis, 1997; Vygotsky, 1986). Adults in second language acquisition sometimes use self-talk in second language learning to make sense of a task or show that they have mastered it (Anton & DiCamilla, 1998; Frawley & Lantolf, 1985; McCafferty, 1994; Ohta, 2001). Language play is a function of private speech where learners can engage in meaningful activities such as conversation, imitation, repetition, and note taking (Kuczaj, 1983; Lantolf, 1997). According to Vygotsky (1978), language play creates a ZPD for children to develop their language skills and get more practice. Within the ZPD, the child, “always behaves beyond his average age, above his daily behavior” (p. 102). Language play may offer teachers opportunities for meaningful

activities where learners use mental rehearsal to mediate the learning process (de Guerrero, 1994; Reiss, 1985).

Language itself is a mediation tool that uses verbal means of communication or gesture and body language to communicate. In instructional conversation and language play, thought and speech are used as instruments for planning and carrying out mediational action. Instructional conversation is used as a means to have a conversation with learners about a topic or theme that is interesting and intellectually challenging to them, while guiding them through the process (Hall, 1999). Teachers could use these mediational means and functions in classroom settings. While learners collaborate to negotiate meaning, they can also receive scaffolding to improve their understanding of the target language (Shrum & Glisan, 2016) see Table 2.

Mediation tools can be affected by the distribution of educational resources and an individual's attitude learned through social and school learning practices (Shrum & Glisan, 2016). The design and the characteristic patterns of mediation tools affect their purpose and the ways by which they are used (Thorne, 2009). Therefore, mediation tools can empower and constrain language learning through the properties they afford.

Table 2

Theoretical Foundation of Using SCT and EFL

Mediation	EFL Main Components
<ul style="list-style-type: none"> • Internal (Psychological tools) 	<ul style="list-style-type: none"> • Language acquisition device (LAD)
<ul style="list-style-type: none"> • External (Technical tools) 	<ul style="list-style-type: none"> • Computer assisted language learning (CALL)
<ul style="list-style-type: none"> • Private speech 	<ul style="list-style-type: none"> • Thinking aloud / Language play

Mediation	EFL Main Components
<ul style="list-style-type: none"> • Regulation (Object-others-self) 	<ul style="list-style-type: none"> • Collaborative learning / Dialogue journals / Instructional conversation / Dynamic assessment / reciprocal teaching / scaffolding.

Internalization

Language learning competency and mastery are described using the concept of internalization. When mediated actions are carried out using mediation means, and then come to be mastered internally, that process is described as internalization (Wertsch, 1998). Internalization is where the sociocultural activity transforms from external plane to internal plane and is acted upon (Kozulin, 1990; Vygotsky, 1981). According to Vygotsky (1986), the relationship between the internalization of speech and verbal thinking is explained as, “inner speech is an internal plane of verbal thinking which mediates the dynamic relationship between thought and words” (p. 279). Internalization describes the developmental process through which individuals can complete cognitive and verbal thinking functions while gradually decreasing their dependence on external mediation and increasing their dependence on internal mediation (VanPatten & Williams, 2015).

Zone of Proximal Development (ZPD)

Learning according to SCT takes place in the Zone of Proximal Development (ZPD), through learner social interaction and where development can be measured. According to Vygotsky (1978), the ZPD is identified as, “the distance between the actual development level as determined by independent problem solving and the level of potential development as

determined through problem solving under adult guidance, or in collaboration with more capable peers” (p.86). ZPD provides a context where learners are actively engaged to work collaboratively to solve a problem while getting support from teachers and peers. ZPD is a model of a developmental process, and a conceptual tool that offers teachers opportunities to assess a learner’s abilities and potentials. Language use creates a ZPD for learners where learning can happen in the form of meaning negotiation, leading to language development (Long, 1996). In language learning, the ZPD can be applied to all aspects of FL instructional learning (Kirginger, 2002). Language learning is a social process where learners internalize mediation means through social interaction and guided assistance to construct a context that promotes language development (Lantolf, 2000; Vygotsky, 1978).

The interaction in the ZPD between an expert and a novice to solve a specific problem or perform a task is described as scaffolding (Duffy & Roehler, 1986; Wood, Bruner, & Ross, 1976). Scaffolding is the way that experts or more knowledgeable peers help novice learners navigate through their ZPD until they are competent enough to do the task by themselves (Aljaafreh & Lantolf, 1994; Vygotsky, 1978). Teachers use scaffolding to spark student interest, motivate, reduce stress, or model, and simplify, highlight, and point out instructions (Wood, et al., p. 98). Language learning in the ZPD occurs when a novice learner gets appropriate types of support from the experts (Shrum & Glisan, 2016). Teachers need to be sensitive to a student’s ZPD in order to be able to support them as they develop their language skills. Therefore, the role of the teacher transforms from being the one who gives answers to the one who supervises the student’s search for answers. Donato (1994) points out that collaborative interaction in the ZPD helps learners to achieve second language acquisition.

Sociocultural theory provides a foundation for language teachers to structure the classroom setting in a dynamic way. Active collaboration and interaction between learners can transform their abilities and allow them to reach their potential through teacher scaffolding. This can be improved by utilizing mediation tools and language resources to understand the target language and develop language skills. Mediation in the ZPD functions as an important element to foster interaction and collaboration among expert and novice learners to internalize knowledge. Teachers could create the conditions for learner development to occur by using their ZPD as a diagnostic tool (Shrum & Glisan, 2016). As learners shift their dependence from other-regulation to self-regulation, continuous assessment should be implemented.

Dynamic Assessment (DA) is one strategy to meet this goal (Aljaafreh & Lantolf, 1994). The ZPD provides teachers with a way to assess not just learner performance, but also the quality of interventions they need (Poehner, 2009; VanPatten & Williams, 2015). The goal of DA is to go beyond learner performance, and not only to describe the processes around that current performance status (Poehner, 2009). Integrating teaching and assessment in language learning is a dialectical activity that is provided by DA as a teaching tool to diagnose and promote learner development (Poehner, 2009; VanPatten & Williams, 2015). With this strategy, teachers can understand the level of their learners, and consequently offer more effective support to improve their language acquisition.

Language in SCT is considered a cultural tool that enables authentic, goal-oriented activities or tasks (VanPatten & Williams, 2015). There are several important observations within the learning process in SLA through SCT which need to be accounted for such as input exposure, the use of language to reach specific goals, incidental, explicit, output, follow predictable path, different outcomes, learning is different across linguistic subsystems, there are

limits on the effects on instruction, learners first language, and output (VanPatten & Williams, 2015). SCT in language acquisition has focused on intentional, explicit, and systematic instructions where learners practice and participate in socially structured activities (Paradis, 2009; Lantolf & Poehner, 2011, 2014; Thorne, 2009; Vygotsky, 1987). Therefore, learners are encouraged to assume responsibility and ownership of their learning process by using the mediation tools available to fill the gaps in their ZPD.

Instructional Strategies

Based on research describing language learning and sociocultural learning theory, some instructional strategies were suggested for EFL teachers in Saudi Arabia to implement while integrating technology in their classrooms (Lantolf, Thorne, & Poehner, 2015; Shrum & Glisan, 2016). SCT research has previously focused on instruction that leads to development, and creating conditions for that development to occur (Ellis, 1997; Lantolf & Frawley, 1984, 1985; Lantolf & Poehner, 2011, 2014; Lantolf & Thorne, 2006; Lantolf, Thorne, & Poehner, 2015; Negueruela, 2003; Swain, 2006; Vygotsky, 1978, 1997; Wertsch, 1991). In SCT, language learning takes place in the learner's ZPD where instruction creates rich activities for learners to interact and receive support (Lantolf, 2011; Vygotsky, 1978). Language learning is accomplished when the language is internalized via the use of instructional strategies. According to Vygotsky (1978), teaching is reciprocal in that learners learn important skills such as: summarizing, questioning, clarifying, and predicting while collaborating and interacting with one another. This allows students to negotiate meaning and learn.

Instructional strategies support language learning through mediating instruction (Oxford, 2002). This allows learners to internalize knowledge and communicate with others. Teachers are able to support language learning through the use of instructional strategies supported by

technology to mediate classroom instruction (Kessler, 2018). Several instructional strategies were described and supported in the literature for use in EFL. These strategies are as follows:

Collaborative learning. It is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product (MacGregor, 1990). There are five main elements of collaborative learning that should be present in a collaborative learning environment. The elements are: simultaneous interaction, positive interdependence, individual accountability, face-to-face promotive interaction, and equal participation (Johnson & Johnson, 1989; Matthew, 2006). There are several techniques teachers may use in their classroom to help create collaborative learning environments. The techniques discussed in this set of guidelines are: Think-pair-share, numbered heads together, three-step interview, role-taking, jigsaw, problem-based learning, carousel, information gap activities, and collaborative shadowing (Barkley, Cross, & Major, 2014).

Collaborative learning is used to 1) develop students' critical thinking, problem-solving, communication, self-management, and leadership skills, 2) create a community of practice with rich opportunities to develop learning skills, 3) promote social interaction, enhance participation, group work, and classroom involvement, 4) develop student understanding and comprehension of ideas and concepts, 5) develop student analysis, synthesis, conflict resolution, and presentation skills, 6) accommodate different student learning styles and reduce anxiety among students, and 7) promote student ownership of the learning process (Laal & Ghodsi, 2012).

Collaborative learning is used for teaching listening, speaking, reading, and writing by implementing different techniques through class discussion, problem-solving, task-based approaches. EFL teachers identify goals and lesson objectives for collaborative learning which impact what instructional strategies to use. EFL teachers prepare their students to account for

simultaneous interaction, positive interdependence, individual accountability and equal participation through setting up the classroom environment. EFL teachers use collaborative learning as a way for students to work together to construct meaning and establish classroom discourse between them.

Dialogue Journals. They are written conversations in which a student communicates one on one with the teacher or with other students (Peyton, 1993; Peyton & Reed, 1990). Journal writing can develop students' writing skills, transform oral communication to written form, and give students the opportunity to be the author (Hall & Robinson, 1994). The interactive dialogue journal is an effective strategy for students of all ages and levels of language development. Dialogue journal interaction occurs in notebooks, letters, email exchanges, and audio journals between teachers and students or their peers. They serve as continuous and authentic forms of communication about interesting topics and issues.

Dialogue journals are used to 1) develop students' writing, speaking, critical thinking, and authentic communication skills of questioning, complaining, complimenting, apologizing, and requesting, 2) help students create personal meaning and increase their motivation to write, 3) involve students in the learning process and inform teaching practices, 4) give students an audience for their writing and provide a model for how to respond to others in writing, 5) help students develop a deeper understanding of a lesson and topics, 6) develop positive rapport between students and their teacher, 7) provide feedback and alternative formative assessment for students, and 8) extend language learning beyond class time (Gambrell, 1985).

In dialogue journal interactions, reading and writing are integrated as communicative activities. EFL teachers introduce dialogue journals to students as a form of authentic communication that can take many forms (e.g., in a notebook, on a computer, through emails),

describe how often interactions take place (e.g., each day, once a week), and provides topics or themes for selection (Shrum & Glisan, 2016). Dialogue journals can be used as a pre-writing activity for more formal writing projects, a peer-editing tool, and a way to respond to open-ended questions. EFL teachers ask students to listen to a story or watch a video about the lesson and give them a few minutes for reflection. Students could work in pairs or small groups to share their writings and thoughts about what they took away from the story. EFL teachers facilitate the learning process through scaffolding and guided questions to develop student's communication skills and for assessment purposes.

Dynamic Assessment (DA). It is an, “approach to understanding individual differences and their implications for instruction...[that] embeds intervention within the assessment procedure” (Lidz & Gindis, 2003, p. 99). It focuses, “on modifiability and on producing suggestions for interventions that appear successful in facilitating improved learner performance” (Lidz, 1991, p. 6). DA integrates teaching and assessment by using two formats. According to Sternberg & Grigorenko (2002) in the “test-teach-retest” format, treatment is administered through scaffolding following a pretest (used to establish a baseline measure) and a posttest (used to evaluate the effectiveness of the treatment). This is referred to as sandwich format. The second format, referred to as “cake format,” takes place when mediation treatment is offered during the administration of the assessment through prompts, hints or guided questions whenever problems arise. The assessment task and mediation are layered together where the learner is given feedback after each item on the test or task (Poehner, 2008).

Both DA formats diagnose individual and group abilities while promoting the development of new abilities. It can be used in summative and formative contexts of assessment (Sternberg & Grigorenko, 2002). DA can be computerized and use peer review. It can be used to

teach, provide feedback, and assess any EFL skill. It helps teachers to support the learner at the level they most need it, giving them appropriate challenges that are neither too difficult and frustrating nor too easy and boring. There are two mediation approaches to DA: interventionist “standardized hints,” and interactionist “cooperative dialoging” (Lantolf & Poehner, 2004).

Dynamic assessment is used to 1) assess and diagnose a student’s abilities and development, 2) maximize impact on a student’s development through using teaching as a tool to develop a student’s abilities, 3) promote teacher support for learners at the level they most need it, 4) help design lessons that directly meet the learning needs of students, 5) assess the effectiveness of teaching methods used in the classroom, 6) constantly monitor student progress through the learning process, and 7) help design appropriate assessment tools and techniques (Rowntree, 2015).

Dynamic assessment has two approaches that are known as the interventionist and the interactionist. The interventionist approach uses the Testing-the-Limits technique or the Graduated Prompt method. According to Poehner (2008) the procedures employ standardized administration to generate quantifiable results which can be utilized to carry out comparisons between individuals and within groups. In addition, it can be contrasted with other measures and used to generate predictions about performance on future tests. The interventionist approach is concerned with quantifying the amount of help required for a learner to quickly and efficiently reach a prespecified endpoint. Conversely, the interactionist approach uses the Mediated Learning Experience (MLE) method. According to Poehner (2008) the support emerges from the interaction between the teacher and the learner, where the learner’s ZPD is highly sensitive. The interactionist approach focuses on the development of an individual learner or a group of

learners, without any regards to the effort required or an endpoint to be achieved. The quality and amount of support are included in the analysis across learners or for the same learner over time.

Instructional Conversations (ICs). They are “discussion-based lessons geared toward creating opportunities for students' conceptual and linguistic development. They focus on an idea or a concept that has educational value, and that has meaning and relevance for students”

(Goldenberg, 1991, p. 1). The teacher facilitates a conversation with students on a topic or theme that is interesting and intellectually challenging while providing them with assistance (Hall, 1999; Shrum & Glisan, 2016).

Several features of ICs include: thematic focus, activation and use of background knowledge and schema, direct teaching when necessary, promotion of more complex language and expression, elicitation of bases for statements or positions, few “known-answer” questions, responsiveness to student contributions, connected discourse, a challenging but non-threatening atmosphere, general participation including self-selected turns, calling attention to forms and lexis, corralling, saturating, using linguistic traps, modeling, and providing explicit and implicit feedback (Goldenberg, 1991; Shrum & Glisan, 2016; Tharp & Gallimore, 1988).

Instructional conversation is used to 1) develop students speaking, critical thinking, and interpersonal communication skills of questioning, describing, sharing opinions, and requesting information, 2) help students engage in meaningful conversation, 3) promote student’s active interaction and participation, 4) help students create personal meaning and increase their motivation to talk, 5) help students develop a deeper understanding of the lesson and topics, 6) promote student collaboration in performing classroom activities, 7) call students attention to language forms and lexis, 8) practice speaking and initiate purposeful classroom discussion, and 9) provide feedback and alternative formative assessment for students (Goldenberg, 1991).

In instructional conversations, the teacher, “acts as a discussion leader and facilitator, allowing students to initiate turns while making sure that all students voices are included in the discussion and, when necessary, drawing out and helping students to draw out their ideas” (Hall, 1999, p. 30). An EFL teacher uses instructional conversation to engage students in “warm-up” discussions of interesting topics, leading and sparking discussion as students interpret an authentic oral, printed, or video text. This helps students create a story, elicits opinions, help them to learn new information, explore relationships, and guides students through the learning process (Shrum & Glisan, 2016). EFL teachers encourage collaborative learning in arranging the classroom structure to accommodate instructional conversation on a regular basis. This sets clear lesson goals and objectives to guide the conversation with students, and can promote student participation through the use of guided questions. Furthermore, EFL teachers explain the aim and purpose of the lesson, meet student needs, are aware of conversation constraints, are open to all views and voices, and provide various opportunities to promote student comprehension and participation in classroom activities. EFL teachers support students through modeling, providing feedback, contingency management, instruction, and cognitive task structuring (Tharp, 1993). According to Todhunter (2007) instructional conversation discourse in a foreign language class consists of thematic focus, connected discourse, direct teaching, promotion of language and expression, responsiveness, and promotion of language. These concepts are summarized in Appendix FF.

Language Play. It is a language manipulation exercise intended for rehearsal for engagement in meaningful interactions with others in order to master the target language (Lantolf, 1997). Language play is viewed as a pedagogic tool that is inherently motivating and that promotes second language learning (Cekaite & Aronsson, 2005). Language play is a practice

that influences student mastery of the grammatical, phonological and lexical features of a target language as seen in the “Dictogloss” teaching technique. Students modify language structures through strategies such as completions and substitutions, by imitating and transforming what others say, and by repeating their own utterance (Kuczaj, 1983). Language play includes other instructional strategies such as role play, drama, and note-taking.

Some features of creating language play include talking out loud in the target language, repeating phrases to oneself silently, making up sentences or words in the target language, imitating sounds in the target language, and having random phrases from the target language pop into your head (Lantolf, 1997). Language play as a mental rehearsal form includes activities such as the mental correction of errors, silent repetition, mental practice of grammar rules, and note taking (de Guerrero, 1994; Reiss, 1985). Other activities include writing fiction (play), role-play, and playing with sounds to create patterns of rhyme, rhythm, assonance, consonance, and alliteration. Language play is reduced when students master the target language, and no longer need to rehearse.

Language play is used to 1) help students practice and exercise learning language skills, 2) improve student self-confidence and reduce student stress, 3) develop students’ grammatical, phonological, and lexical language learning skills, 4) develop students visual, critical thinking, and problem-solving skills, 5) encourage students to modify language structures through word completion and substitution, 6) promote meaningful interactions and collaboration when performing classroom activities, 7) develop students’ attention, focus, and note-taking skills, and 9) provide feedback and alternative formative assessment for students (Lantolf, 2000).

Language play can be used for teaching all language skills (listening, speaking, reading, writing), and the grammatical, phonological and lexical features of the language (Rodríguez

Silva, & Torres González, 2014). An example of language play is the “Dictogloss” activity in which students reconstruct a short text by listening and noting down key words working in pairs or small groups to summarize a target language text. There are different ways to conduct a dictogloss exercise such as the built-up, the all-aboard, and the sentence version, which are dependent on the student’s level of mastery (Vasiljevic, 2010). EFL teachers prepare texts that contains examples of the grammatical form to be studied, read the text to students at normal speed three times, and allow students to start taking notes during the second reading. Students then work in small groups to prepare a summary of their work before presenting it in the class.

Reciprocal Teaching (RT). It is a strategy in which the teacher and students take turns leading a discussion to construct meaning about a given text. This takes the form of a dialogue guided by four cognitive strategies: predicting, question generating, clarifying, and summarizing (Palincsar, 1986). Teachers may include other reading strategies such as, visualizing, making connections, inferencing, and questioning the author.

Reciprocal teaching is used to 1) promote a student’s reading comprehension utilizing reading strategies (predicting, questioning, clarifying, and summarizing), 2) encourage students to think about their own thought process during reading, 3) help students learn to be actively involved and monitor their comprehension as they read, and 4) encourage students to ask questions during reading to make the text more comprehensible (Reciprocal Teaching Classroom Strategy, 2017).

Reciprocal teaching can be used for teaching reading comprehension (Klingner & Vaughn, 1996). Students assume the teacher role utilizing prediction, asking questions, clarifying, and summarizing to make meaning from a text. EFL teachers would use a dialogue format and reciprocal teaching strategy where a designated student would assume the teacher

role in each group. The designated student would keep the group on task and ensure instructions were followed while modeling the reciprocal teaching strategy.

Scaffolding. It is the support that students receive from teachers or more capable peers through interaction in a social dialogue (Samana, 2013). Scaffolding allows an individual to perform a function that wouldn't be possible without help. Scaffolding supports and promotes learning, and teachers facilitate that learning. Teachers need to be aware of a student's current level of knowledge to be able to work with them to achieve beyond that level. Scaffolding is introduced and removed gradually. Characteristics of scaffolding include, "recruiting interest in the task, simplifying the task, maintaining pursuit goal, marking critical features and discrepancies between what has been produced and the ideal solution, controlling frustration during problem solving, and demonstrating an idealized version of the act to be performed" (Wood, Bruner, & Ross, 1976, p. 41).

Scaffolding is used to 1) help students develop their language skills and meet their needs, 2) guide students through problem-solving tasks and lesson activities, 3) enlist student interest in the lesson or the task, 4) simplify the lesson or the task by breaking it down to smaller chunks of information, 5) help students achieve lesson goals and objectives, 6) reduce student stress and frustration during lessons or tasks, 7) highlight important information, provoke language discourse, and point out differences and similarities, 8) help students understand concepts and ideas to complete lesson's, tasks, and activities, 9) promote social interaction, enhance participation, group work, and the classroom involvement, 10) provide feedback and keep students on target, and 11) accommodate for different student learning styles and language proficiency (Goldenberg, 2008).

Scaffolding can be used to provide explanations, instructions, feedback, modeling, coaching, questioning, and hints given to support learning (Amerian & Mehri, 2014). EFL teachers can use different tools for scaffolding such as 1) prompts as physical or verbal cues to aid recall of prior or assumed knowledge, 2) handouts as a supplementary resource used to support teaching and learning, 3) concept maps as graphical tools for organizing, representing, and displaying the relationships between knowledge and concepts, 4) worked examples to show a step-by-step demonstration of a complex problem or task, and 5) advanced organizers to present new information or concepts to learners and organize information in a way that helps learners understand the new and complex content. The choice of scaffolding types and tools needs to be sensitive to a student's needs to promote learning and language development (Samana, 2013). Teachers can use scaffolding to enlist student motivation to participate by giving them hints or, guiding questions, choosing answers from a list, or completing a partially finished outline or paragraph. Scaffolding needs to be current and provided based on a student's needs. Teachers increase scaffolding when students can't go on without support, and reduce scaffolding gradually when students are able to perform the task individually. Furthermore, teacher scaffolding can be implicit or explicit to promote student learning, engage students in active participation, and help achieve lesson goals and objectives (Van de Pol, Volman, & Beishuizen, 2010).

Thinking Aloud. It is a strategy used by teachers and students to say out loud what they are thinking about when reading (Cohen, 2014). Teachers use the thinking aloud strategy to model for students how skilled readers construct meaning from a text. Thinking aloud reading strategies include: predicting, questioning, visualizing, communicating a personal response, clarifying, summarizing, reflecting, evaluating, and making connections.

Thinking aloud is used to 1) help students monitor their thinking and understanding of the text, 2) develop student reading skills and improve comprehension, 3) help teachers diagnose students' strengths and weaknesses, 4) develop students' critical thinking, and problem-solving skills, 5) encourage students to use thinking aloud reading strategies (predicting, questioning, visualizing, expressing feeling, clarifying, summarizing, reflecting, and making connections), 6) benefit students of all reading levels, 7) involve students in the learning process to inform teaching practices, and 8) provide feedback and formative assessment for students (Rosenshine, 2012).

Thinking aloud can be used before, during, and after a reading exercise, as well as individually, in small groups, and with the whole class. The teacher introduces the assigned text and discusses the purpose of using the thinking aloud strategy (Oster, 2001). The thinking aloud strategy is used in teaching EFL to point out new vocabulary and unusual sentence constructions that students might find it confusing. In addition, the teacher uses guided questions, provides practice opportunities and feedback to support the development of student reading skills. There are some reading techniques that EFL teachers employ while using the thinking aloud strategy to teach reading comprehension (Kucan & Beck, 1997). Examples include rereading a sentence, reading ahead to clarify, predicting, questioning, visualizing, communicating a personal response, summarizing, reflecting, evaluating, and making connections and/or looking for context clues.

These instructional strategies are discussed in more detail in Chapter 4 where the guidelines are developed and operationalized.

Instructional Technologies

Technology is already drastically changing education, classroom interactions, the students themselves, and their learning environments (Adams Becker et al. 2017). Preparing teachers to be equipped with the appropriate knowledge of instructional strategies and tools is fundamental in technology integration (Brenner & Brill, 2016). Technology integration has been explained as educator use of technology to enhance instruction, and to create rich environments to help each individual student develop a depth of understanding and digital skills for life and work (UNESCO, 2017).

There is a missing link between how teachers are expected to use technology and how they are actually using it. The role of the teacher has shifted from being center stage to facilitating classrooms that accommodate effective technology integration and interaction (Shrum & Glisan, 2016). Teachers are not the only source of information, and they now assume new roles such as facilitator, coach, guide, mentor, organizer, and manager of information. According to the literature, the teacher's traditional role embraces behaviorist learning theory while the integration of technology is shifting their role towards constructivism at the other end of the spectrum (Adams Becker et al. 2017; Shrum & Glisan, 2016; Van Lieshout, Egyedi, & Bijker, 2018).

Technology in language learning can serve as a mediational tool to support learning and practicing using EFL in real life context (Shrum & Glisan, 2016). Instructional technologies are used to mediate and support classroom instruction (instructional strategies) to provide learners with an authentic and meaningful context (Zhou, 2018). Instructional technologies provide language teachers with powerful tools to promote language acquisition through the use of computer-assisted language learning (CALL), computer mediated communication (CMC), and

mobile-assisted language learning (MALL) (Dashtestani, 2013; Fotos, 2013; Halenko, 2018; Hegelheimer, Li, & Dursun, 2018; Warschauer, 1997; Zhou, 2018). Technology has motivated language learning and reshaped the way learners think and write (Chun, Kern, & Smith, 2016; Li, 2005; Ong, 1988). According to Vygotsky (1978), these tools have provided learners with the means to adapt and become more efficient in problem solving techniques. Teachers who are using technology replace those who don't (Fotos, 2013).

Based on language learning and sociocultural learning theory research, instructional technologies were suggested for EFL teachers in Saudi Arabia for implementation in their EFL language classrooms (Chapelle & Sauro, 2017; Shrum & Glisan, 2016; Tabatabaei & Gui, 2011). These instructional technologies were meant to support instructional strategies used to teach EFL skills, and to help achieve Saudi EFL teacher's standards. Technologies were selected based on their roles and affordance attributes such as 1) presenting authentic materials, 2) tools for students to practice, search the internet, create projects, and manage tasks and resources, 3) promote student collaboration, 4) provide feedback and assessment, 5) provide accessibility and availability, and 6) usability (Chun, Kern, & Smith, 2016; Lehman & Berg, 2007). Technology integration in language education help EFL teachers achieve EFL local and international standards (National Center for Assessment, 2017; NSFLEP, 2015). These instructional technologies are discussed in more detail in Chapter 4.

Need for Guidelines for EFL Teachers to Integrate Technology in their Classrooms

There is a gap in creating authentic and meaningful contexts in teaching EFL to learners in Saudi Arabia (Alharbi, 2015; Al-Seghayer, 2017). Technology integration using instructional strategies in EFL courses could help to bridge this gap of context and enhance classroom instruction (Alhaisoni, 2012). EFL teachers need to have a set of instructional

strategies to guide them, while implementing technology in their classrooms to support learning and develop EFL language skills. The role of context and social elements in language learning is an important factor to be accounted for in language competency (Hymes, 1972). To promote learning, learners need pragmatically rich contexts to facilitate language learning through collaborating and interacting actively in intentionally structured language activities (Lantolf, Thorne, & Poehner, 2015; Shrum & Glisan, 2016). Context within the ZPD helps to provide a place to practice and construct meaningful knowledge supported by teacher scaffolding and peer support. Teachers should provide opportunities for learners to practice and collaborate in an authentic, meaningful, and purposeful context to socially negotiate meaning making. According to Shrum and Glisan (2010), “context includes the setting, topic, situation, purpose, actors, roles, cultural assumptions, goals, and motivation that are involved in the communication” (p.47).

The role of instruction in second language acquisition is an essential factor where teachers facilitate socially mediated activities for learners to engage in (Wertsch, 1991, 1998; Vygotsky, 1981). Instructors shape classroom interactions to account for learning in an instructional context where teaching goes beyond implicit or explicit instructions (Donato & Adair-Hauck, 1992; Donato, 1988, 1994; Swain, 1995). Language practice makes a permanent impact on a learner’s language development, which allows learners to transform knowledge or learned skills to new situations (Sousa, 2011). Therefore, learners must use critical thinking skills to apply their current knowledge to new tasks when learning foreign languages. Technology could provide learners with effective ways to establish interaction with peers and teachers while developing their linguistic skills (Shrum & Glisan, 2016). Learner performance, feedback, and assessment could be efficiently managed by using technology while teachers focus on designing classroom instruction.

Findings from the American Council on the Teaching of Foreign Languages (ACTFL) (2011a, 2011b) survey indicated that the greatest impacts on EFL standards were in the following areas of teacher practice which include a) use of the three modes of communication to make communication meaningful, b) use of the target language as the means of instruction and ways to make it comprehensible, c) teaching grammar in context instead of teaching it in isolation, and d) use of authentic materials, products, practice, cultural perspectives, and methods textbooks that support the standards (ACTFL, 2011b)

EFL teachers in Saudi Arabia do not have any evidence-based guidance to help them successfully integrate language classroom technologies to promote learning practices and increase language competency. The Common European Framework of Reference (CEFR) for language is the commonly used framework for teaching EFL in Saudi Arabia, does not provide EFL teachers with any guidance on what technologies to use or how to use them (Barnawi, 2012). Therefore, there is an eminent need to create guidelines that may help EFL teachers to effectively teach EFL skills (listening, speaking, reading, and writing).

Summary

As SCT impacts the educational pedagogy approach, learning environments have become increasingly student-centered (Good & Lavigne, 2017). Thus, students take on an active role for learning while the teacher take on the role of facilitating the learning process. Mediation tools such as instructional strategies and technologies impact classroom instruction in meaningful and interesting ways that meet student needs. Authentic context and real-life situations are provided through technologies that allow students to practice and socially interact with others. Internalization is the process where students master the language skills introduced and construct

mental representations. Attention to the zone of proximal development (ZPD) in EFL accounts for the ways in which mediation tools may help students to interact within a learning context. This is achieved through sociocultural activities where teacher scaffolding, and peer support are provided (as shown in Figure 1).

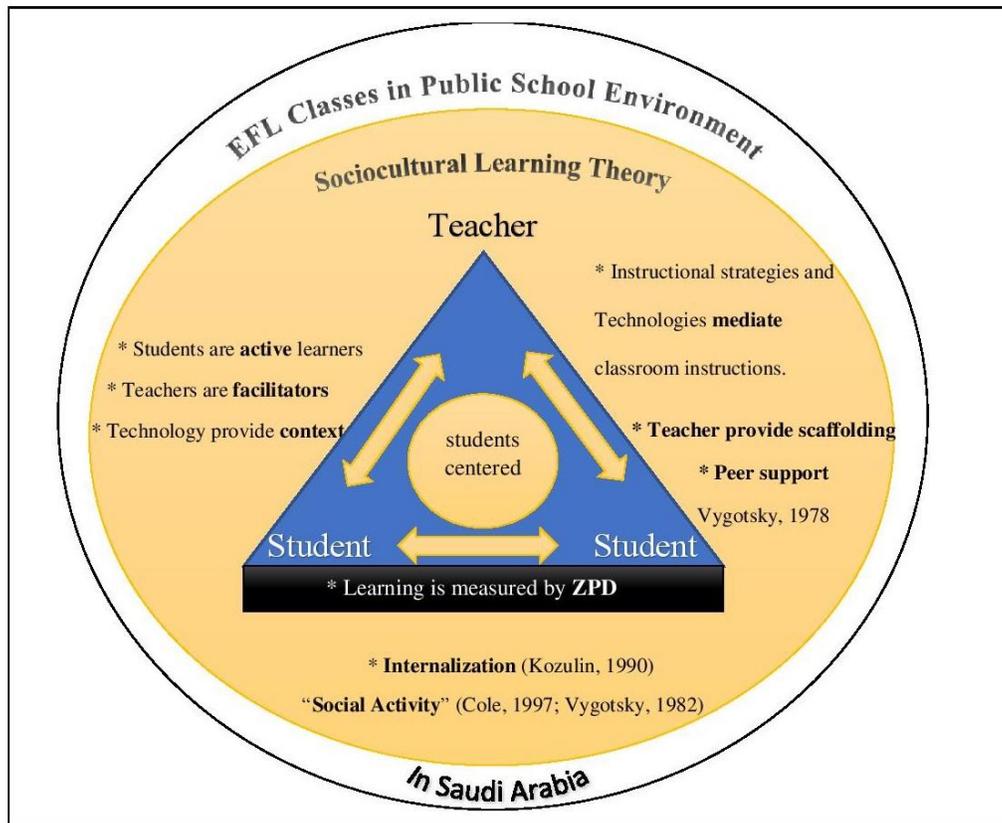


Figure 1: Sociocultural Theoretical Underpinnings

Saudi classroom environment and EFL current teaching practices need to change to accommodate for adapting the 21st century EFL standards and integrating modern effective EFL teaching pedagogies and technology (Elyas & Al Grigri, 2014; Elyas & Badawood, 2017; Van Lieshout, Egyedi, & Bijker, 2018). Saudi EFL teachers need to help bridge the existing gap between curriculum policies and classroom practices (Al-Seghayer, 2017). Therefore, a need for

research-based guidance for how EFL teachers can integrate technology to teach EFL skills in Saudi Arabia is crucial (Farooq & Soormro, 2018).

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

Design and development research is a practical type of research that transforms theory into practice, provides a way to test theory, and creates new knowledge (Ross et al., 2008). In addition, it is a way to validate existing practices and inform new inquiries based on the analysis of specific contexts. The core foundation of the instructional design and technology (IDT) field rests upon the design and development of instructional products and programs. Many researchers have been called upon to strengthen the knowledge base for the IDT field over the past five decades (Richey & Klein, 2007). This study used a design and development research approach. The focus of this study was to create a set of guidelines to assist public schools English as a Foreign Language (EFL) teachers in Saudi Arabia to integrate technology using instructional strategies based on sociocultural learning theory. Using a comprehensive review of the literature, this study was intended to identify instructional strategies and technologies that were related to EFL skills, and that could be easily implemented by EFL teachers in their classrooms. Technology tools may provide authentic context for instruction to take place, and enable learners to practice EFL skills (Lin, 2007; Staley, 2000). In addition, an illustrative prototype set of guidelines was developed. The implications of this research aim to provide guidance for EFL teachers to integrate technology into their classroom instructions. Consistent with Richey and Klein (2007), model development and validation procedures were used in the development and verification of these study research guidelines. Moreover, the study was intended to inform the instructional designer of design decisions made utilizing the research.

Research Participants

In this study, guidelines were validated by a purposefully selected group of expert reviewers and users (Patton, 2001). There were three groups selected for this study. Two groups were made up of expert reviewers, and one group was made up of users. Each group had three research participants who were selected based on their expertise. The first group had three experts from the United States who were selected based on their expertise and contributions related to instructional design and ESL. They were faculty in higher education and have more than 10 years of teaching experience. The second group had three experts from Saudi Arabia who were selected based on their expertise and contributions related to EFL, preparing EFL pre-service teachers, and instructional design. They were faculty in the EFL department at King Abdulaziz University and the University of Jeddah. Also, they have more than 10 years of teaching experience, and they prepare EFL pre-service and teach EFL skills in higher education. The third group had three Saudi EFL teachers as users who were selected based on their expertise in teaching EFL in Saudi Arabia. They have 10 years of teaching experience, graduated from the EFL department in Teacher's college, teaching different grade levels in public schools, and from the western and southern provinces of Saudi Arabia.

The process for selecting research participants (expert reviewers and users) in these two fields was selected for four reasons. First, the guidelines were developed based on a review of the literature in EFL and SCT. Second, experts in the US from these two areas can provide comprehensive review of the guidelines from all related perspectives with special attention to instructional design. Third, experts in Saudi Arabia from these two areas can provide comprehensive review of the guidelines from all related perspectives with special attention to EFL in the Saudi context. Fourth, Saudi EFL teachers can both implement and review the

guidelines from all related perspectives within the Saudi context. Prior to identifying participants, the researcher obtained approval for the study from the Institutional Review Board (IRB) at Virginia Tech see Appendix B.

Instrumentation

The questionnaire survey for the research participants (expert reviewers and users) was developed by the researcher and formatted in Qualtrics. There were three groups of research participants in this study which included expert reviewers from the United States, from Saudi Arabia, and Saudi EFL teachers as users. The questionnaire survey (Appendix I) for the expert reviewers from the U.S contained 22 questions divided into two sections (Strategies and Technologies) asking research participants to provide their feedback on the guidelines. The questionnaire survey (Appendix J) for the expert reviewers from Saudi Arabia contained 24 questions divided into two sections (Strategies and Technologies) asking research participants to provide their feedback on the guidelines based on the Saudi context. The questionnaire survey (Appendix K) for Saudi EFL teachers, contained 29 questions divided into two sections (Strategies and Technologies), and asked research participants to provide their feedback on the guidelines as users within the Saudi context.

Each section of the questionnaire survey had multiple-choice questions and open-ended questions for research participants to provide more specific feedback on guideline revisions. The expert reviewer's questionnaire survey was for validity feedback on the guidelines, while the Saudi EFL teacher questionnaire requested additional usability feedback. The survey feedback assessed the guidelines' relevance, soundness, clarity, implementation, and usability.

Study Design

Developmental Research

To create a set of enhanced instruction guidelines for EFL teachers to use for integrating technology into their EFL classrooms, developmental research methodology appeared to be the most appropriate research design. Developmental research is an applied methodology that bridges practice, research, and theory, providing solutions to practical problems. According to Richey and Klein (2007), developmental research is defined as the, “systematic study of design, development, and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development” (p. 1). Therefore, developmental research supports the process of creating models and principles that inform design, development, and evaluation to solve instructional design problems (Richey, Klein, & Nelson, 1996; Ross et al., 2008). In general, studies are formed from authentic workplace settings, new technologies, or research inquiries incited in the literature (Ross et al., 2008). There are many types of methods approaches in developmental studies including quantitative, qualitative, and mixed methods. Developmental research studies the process of design, development, and evaluation (Richey et al., 1996). According to Richey, Klein, and Nelson (2004), there are two types of developmental research. These are distinguished based on the emphasis, product, nature, and context studied. The first (Type 1) is context specific, which is focused on specific products. The second (Type 2) is more generalized with an original design. This research study used Type 1 developmental research which focused on the design and development of a set of guidelines. This study was based on a comprehensive review of current literature, guidelines design, and expert and user reviews.

Using a Type 1 developmental research approach, this study consisted of three phases: Phase One: Analysis, Phase Two: Guideline Design and Development, and Phase Three: Formative evaluation and Revision. The first phase consisted of an analysis of current literature and the synthesis of the literature through guideline development. The second phase utilized the theoretical and practical considerations from the literature to design the guidelines. Based on sociocultural learning theory and EFL related literature, commonly cited articles and texts served as the primary content for creating the guidelines (Richey & Klein, 2007; Weston, McAlpine, & Bordonaro, 1995). The final phase was an evaluation and revision of the guidelines using expert and user reviews to inform the research design. Findings from the expert and user reviews had an impact on the design of the guidelines.

Phase One: Analysis

The first phase of the study was a comprehensive literature review of sociocultural learning theory and its relationship to language learning, as well as the history of English as a Second/Foreign language in Saudi Arabia. This review was used to identify the key concepts and principles that informed the creation of the guidelines. Additionally, the comprehensive literature review was used to ground the context of the research study and answer salient questions pretraining to the study. The researcher implemented a key words search followed by a backward search, and ending with a forward search (Levy, 2006). The researcher also developed criteria for selecting the literature materials and maintained hard and online copies. Different scholarly databases were used including JSTORE, ScienceDirect, ERIC, PsycINFO, and ProQuest. Search engines utilized included VT Library, Google Scholar, ResearchGate, and Academia, to locate general reference, primary, and secondary resources. The key foundation for the literature review

included academic journals and databases, online journals, Arabic references, and doctoral dissertation.

The researcher used search terms such as sociocultural learning theory, second language, English as Second/Foreign language, EFL in Saudi Arabia, EFL instructional strategies, sociocultural learning theory strategies, technology in Saudi Arabia, sociocultural learning theory relationship with language learning, mediation, internalization, ZPD, teaching EFL skills, Saudi Arabia pre-in-service teaching, teaching standards in Saudi Arabia, and technology in language learning. The researcher worked with a Virginia Tech research librarian to obtain additional recommendations regarding search techniques. The literature review criteria for materials inclusion were: 1) peer-reviewed content, 2) empirical research or conceptual and theoretical research, 3) within the context of education in Saudi Arabia, and 4) second/foreign language acquisition.

During Phase One of this study, the main concepts and principles of sociocultural learning theory and EFL literature were identified. These yielded instructional strategies to be used in teaching EFL skills. Through analysis of the literature review, guidelines for implementing technology in EFL classes were created. These were meant to assist EFL teachers with teaching EFL skills by introducing instructional strategies and technology to provide contextualized language instruction.

Phase Two: Design and Development

Phase Two used the comprehensive review of the literature to determine the theoretical and practical considerations for using instructional strategies to teach EFL classes based on sociocultural learning theory. Drawing from prior research, guidelines for future implementation

of technology in EFL classes were designed to assist EFL teachers in using instructional strategies and technology to provide contextualized language instruction.

Research design

Developmental research is pragmatic research and linked to instructional design (Ross et al., 2008). Instructional design has many models and definitions. According to Richey, Klein, and Tracey, (2011) instructional design is the systematic process that includes specific tasks, “for the development, evaluation, and maintenance of situations, which facilitate learning and performance” (p. 3). A comprehensive review of the literature and deep analysis of the artifacts would help to synthesize the research as part of this process. Sociocultural learning theory and EFL related literature were identified as the theoretical foundation of this research. Instructional strategies were identified based on sociocultural learning theory principles and assumptions. These instructional strategies would mediate classroom instructions in an EFL skills context. Each instructional strategy would be associated with the target EFL skill. Instructional technologies would provide an authentic context to support instructional strategies implementation in EFL classrooms in Saudi Arabia (as shown in Figure 2).

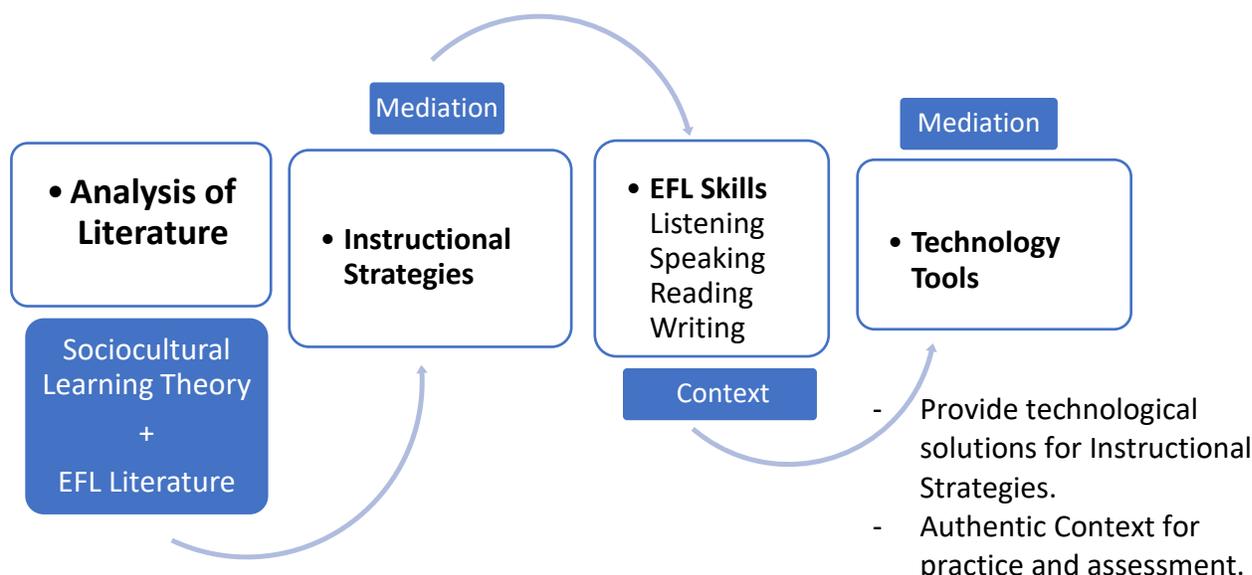


Figure 2: Design and Development Phase

Richey and Klein (2007) have provided suggestions in addressing four areas that could cause concern when using developmental research. These concerns are related to validity, casual inference, generalization and interpretation, and problems or obstacles to consider when conducting developmental research. Suggested techniques as described by Richey and Klein (2007) were used as procedures to follow in designing and validating the guidelines (see Table 3).

Table 3

Design Techniques in Model Research

Research and Design Concern	Techniques Used to Address Concern
Validity of Model Development	<ul style="list-style-type: none"> • Use design tasks that are realistic in scope. • Record reactions during design.
Validation of Model	<ul style="list-style-type: none"> • Use pre-defined expert selection criteria.

Research and Design Concern	Techniques Used to Address Concern
Casual Inferences for Model Development	<ul style="list-style-type: none"> • Provide evidence for instructional strategies and technology used based on theory. • Account for resources.
Casual Inferences for Model Use	<ul style="list-style-type: none"> • Relate design behaviors to product impact. • Use experts' publications as a substitute for direct interviews with them.
Generalization and Interpretation for Model Development	<ul style="list-style-type: none"> • Relate design activities to ISD model. • Collect data from natural work settings. • Collect context data.
Generalization and Interpretation for Model Validation	<ul style="list-style-type: none"> • Validate models in terms of context. • Determine necessary ID practice revisions.
Anticipating Problems	<ul style="list-style-type: none"> • Model Validation: Insure correct model use by documenting the procedures. • Provide prompts for non-responsive expert reviewers

Source: Richey and Klein (2007)

Identification and operationalization of theoretical underpinnings

The design for a set of guidelines must include learning opportunities that lead to knowledge creation or skill acquisition (Merrill, 2002). The learning environment according to sociocultural learning theory, must be meaningful, purposeful, authentic, goal-oriented, and foster in depth learning and analysis. Learners are active participants and use critical thinking

skills to acquire new knowledge or solve problems. This study used a comprehensive literature review of sociocultural learning theory to identify instructional strategies to teach EFL skills (listening, speaking, reading, writing). These skills are supported by technological tools, which serve as the foundation for operationalizing the tasks required for creating the guidelines designed in this study.

Product design development is a process that involves applying a diverse body of research and thinking to individual instructional design tasks (Richey & Klein, 2007). Guidelines for this study were developed by identifying the theoretical components of sociocultural learning theory relevant to integrating technology in EFL classes. Sociocultural learning theory has helped identify specific criteria (see Table 4) for selecting instructional strategies from EFL related literature.

Table 4

Operationalization of criteria for designing guidelines for EFL teachers in the Design Phase

Instructional Strategies Criteria	Technology Selection Criteria
- Based on sociocultural learning theory	- Support using instructional
- Appropriate for teaching EFL skill	strategy for teaching EFL skills
- Promote social interaction	- Provide authentic context
- Task oriented activities	- Promote collaborative interaction
- Promote active learning	- Availability
- Support student center approach	- Accessibility
- Achieve the Saudi teacher's standards	- Usability

A prototype of guidelines for EFL teachers in the design phase was created (see Table 5). This prototype was designed from the operational perspectives of teachers for implementation in their EFL classrooms. Each instructional strategy included a definition, a description of why and how to use it, an example, instructional technology solutions, resources, and matched with the Saudi teacher standards. Guideline content was hosted on website using Google Sites to enable research participants to review and access the guidelines.

Table 5

A prototype of guidelines for EFL teachers in the Design Phase

Main Components	Description
What	A clear definition and description of the instructional strategy.
Why	Reasons of why it is important to use the instructional strategy.
How	Explain the process of using the instructional strategy.
Example	Provide a practical application of the instructional strategy.
Instructional Technologies Solutions	Provide instructional technology support for implementing the instructional strategy.
Resources	Provide additional support for the instructional strategy.
Saudi EFL Teacher's Standards	Illustrate which Saudi teacher's standards have been attained by implementing the instructional strategy.

Phase Three: Evaluation and Revision

Developmental research explores the development process through formative evaluation and revision (Richey, Klein, & Nelson, 2004). Phase Three consisted of a formative evaluation of the guidelines for designing contextualized language instructions. Developmental research involves a final product that is revised after being evaluated. Revision started after receiving research participants' feedback, and these data were used to revise the guidelines.

Evaluation protocol

Upon completion of the guidelines, the expert reviewers and users were provided with an online questionnaire using Qualtrics to review the guidelines and access to guidelines. To ensure soundness and accuracy of developmental research, Richey and Klein (2007) suggest using pre-defined evaluation criteria. The predetermined criteria for evaluation were provided during the review by experts in the US and Saudi Arabia, and users in Saudi Arabia. Research participants were required to provide implied consent before reviewing the guidelines, and answered the survey questions to confirm participation. Evaluation criteria for the expert reviewers were based on the operationalization of the association of instructional strategies with EFL skills. These strategies were based on sociocultural learning theory and the integration of instructional technologies to support these strategies (see Table 6).

Table 6

Evaluation Protocol for Research Participants

Experts		
Reviewers	Instructional Strategies	Instructional Technology
	<ul style="list-style-type: none"> - Based on Sociocultural learning theory. - Appropriate for teaching EFL skills - Promote social interaction - Task oriented activities - Promote active learning 	<ul style="list-style-type: none"> - Support the instructional strategy used to teach EFL skills. - Help achieve lesson goals and objectives. - Be selected based on their roles and affordance attributes such as: Integrated as a way to show teachers how to use the strategy in their classrooms, used as a tool where students use it to write or share documents, used to present authentic materials, used as an assessment tool, establish a collaborative environment for students to review and provide feedback, help teachers create activities templates, and charts.
In the US	<ul style="list-style-type: none"> - Support student center approach - Guidelines are clearly described and ready to be used by EFL teachers. - Promote creating community of practice and discourse among teachers and students. 	
In Saudi Arabia	<ul style="list-style-type: none"> - Valid in the Saudi context 	<ul style="list-style-type: none"> - Valid in the Saudi context

Experts		
Reviewers	Instructional Strategies	Instructional Technology
	- Instructional strategies are clear, describe why and how to use them with an example, provide resources, and state what teacher's standards were attained in the Saudi context.	- Instructional technologies are accessible, available, and usable in the Saudi context.
Saudi EFL Teachers		

Designing a set of guidelines for EFL teachers requires a significant amount of planning and analysis . Instructional strategies based on sociocultural learning theory and EFL related literature were used to operationalize tasks supported by technology tools. This provided a clear design for evaluating the guidelines. Research participant feedback regarding the clarity and alignment of the guidelines provided with the questionnaires was recorded electronically in Qualtrics. Research participants had ample opportunities to elaborate and provide additional feedback on the guidelines using the open-ended questions in each section.

Data collection

Using the evaluation protocol above, email invitations were sent to experts and users to participate in this study. A sample email is provided in Appendix F. The newly developed guidelines were reviewed by the experts to determine their validity, while the users tested their usability. The email included a link to the survey questionnaire, the original guidelines, and a

letter explaining the review process with an attachment that included an informed consent form see Appendix C. The research participants (experts and users) were given a week to complete the review and provide their feedback via the survey questionnaire administered through Qualtrics.

Once the set of guidelines was reviewed and evaluated, they were revised to include evaluation findings (see Appendixes W and X). This process included the recommendations or modifications suggested by the expert reviewers and users to improve the effectiveness of the guidelines.

The guideline development process consisted of three phases. Analysis of the SCT and EFL literature, design and development, and evaluation and revisions of the guidelines. Each phase provided theoretical and practical consideration that guided the development of the guidelines.

The following chapter details the development of the guidelines resulting from the comprehensive analysis of the literature. Chapter 5 describes the feedback received from the expert review and the user process, as well as the resulting revisions to the guidelines. Chapter 6 discusses study conclusions and recommendations.

CHAPTER 4

GUIDELINES DEVELOPMENT

Introduction

The purpose of this study was to develop a set of practical- and empirically-grounded guidelines for English as a Foreign Language (EFL) teachers to integrate technology into their classroom instruction. It is expected that these guidelines can assist EFL teachers and instructional designers to design, utilize and evaluate EFL classroom instruction using technology to effectively teach EFL skills. In order to achieve the purpose of this study, the study used a Type 1 design and development research design with the following phases: analysis, design and development, and evaluation and revision (Richey & Klein, 2007).

Guideline Development Process

There were five steps included in the guideline development process. These steps include analysis of the literature, design and development of the guidelines, an example of instructional strategies, questionnaire development, and creating a website as a guideline tool.

Step 1: literature analysis. In the analysis phase of reviewing sociocultural learning theory (SCT) and EFL, instructional strategies to teach EFL skills were identified. These EFL instructional strategies were selected based on criteria as mentioned in Chapter Two (see Table 3). Then, a list of main instructional strategies was grouped based on targeted EFL skills (listening, speaking, reading, writing). These EFL instructional strategies include:

- Collaborative Learning
- Dialogue Journals
- Dynamic Assessment

- Instructional Conversation
- Language Play
- Reciprocal Teaching
- Scaffolding
- Thinking Aloud

These instructional strategies were used to create the content of the guidelines. Each instructional strategy supported with instructional technologies could be utilized by EFL teachers to teach various EFL skills.

Saudi Arabia education system is rapidly adopting knowledge and growing to meet the country's new initiatives, policies, and standards (Ministry of Education, 2017; Nurunnabi, 2017). Teaching English as a Foreign Language (TEFL) in Saudi Arabia is an essential factor in preparing Saudis to carry out these plans and be able to compete internationally (Nurunnabi, 2017). English language is the only language taught in Saudi public schools (Al-Seghayer, 2017). Teaching and learning English in Saudi Arabia has been a real concern for the Saudi Arabian government and educators (Alrashidi & Phan, 2015). Even though the MoE has proposed many initiatives to improve English teaching and learning, English proficiency remains below expectation (Al-Johani, 2009; Fareh, 2010, Khan, 2011). Research has indicated that some of the causes of low proficiency in English language among Saudi students include, but are not limited to, teacher-centered instruction, teachers' overuse of Arabic language to teach English, students' focus on memorization, or lack of motivation, encouragement and real-world practice (Alhawsawi, 2013; Al-Johani, 2009; Alnassar & Dow, 2013; Al-Seghayer, 2017; Rajab, 2013). Creating a set of guidelines for EFL teachers using instructional strategies may help overcome some of those challenges.

There are effective EFL instructional strategies that promote language acquisition and student's development in language learning (Newton, Ferris, Goh, Grabe, Stoller, & Vandergrift, 2018). These EFL instructional strategies help EFL teachers to teach EFL skills (Listening, speaking, reading, and writing), promote language learning, and development (Newton, et al., 2018). A list of effective EFL instructional strategies can be seen in Table 7. These EFL instructional strategies require instruction on how to use them effectively in EFL classrooms (Kinoshita, 2003). Using sociocultural learning theory (SCT) can offer EFL teachers a way to efficiently implement these EFL instructional strategies to teach EFL skills (Lee, 2015).

Sociocultural learning theory (SCT) describes learning as a social process, within society or culture (Vygotsky, 1978). SCT in relation to Second Language Acquisition (SLA) has major theoretical concepts and principles that account for learning development of ESL/EFL students in instructional settings. Here, instructions are organized intentionally according to learning theories to best guide the development process (Lantolf, Thorne, & Poehner, 2015; Shrum & Glisan, 2016). The SCT related SLA concepts are mediation, internalization, and the Zone of Proximal Development (ZPD), which helped to set the foundation for identifying EFL instructional strategies developed during this research study (see Table 1). EFL teachers can create social interactions with authentic context in order for their classroom instruction to be meaningful, interesting, and meet student needs (Jang & Jiménez, 2011). Students collaborate with each other while teachers provide scaffolding to work within a student's Zone of Proximal Development (ZPD) (Samana, 2013). This can be accomplished by using mediation tools (instructional strategies/instructional technologies) to help them acquire the target language, develop their language skills, and utilize all resources available to them (Lantolf, Thorne, & Poehner, 2015). Instructional strategies can mediate classroom instruction to reflect real life

contexts where students are actively engaged in constructing meaning, using EFL to communicate and gain new knowledge. Sociocultural theories focus on the association between thinking and the social, cultural, historical, and institutional contexts in which it happens (Scarino & Liddicoat, 2009).

A set of effective EFL teaching instructional strategies were identified to teach EFL skills (Listening, speaking, reading, and writing) based on mediation which include private speech, and regulation (Object-Others-Self) (Al-Balushi, 2018; Buehl, 2017; Dastpak, Behjat, & Taghinezhad, 2017; Lantolf, Thorne, & Poehner, 2015; Newton, et al., 2018; Shrum & Glisan, 2016). Mediation tools in SLA include private speech which account for thinking aloud, and language play (Lantolf, Thorne, & Poehner, 2015, Vygotsky, 1986). Regulation is an important form of mediation, and has three stages: 1) object regulation, 2) other regulation, and 3) self-regulation (Verity, 2000). According to Frawley (1997) these stages are, “symmetrical and recoverable, an individual can traverse this sequence at will (or by necessity) given the demands of the task” (p. 98). “Object regulation” can be described as using tools available such textbooks, classroom discourse patterns, or a computer, while “other regulation” describes mediation by people and can include explicit or implicit feedback (Lantolf, Thorne, & Poehner, 2015). Self-regulation is where individuals internalize external mediation tools to perform a task or complete an activity (Donato & McCormick, 1994; Shrum & Glisan, 2016; VanPatten & Williams, 2015). EFL instructional strategies that are based on mediation (regulation) include instructional conversation (Donato, 2000; Goldenberg, 1991; Hall, 1999; Shrum & Glisan, 2016; Tharp & Gallimore, 1988), collaborative learning (MacGregor, 1990; Reed, 2014; Swain, 2000; Vygotsky, 1978), reciprocal teaching (Ghaith, 2018; Palincsar & Brown in 1984, 1986), dialogue journal (Foroutan, Noordin, & Gani bin Hamzah, 2013; Hapsari, Santosa, & Asib, 2018; Peyton,

1993; Peyton & Reed, 1990; Shrum & Glisan, 2016), scaffolding (Dastpak, Behjat, & Taghinezhad, 2017; Faraj, 2015; Poehner, 2018; Samana, 2013; Vygotsky, 1978), and dynamic assessment (Ibrahim, 2018; Luria, 1961; Lantolf & Poehner, 2011; Poehner, Davin, & Lantolf, 2017; Shrum & Glisan, 2016; Vygotsky, 1978), which all function within the ZPD (Lantolf, Thorne, & Poehner, 2015; Shrum & Glisan, 2016; VanPatten & Williams, 2015; Wertsch, 1998).

Mediation tools can be affected by the distribution of educational resources and an individual's attitude learned through social and school learning practices (Shrum & Glisan, 2016). The design and the characteristic patterns of mediation tools affect their purpose and the ways by which they are used (Kenning, 2007; Thorne, 2009). Therefore, mediation tools can empower and constrain language learning through the properties they afford (Gibbons, 2003). Technology in language learning can serve as a mediational tool to support learning and practicing using EFL in real life context (Shrum & Glisan, 2016). Technology integration has been delineated as educator use of technology to enhance instruction, and to create rich environments to help each individual student develop a depth of understanding and digital skills for life and work (UNESCO, 2017). Instructional technologies are used to mediate and support classroom instruction (instructional strategies) to provide learners with an authentic and meaningful context (Zhou, 2018). Instructional technologies provide language teachers with powerful tools to promote language acquisition through the use of computer-assisted language learning (CALL), computer mediated communication (CMC), and mobile-assisted language learning (MALL) (Chapelle & Sauro, 2017; Dashtestani, 2013; Fotos, 2013; Halenko, 2018; Hegelheimer, Li, & Dursun, 2018; Warschauer, 1997; Zhou, 2018). Technology has motivated language learning and reshaped the way learners think and write (Alfahad, 2009; Stockwell, 2012; Li, 2005; Ong, 1988). Teachers who are using technology replace those who don't (Fotos,

2013). Based on language learning and sociocultural learning theory research, instructional technologies were suggested for EFL teachers in Saudi Arabia for implementation in their EFL language classrooms (Chapelle & Sauro, 2017; Moskovsky & Picard, 2018; Shrum & Glisan, 2016; Tabatabaei & Gui, 2011). These instructional technologies were meant to support instructional strategies used to teach EFL skills, and to help achieve Saudi EFL teacher's standards.

Technologies were selected based on a set of questions used to guide the researcher in identifying appropriate technologies and categories used in language education (Lehman & Berg, 2007; Stockwell, 2012). These questions focused on identifying the purpose of using technology, when to use it, student's collaboration in or off class, technology features, technology role and affordance attributes, students need, accessibility, support of instructional design, and cost (Lehman & Berg, 2007). There were four main categories for technology integration in language education considered in the development process of the guidelines which include multi-server, single-server, single personal computer, and mobile technologies (Stockwell, 2012). Multi-server technologies referred to as a "cloud" and has a public domain that include "social networking sites, tools for creating online communities, resource creation and sharing services, tools for online collaboration and conferences, learning management systems (LMSs) and tutoring services, and large multiplayer games and virtual online worlds" (Stockwell, 2012, p. 128). On the other hand, single-server system is a private server managed by educational institutions to keep data away from being accessed from public domains which can run a website that support Web 2.0 applications to control content management system through using web browser (Stockwell, 2012). In addition, single PC computer technologies require a computer that could be connected to a network, and has software programs (File editing tools, quiz authoring software,

screen capture tools, and self-study CD or DVD) that can create and edit documents, multimedia resources, and activities, where it can be connected to other devices which allow teachers to use in creating their materials (Stockwell, 2012). Furthermore, mobile technologies include mobile content delivery and mobile apps, where learners can access study materials and deploy cross-platform applications (Stockwell, 2012). Technology integration in language education can help EFL teachers achieve EFL local and international standards (National Center for Assessment, 2017; NSFLEP, 2015).

The National Center for Assessment in Higher Education has recently published the Saudi EFL teacher's standards (National Center for Assessment, 2017). There are 27 EFL teacher's standards along with specific indicators that EFL teachers should achieve as seen in Appendix T. These EFL standards cover specific EFL domains such as; linguistics, applied linguistics, language theories, language acquisition, language instruction, language assessment, English literature, and the use of technology (National Center for Assessment, 2017). The researcher has matched the guidelines developed with each EFL teacher standards attained while teaching EFL skills as seen in Appendix U.

Step 2: design and development of the guidelines. In the design and development phase, EFL teacher perspective was utilized to guide the development of guidelines to be ready to be administered. The guidelines were designed and developed following an example of a case study research paper where existing digital educational videos have been reviewed for best teaching practices (Choe, 2017). These case studies were organized based on a set of questions where producers and educators asked themselves before using or making videos as an educational tool. The research has developed seven questions where the guidelines were

organized around. These questions have guided the design and development of guidelines where EFL teachers were able to use them during their classroom instruction:

- What is it?
- Why to use it?
- How to use it?
- Give a practical example of using these instructional strategies in the Saudi context?
- What are the instructional technologies solutions that support using these instructional strategies in the Saudi context?
- Which resources available for EFL teachers to explain using these instructional strategies?
- Which Saudi EFL teacher's standards have been attained by using instructional strategies?

Each one of these questions was operationalized and addressed in a table format hosted on an open access website as seen in Appendix A. The guidelines were developed to follow a template that includes a description, explanation of why and how to use them with a practical example, instructional technology solutions, additional resources, and matched with the Saudi EFL teacher's standards that have been achieved (as shown in Figure 3).

The Guidelines Design Follow This Template	
Main Components	Description
What	A clear definition and description of the instructional strategy.
Why	Reasons of why it is important to use the instructional strategy.
How	Explain the process of using the instructional strategy.
Example	Provide a practical application of the instructional strategy.
Instructional Technologies Solutions	Provide instructional technology support for implementing the instructional strategy.
Resources	Provide additional support for the instructional strategy.
Saudi EFL Teacher's Standards	Illustrate which Saudi teacher's standards have been attained by implementing the instructional strategy.

Figure 3: Guidelines Design Template

The review of EFL literature provided the content for these instructional strategies to be developed based on these guided questions. An emphasis was placed upon research-based strategies, with specific instructional strategies for EFL teacher to integrate technology into their classroom instructions. For example, the EFL teacher would have to teach an EFL skill and the guidelines would provide clear instructional strategies on how to use them based on research to be able to teach that skill. All components are operationalized for EFL teachers to employ instructional strategies supported by technology to teach EFL skills. Furthermore, guideline components have impacted the creation of the questionnaire questions to provide feedback and inform revisions on the original guidelines. Additional strategies are located in Appendix L, M, N, O, P, Q, R, S.

Operationalization of the Main Components in the Guidelines

What is it?

Creating guidelines for EFL teachers to integrate technology into their EFL classroom instruction requires a clear definition and description of each instructional strategy identified among these guidelines. EFL teachers need to understand the selected instructional strategy to be able to utilize it in their EFL classroom instruction. Each instructional strategy is described in detail. EFL teachers would be able to identify each instructional strategy characteristics, types, and techniques to effectively utilize them in their EFL classrooms. The guidelines are meeting the Saudi EFL teacher's standards by providing a description of each instructional strategy to EFL teachers to achieve the following standards 1) teachers know and understand listening and speaking strategies, 2) teachers know and understand reading comprehension strategies, 3) teachers know and understand the writing process of English, 4) teachers are familiar with theoretical and methodological development of TESOL, 5) teachers know major concepts and issues related to teaching EFL, 6) teachers know a range of approaches, methods and strategies related to teaching and assessing EFL, and 7) teachers know a range of methods and tools of assessment of EFL (National Center for Assessment, 2017).

Why use it?

The tool provided EFL teachers with research-based evidence of using instructional strategies effectively to teach EFL skills. Guidelines for each instructional strategy provided explicit reasons behind using them to teach EFL skills. EFL teachers can understand why to use selected instructional strategies to teach EFL skills. Each instructional strategy was supported with adequate reasons to reinforce using them by EFL teachers to teach specific EFL skills. The

guidelines are meeting the Saudi EFL teacher's standards by providing reasons of why to use each instructional strategy to EFL teachers to achieve the following standards 1) teachers have general knowledge of language system, 2) teachers have thorough knowledge of the structure of English, 3) teachers have general knowledge of the phonetics and phonology of English, 4) teachers know and understand the morphology and syntax of English, and 5) teacher know and understand the semantics and pragmatics of English (National Center for Assessment, 2017).

How to use it?

When operationalizing instructional strategies for EFL teachers. It is not enough to know what a strategy is or why you would use it. Most importantly, one must understand how to implement a strategy in a given context. The process of using each instructional strategy has been explicitly described for EFL teachers to use and follow in teaching specific EFL skills in their classrooms. EFL teachers would be able to implement these instructional strategies identified based on the literature review to teach specific EFL skills through technology integration (Barkley, Cross, & Major, 2014). The tool has a simple layout with detailed steps required to follow in order to use these instructional strategies to teach EFL skills in their classrooms. The tool provided a reliable and effective way to implement these instructional strategies to teach EFL skills based on research. A practical example was included for EFL teachers to show how these instructional strategies were applied. The guidelines are meeting the Saudi EFL teacher's standards by providing a description of each instructional strategy to EFL teachers to achieve the following standards 1) teachers demonstrate knowledge and understanding of language acquisition, 2), teachers know how to set appropriate EFL learning goals, 3) teachers know how to develop and select appropriate methods for assessing EFL student learning that consistent with learning goals, 4) teachers plan language lessons that are

appropriate to their students' needs and background, 5) teachers apply effective teaching methods and strategies based on second language acquisition theories and research, 6) teachers use of teaching methods that promote student engagement in language learning, 7) teachers design, adapt and use a variety of EFL assessment methods and tools, 8) teachers provide their students with timely and constructive feedback, and 9) teachers maintain accessible and accurate records of student achievement and analyze assessment data (National Center for Assessment, 2017).

Example

Practical solutions for technology implementation were presented for each instructional strategy in the Saudi context. Each example topic was selected based on the Saudi EFL curriculum to teach EFL skills using these guidelines (Ministry of Education, Kingdom of Saudi Arabia, 2014). EFL teachers were provided with a detailed practical application of each instructional strategy to use in teaching EFL skills while implementing technology in their classrooms. The guidelines are meeting the Saudi EFL teacher's standards by providing a practical example from Saudi EFL curriculum for each instructional strategy to EFL teachers to achieve the following standards 1) teachers know how to plan learning activities relevant to EFL learning goals and curriculum requirement, and 2) teachers plan language lessons that are appropriate to their students' needs and backgrounds (National Center for Assessment, 2017).

Instructional Technologies Solutions

Technology has benefited language learning and provided authentic context for student to practice (Shrum & Glisan, 2016; Zhou, 2018). Instructional technology solutions were selected based on specific criteria identified by the researcher using (Chun, Smith, & Kern, 2016;

Lehman & Berg, 2007). These criteria identified instructional technologies characteristics of supporting the use of instructional strategies to teach EFL skills, help achieve lessons goals and objectives, affordance, and attributes in the Saudi context. Instructional technologies solutions were selected based on their 1) support of the instructional strategy, 2) as a tool for students to practice, search internet, create projects, and manage task and resources, 3) present authentic materials, 4) promote students collaboration, 5) create activities, 6) assessment, 7) accessibility and availability, 8) usability, and 9) preference (see Table 5).

Instructional technologies must be seen as mediational and communicative tools to achieve deeper understanding of classroom instruction and to provide learners with an authentic and meaningful context (Shrum & Glisan, 2016). Integrating instructional technologies as a tool offer students with opportunities to search internet, use online dictionaries, create class projects, manage task, present authentic materials, promote students writing collaboration, and allow EFL teachers to create activities, provide feedback, and assessment for students (see Table 7) (Bower, Craft, Laurillard, & Masterman, 2011; Chapelle & Sauro, 2017; Kobra & Hossein, 2018; Shrum & Glisan, 2016; Werderich, 2006).

Table 7

Instructional Technologies Functions

Instructional Technologies Functions	Tools
Search internet	Google, Bing, Yahoo, Ask.com, AOL.com (Chris, 2018).
Online dictionaries	Google Dictionary, Dictionary.com, The Free Dictionary, Merriam-Webster Online, Cambridge Dictionary Online, Visuwords,

Instructional Technologies Functions	Tools
Create projects, activities, and manage tasks through online software	Wordia, NetLingo, Urban Dictionary (OKeefe, 2017). Prezi, VoiceThread, Audacity, TwistedWave, Flicker, Google Docs, Microsoft Word, PowerPoint, Google Forms, Google Chart Tools, Google Sites, Edublogs, WordPress, and Evernote (Shrum & Glisan, 2016)
Present authentic materials	Educational videos (YouTube) Virtual Field Trips (Google Suites: Google Maps, Google Street View, and Google Earth), (Shrum & Glisan, 2016)
Promote student's collaboration	Wikis, Skype, WebEx, Sync.in, WebQuests, Google Drive, Podio, TitanPad, Google Groups, Edmodo, Classdojo, Padlet, and GoSoapBox (Shrum & Glisan, 2016)
Resources	The Saudi Digital Library (SDL).
Assessment	Online tools such as Google Forms, Google Chart Tools, ClassMarker, Plickers, Quizizz, SurveyMonkey, Topgrade, QuestBase, and Socrative. Portfolios such as Edublogs, WordPress, Google Sites, Evernote.

These instructional technologies solutions support using instructional strategies in the Saudi context and help achieve Saudi EFL teacher standards (Morris, 2011; National Center for Assessment, 2017). The guidelines are meeting the Saudi EFL teacher's standards by integrating instructional technologies to support instructional strategy where EFL teachers use to teach EFL skills to achieve the following standards 1) teachers know and understand the writing process of English, 2) teachers know the major concepts and issues related to teaching EFL, 2) teachers know a range of approaches, methods, and strategies related to teaching and assessing EFL, 3) teachers know how to access and design a range of appropriate learning resources related to EFL, 4) teachers apply effective teaching methods and strategies based on second language acquisition theories and research, 5) teachers use a variety of teaching methods that promote student engagement in language learning, 6) teachers use and adapt a wide range of effective resources in language learning, 7) teachers design, adapt, and use a variety of EFL assessment methods and tools, 8) teachers provide their students with timely and constructive feedback, and 9) teachers maintain accessible and accurate records of student achievement and analyze assessment data (National Center for Assessment, 2017).

Resources

From the EFL literature, additional resources have been identified and located to provide support to EFL teachers to be able to fully understand the use of each instructional strategy (Buehl, 2017; Cohen, 2014; Craig, 2013; Oczkus, 2018; Rosenshine, 2012; Safa & Rozati, 2017; Salas Vásquez, 2018). The purpose of these resources was to provide additional description, explanation, and examples on how these instructional strategies were used by EFL teachers to teach EFL skills. EFL teachers were provided with specific resources for each instructional strategy to integrate in their EFL classroom. These resources were selected based on specific

criteria that focused on content appropriateness, accuracy, relevance, credibility, format, access and ease of use (SEDL, 2012; Wilkinson, Bennett, & Oliver, 1997). The guidelines are meeting the Saudi EFL teacher's standards by providing EFL teachers with reliable resources in language teaching to achieve the following standards 1) teachers know how to access and design a range of appropriate learning resources related to EFL, and 2) teachers use and adapt a wide range of effective resources in language learning (National Center for Assessment, 2017).

Saudi EFL Teacher's Standards

The National Center for Assessment in Higher Education has recently published the Saudi EFL teacher's standards (National Center for Assessment, 2017). There are 27 EFL teacher's standards along with specific indicators that EFL teachers should achieve as seen in Appendix T. These EFL standards cover specific EFL domains such as; linguistics, applied linguistics, language theories, language acquisition, language instruction, language assessment, English literature, and the use of technology (National Center for Assessment, 2017). The researcher has matched the guidelines developed with each EFL teacher standards attained while teaching EFL skills as seen in Appendix U.

Step 3: Instructional strategies. These instructional strategies identified earlier which include collaborative learning, dialogue journal, dynamic assessment, instructional conversation, language play, reciprocal teaching, scaffolding, and thinking aloud, were used to create the content of the guidelines. Each instructional strategy was operationalize according to the guidelines main components to be used by EFL teachers to teach various EFL skills.

Collaborative learning

What is collaborative learning? Collaborative learning is as an EFL teaching strategy that is used effectively to teach EFL skills (Johnson & Johnson, 1989; Matthew, 2006; Reed, 2014). Collaborative learning can be described as students' collaboration or working together in pairs or groups to achieve common learning goals (Barkley, Cross, & Major, 2014). The collaborative learning instructional strategy is designed to increase students' comprehension, encourage motivation, and self-confidence through social interaction (Matthew, 2006). There are several techniques EFL teachers may use in their classroom to help create collaborative learning environment which includes think-pair-share, three-step interview, role-taking, jigsaw, problem-based learning, carousel, information gap activities, and collaborative shadowing (Barkley, Cross, & Major, 2014; Laal & Laal, 2012).

Why use collaborative learning? Collaborative learning provides EFL teachers with a way to elicit student interaction, develop their critical thinking skills, reduce student's anxiety, and used for assessment (Laal & Ghodsi, 2012). In collaborative learning the student takes ownership of their learning process and work together as community of practice while EFL teachers facilitate classroom instruction (MacGregor, 1990). Using collaborative learning strategies in teaching EFL skills increase student's motivation (Ibrahim, Shak, Mohd, Zaidi, & Yasin, 2015). Collaborative learning implementation in teaching EFL skills in Saudi Arabian public schools and higher education was found to be effective (Mahmoud, 2014; Saleh, 2012).

How to use collaborative learning? Collaborative learning strategies, based on sociocultural learning theory (SCT), have many applications for teaching EFL skills (Dongyu, Fanyu, & Wanyi, 2013; Mirzaei & Eslami, 2015). Sociocultural learning theory (SCT) describes

learning as a social process, within society or culture (Vygotsky, 1978). According to SCT, linguistic, cognitive, and social development as a member of a community is socioculturally constructed (Vygotsky, 1978; Wertsch, 1991; Wertsch & Bivens, 1992). EFL teachers use collaborative learning strategies in systematic way to teach EFL skills by implementing different techniques through class discussion, problem solving, task-based approach. Students take an active role through interaction with their peers to negotiate meaning and engage in active learning (Barkley, Cross, & Major, 2014). EFL teachers choose the collaborative learning technique that best fit their goals and lesson objectives, and provide students with materials and clear instructions.

Collaborative learning example. The guidelines provide EFL teachers with an example from the Saudi EFL curriculum of how to use collaborative learning strategies in teaching EFL vocabulary (Ministry of Education, Kingdom of Saudi Arabia, 2014) (see Appendix L). A jigsaw activity is used to introduce new vocabulary of “car parts” where students were divided into groups of 4-5 to work together to learn the new vocabulary list. Each group is assigned the same number of vocabulary, and they will become experts of the assigned list. This allows EFL teachers to facilitate the learning process while students collaborate to present information using technology (Jigsaw Classroom Strategy, 2017).

Collaborative learning using instructional technologies. The guidelines provide EFL teachers with selected instructional technologies to teach EFL skills using collaborative learning strategies (see Appendix L). The guidelines provide EFL teachers with a demonstration of how to use collaborative strategy in their EFL classroom (Long-Crowell, n.d.). Instructional technologies support the use of collaborative learning strategies as a tool for students to practice, search internet, create projects, manage task and resources, present authentic materials, promote

students' collaboration, create activities and for assessment (Resta & Laferrière, 2007).

Instructional technologies can be integrated in EFL classroom instruction to serve a purpose, and provide EFL teachers with tools to enhance the learning process (Bower, Craft, Laurillard, & Masterman, 2011; Chapelle & Sauro, 2017; Tabatabaei & Gui, 2011). Integrating instructional technologies to support using collaborative learning strategies in teaching EFL skills would provide students with authentic context for practice (Avcı & Adiguzel, 2017; Liu, Chen, & Hwang, 2018). Students will be able to develop their EFL skills (listening, speaking, reading, and writing) by collaborating and interacting with each other in real life situation (Al-Besher, 2012; Babiker, 2018; Kabir & Kiasi, 2018; Nasir, 2018). EFL classroom environments often lack authentic representations of EFL skills as the authentic context is missing (Nather, 2014). Therefore, EFL teachers can use instructional strategies to simulate the authentic context for practice and provide students with ample opportunities for interaction (Al-Shlowiy, 2016).

Collaborative learning resources. A list of resources about collaborative learning strategies provide EFL teachers with additional explanation, descriptions, examples, common techniques, and basic elements on how to use them to teach EFL skills (see Table 8). A resource example would describe a different way of using a jigsaw technique which is part of collaborative learning strategies and provide additional examples for EFL teachers to use in their classroom (Jigsaw Classroom Strategy, 2017; Oregon Department of Education, n.d.). EFL teachers can use resources available to know several techniques for collaborative learning strategies to teach EFL skills which include think-pair-share, round robin, buzz groups, talking chips, three-step interview, and critical debate (Barkley, Cross, & Major, 2014). Resources provide EFL teachers with additional explanation of basic elements needed to make collaborative learning strategies work effectively in teaching EFL skills which include positive

interdependence, social skills, individual accountability, group evaluation, and face-to-face interaction (Tienken, 2012). Additionally, resources provide EFL teacher with instructional technologies tools available to support student's collaboration, giving and taking feedback, annotate, brainstorming, making media, and integrating interactive game-based activities for students to practice EFL skills (Adolescent Literacy, 2015; Common Sense Media, 2014; Jigsaw, n.d.).

Table 8

Resources for Collaborative Learning Strategies

Instructional Strategy	Description	Resources Links
Collaborative Learning	Collaborative learning strategy is an EFL teaching strategy that can be described as students' collaboration or working together in pairs or groups to achieve EFL learning goals (Barkley, Cross, & Major, 2014).	<p>Jigsaw strategy (description, benefits, and how to use it) http://www.adlit.org/strategies/22371/ (Adolescent Literacy, 2015)</p> <p>How to use Jigsaw strategy http://www.readingrockets.org/strategies/jigsaw (Jigsaw Classroom Strategy, 2017)</p> <p>Jigsaw educational game-based example http://www.classtools.net/education-games-php/jigsaw (Jigsaw, n.d.).</p> <p>Collaborative learning strategies example http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/5cooperative-learning-strategies.pdf (Oregon Department of Education, n.d.).</p> <p>Collaborative learning strategies basic elements https://www.keansburg.k12.nj.us/cms/lib/NJ01001933/Centricity/Domain/163/Intro_to_Coop_Learning.pdf (Tienken, 2012).</p>

Collaborative learning achieving Saudi EFL standards. The guidelines provide EFL teachers with a list of Saudi EFL standards achieved when using collaborative learning strategies to teach EFL skills (see Appendix L). Using collaborative learning strategies to teach EFL skills will help EFL teachers meet the following Saudi EFL teacher's standards which include using a variety of teaching methods that promote student engagement in language learning, knowing a range of approaches, methods, and strategies related to teaching and assessing EFL, and applying effective teaching methods and strategies based on second language acquisition theories and research. Additionally, using collaborative learning strategies to assess EFL skills and provide feedback to students will help EFL teachers meet the following Saudi EFL teacher's standards which include knowing how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals, knowing a range of methods and tools of assessment of EFL, and providing their students with timely and constructive feedback (National Center for Assessment, 2017).

Dialogue Journals

What are dialogue journals? Dialogue journals are written conversations in which a student communicates one on one with the teacher or with other students (Peyton, 1993; Peyton & Reed, 1990). Journal writing can develop students' writing skills, transform oral communication to written form, and give students the opportunity to be the author (Hall & Robinson, 1994). The interactive dialogue journal is an effective strategy for students of all ages and levels of language development (Foroutan, Noordin, & Gani bin Hamzah, 2013; Hapsari, Santosa, & Asib, 2018). Dialogue journals interaction occurs in notebooks, letters, email exchanges, and audio journals between teachers and students or their peers (Liao & Wong,

2010). Dialogue journals serve as continuous and authentic forms of communication about interesting topics and issues (Shrum & Glisan, 2016).

Why use dialogue journals? Dialogue journals are used to develop students' writing, speaking, critical thinking, and authentic communication skills of questioning, complaining, complimenting, apologizing, and requesting (Garmon, 2001; Ghahremani-Ghajar & Mirhosseini, 2005). In dialogue journals students create personal meaning, increase their motivation to write, get involved in the learning process, and inform teaching practices (Denne-Bolton, 2013). Dialogue journals provide students with an audience for their writing, a model for how to respond to others in writing, develop a deeper understanding of a lesson and topics, develop positive rapport between students and their teacher (Liao & Wong, 2010). EFL teachers can use dialogue journals to provide feedback, alternative formative assessment for students, and extend language learning beyond class time (Nor, 2017).

How to use dialogue journals? Dialogue journals are a form of authentic communication that can take many forms (e.g., in a notebook, on a computer, through emails), describe how often interactions take place (e.g., each day, once a week), and provides topics or themes for selection (Shrum & Glisan, 2016). Dialogue journals can be used as a pre-writing activity for more formal writing projects, a peer-editing tool, and a way to respond to open-ended questions (Alsaleem, 2013). EFL teachers ask students to listen to a story or watch a video about the lesson and give them a few minutes for reflection (Pearson Education Inc., 2016). Students could work in pairs or small groups to share their writings and thoughts about what they took away from the story. EFL teachers facilitate the learning process through using dialogue journals to develop student's communication skills and assess their writing skill (Kobra & Hossein, 2018).

Dialogue journals example. The guidelines provide EFL teachers with an example from the Saudi EFL curriculum of how to use dialogue journals strategy in a written format (Ministry of Education, Kingdom of Saudi Arabia, 2014) (see Appendix M). In the example EFL teachers used guided questions to introduce the dialogue journals strategy, and show students a story of a boy travelling abroad with his family. Students will be assigned a partner and begin a written conversation in a dialogue format. EFL teacher will write several simple open-ended questions and some ideas on the smartboard to guide students. Students will take turns to come in front of the class to answer these questions and use ideas provided to form a dialogue of a written conversation. The EFL teacher does not correct errors in written language. A dialogue journal conversation may look like this:

Teacher: What did you think about traveling abroad with your family?

Student: It was good. Traveling was beautiful and with family is nice.

Teacher: "How did you feel when you boarded the airplane?"

Student: "I am afraid. It is long and food is good."

The guidelines provide another scenario to EFL teachers featuring students working in groups to develop written conversation in a form of dialogue journals (see Appendix M). This allows EFL teachers to facilitate the learning process while students develop their written conversation using technology (Pearson Education Inc., 2016).

Dialogue journals using instructional technologies. The guidelines provide EFL teachers with a demonstration of how to use dialogue journal strategy in their EFL classroom (ESL Literacy, 2014). Integrating instructional technologies to support using dialogue journal

strategy in teaching EFL skills would provide students with an audience and authentic context for practice (Alsaleem, 2013). Instructional technologies allow for dialogue journals to take many forms of authentic communication using electronic journals, mobile apps, emails, blogs, and editing tools (Daniels, 2013; Foroutan, Noordin, & bin Hamzah, 2013; Naba'h, 2013).

Dialogue journals resources. The guidelines provide EFL teachers with additional resources about dialogue journals strategy (see Table 9). Each identified resource adds additional explanation, descriptions, and examples about how to use dialogue journals strategy to teach EFL skills (Cox, n.d.; Daniels, 2013; Pearson Education Inc., 2007).

Table 9

Resources for Dialogue Journals Strategy

Instructional Strategy	Description	Resources Links
Dialogue Journals	Dialogue journals are written conversations in which a student communicates one on one with the teacher or with other students (Peyton, 1993; Peyton & Reed, 1990).	<p>Dialogue journals strategy (description, benefits, and how to use it) https://www.teachervision.com/dialogue-journals (Pearson Education Inc., 2007)</p> <p>How to use dialogue journals strategy http://www.adlit.org/article/48589/ (Cox, n.d.)</p> <p>Dialogue journals strategy example https://uk.sagepub.com/sites/default/files/upm-binaries/58057_rev_57794_ch4.pdf (Daniels, 2013)</p>

Dialogue journals achieving Saudi EFL standards. The guidelines provide EFL teachers with a list of Saudi EFL standards achieved when using dialogue journals strategy to teach EFL skills (see Appendix M). Using dialogue journals strategy to teach EFL communication skills will help EFL teachers meet the following Saudi EFL teacher's standards which include knowing and understanding the writing processes of English, having thorough knowledge of the structure of English, knowing and understanding morphology, syntax, semantics, and pragmatics of English, and using a variety of teaching methods that promote student engagement in language learning, applying effective teaching methods and strategies based on second language acquisition theories and research (National Center for Assessment, 2017). Additionally, using dialogue journals strategy to assess EFL writing skill and provide feedback to students will help EFL teachers meet the following Saudi EFL teacher's standards which include knowing how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals, knowing a range of methods and tools of assessment of EFL, and providing their students with timely and constructive feedback (National Center for Assessment, 2017).

Dynamic Assessment

What is dynamic assessment? Dynamic assessment (DA) is an, "approach to understanding individual differences and their implications for instruction...[that] embeds intervention within the assessment procedure" (Lidz & Gindis, 2003, p. 99). It focuses, "on modifiability and on producing suggestions for interventions that appear successful in facilitating improved learner performance" (Lidz, 1991, p. 6). Dynamic assessment is a repetitive process of using pretest-teach-retest to assess students' abilities and current knowledge to provide the support they need. In practice, EFL teachers use dynamic assessment as a teaching tool to

discover what a student already knows and identify student's current level (Garb, 2012).

According to Sternberg and Grigorenko (2002) in the "test-teach-retest" format, treatment is administered through scaffolding following a pretest (used to establish a baseline measure) and a posttest (used to evaluate the effectiveness of the treatment). This is referred to as sandwich format. The second format, referred to as "cake format," takes place when mediation treatment is offered during the administration of the assessment through prompts, hints or guided questions whenever problems arise. The assessment task and mediation are layered together where the learner is given feedback after each item on the test or task (Poehner, 2008). Both dynamic assessment formats diagnose individual and group abilities while promoting the development of new abilities (Poehner, 2009). It can be used in summative and formative contexts of assessment (Sternberg & Grigorenko, 2002). Dynamic assessment can be computerized, used to teach, provide feedback, use peer review, and assess any EFL skill (Poehner, Zhang, & Lu, 2015).

Why use dynamic assessment? Dynamic assessment is used as a teaching tool and to assess and diagnose student's abilities and development (Falchikov, 2013). EFL teachers can use dynamic assessment to maximize impact on a student's development through using this assessment strategy as a teaching tool to develop student's abilities, promote teacher support for learners at the level they most need it, help design lessons that directly meet the learning needs of students, assess the effectiveness of teaching methods used in the classroom, constantly monitor student progress through the learning process, and help design appropriate assessment tools and techniques (Derakhshan & Kordjazi, 2015; Rowntree, 2015).

How to use dynamic assessment? EFL teachers can use dynamic assessment strategy as a repetitive process of blending teaching and assessment together to provide customized instructions to meet student needs (Garb, 2012; Falchikov, 2013). The purpose of using dynamic

assessment strategy impact EFL teachers' utilization of which dynamic assessment approach (the interventionist and the interactionist) to use (Poehner, 2008). The interventionist approach uses the Testing-the-Limits technique or the Graduated Prompt method (as shown in Table 10).

Table 10

Example of Scripted Prompts for Interventionist DA

PROMPT	PROCEDURE	POINTS
1	Teacher lets the student try without assistance	5
2	Teacher asks student to check the word and look for mistake(s)	4
3	Teacher repeats the part of the word where the mistake(s) is (are)	4
4	The teacher puts emphasis on the mistake (word(s)) questioning	3
5	Teacher ask a question that might provide the clue for the student to realize the reason of the mistake.	3
6	The teacher will directly point out the mistake(s)	2
7	The teacher will give explicit explanation	1
8	The teacher will provide the answer	0

Adapted from: Davin, K. J., Herazo, J. D., & Sagre, A. (2016). Learning to meditate: Teacher appropriation of dynamic assessment. Language Teaching Research, 120. doi:10.1177/1362168816654309

According to Poehner (2008) the procedures employ standardized administration to generate quantifiable results which can be utilized to carry out comparisons between individuals and within groups. In addition, it can be contrasted with other measures and used to generate predictions about performance on future tests. The interventionist approach is concerned with quantifying the amount of help required for a learner to quickly and efficiently reach a

prespecified endpoint. Conversely, the interactionist approach uses the pretest-teach-retest or Mediated Learning Experience (MLE) method (Poehner, 2008). According to Poehner (2008) the support emerges from the interaction between the teacher and the learner, where the learner's ZPD is highly sensitive. The interactionist approach focuses on the development of an individual learner or a group of learners, without any regards to the effort required or an endpoint to be achieved. The quality and amount of support are included in the analysis across learners or for the same learner over time. EFL teachers select which approach best fits their lesson goals and their needs. Dynamic assessment strategy help EFL teachers understand and identify students' zone of proximal development (ZPD).

Dynamic assessment example. The guidelines provide EFL teachers with an example from the Saudi EFL curriculum of how to use dynamic assessment strategy in assessing and teaching EFL skills (Ministry of Education, Kingdom of Saudi Arabia, 2014) (see Appendix N). The guidelines provide two examples for EFL teachers to follow for each DA approach. In the first example, the interventionist approach was used to teach EFL reading skill and the example includes testing-the-limits technique and the graduated prompt method (Antón, 2013; Davin, Herazo, & Sagre, 2016). In the second example, the interactionist approach was used to test EFL vocabulary (van der Veen, Dobber, & van Oers, 2016). This allows EFL teachers to use dynamic assessment to blend teaching and assessment together to support students learning in their current level and help them develop their EFL skills by customizing instructions to meet student needs.

Dynamic assessment using instructional technologies. The guidelines provide EFL teachers with a demonstration of how to use dynamic assessment strategy in their EFL classroom (ASHA, 2010). Integrating instructional technologies to support using dynamic assessment

strategy in assessing and teaching EFL skills (Poehner, Zhang, & Lu, 2015). Instructional technologies support the use of dynamic assessment strategy in assessing student's EFL abilities, development, and recoding their learning progress (Fulcher & Davidson, 2017).

Dynamic assessment resources. The guidelines provide EFL teachers with additional resources about dynamic assessment strategy (see Table 11). Each identified resource provide EFL teachers with additional explanation, descriptions, and examples about how to use dynamic assessment strategy to teach EFL skills (ASHA, 2010; Esther, n.d.). The first resource explains how EFL teachers can use dynamic assessment strategy as a teaching tool (pretest-teach-retest) to discover what a student already knows and identify student's current level (ZPD) to provide them with the support they needs (Garb, 2012). The second resource provides EFL teachers with a practical example of how to use dynamic assessment strategy to teach EFL vocabulary (ASHA, 2010).

Table 11

Resources for Dynamic Assessment Strategy

Instructional	Description	Resources Links
Strategy		
Dynamic Assessment	Dynamic assessment (DA) is an, “approach to understanding individual differences and their implications for instruction...[that] embeds intervention within the assessment procedure” (Lidz & Gindis, 2003, p. 99). In practice, EFL teachers use dynamic assessment as a teaching tool (pretest-teach-retest) to discover what a student already knows and identify student’s current level (ZPD) to provide them with the support they needs (Garb, 2012).	Dynamic assessment strategy Dynamic Assessment: Definition, Process & Examples - Video & Lesson Transcript Study.com (Garb, 2012) Dynamic assessment strategy example https://www.asha.org/practice/multicultural/issues/example.htm (ASHA, 2010)

Dynamic assessment achieving Saudi EFL standards. The guidelines provide EFL teachers with the achieved EFL standards when using dynamic assessment strategy to teach EFL skills (see Appendix N). Using dynamic assessment strategy to teach and assess EFL skills will help EFL teachers meet the following Saudi EFL teacher’s standards which include knowing how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals, knowing a range of methods and tools of assessment of EFL, designing adapting and using a variety of EFL assessment methods and tools, knowing a range of approaches, methods, and strategies related to teaching and assessing EFL, using a variety of teaching methods that promote student engagement in language learning, providing their students with timely and constructive feedback, and maintaining accessible and accurate records of student achievement and analyze assessment data. (National Center for Assessment, 2017).

Instructional Conversation

What is instructional conversation? Instructional conversations (ICs) are “discussion-based lessons geared toward creating opportunities for students' conceptual and linguistic development. They focus on an idea or a concept that has educational value, and that has meaning and relevance for students” (Goldenberg, 1991, p. 1). The teacher facilitates a conversation with students on a topic or theme that is interesting and intellectually challenging while providing them with assistance (Hall, 1999; Shrum & Glisan, 2016). Several features of ICs include: thematic focus, activation and use of background knowledge and schema, direct teaching when necessary, promotion of more complex language and expression, elicitation of bases for statements or positions, few “known-answer” questions, responsiveness to student contributions, connected discourse, a

challenging but non-threatening atmosphere, general participation including self-selected turns, calling attention to forms and lexis, corralling, saturating, using linguistic traps, modeling, and providing explicit and implicit feedback (Goldenberg, 1991; Shrum & Glisan, 2016; Tharp & Gallimore, 1988).

Why use instructional conversation? Instructional conversation is used to develop student's conceptual and linguistic EFL skills (Goldsmith, 2013; Shrum & Glisan, 2016). EFL teachers can use instructional conversation to develop students speaking, critical thinking, and interpersonal communication skills of questioning, describing, sharing opinions, and requesting information (Aidinlou & Tabeii, 2012; Portes, González Canché, Boada, & Whatley, 2018; Todhunter, 2007). Instructional conversation strategy can help students engage in meaningful conversation, promote student's active interaction and participation, help students create personal meaning and increase their motivation to talk, help students develop a deeper understanding of the lesson and topics, promote student collaboration in performing classroom activities, call students attention to language forms and lexis, practice speaking and initiate purposeful classroom discussion, and provide feedback and alternative formative assessment for students (Davin, 2013; Goldenberg, 1991; Shrum & Glisan, 2016; Saunders & Goldenberg, 2007; Goldsmith, 2013).

How to use instructional conversation? EFL teachers can use instructional conversation to develop students' EFL communication and critical thinking skills (Aidinlou & Tabeii, 2012; Ghaffari & Fatemi, 2016; Goldsmith, 2013). In instructional conversations, EFL teacher, "acts as a discussion leader and facilitator, allowing students to initiate turns while making sure that all students' voices are included in the discussion and, when necessary, drawing out and helping students to draw out their ideas" (Hall, 1999, p. 30).

EFL teachers use instructional conversation to engage students in “warm-up” discussions of interesting topics, leading and sparking discussion as students interpret an authentic oral, printed, or video text. This helps students create a story, elicits opinions, help them to learn new information, explore relationships, and guides students through the learning process (Shrum & Glisan, 2016). EFL teachers encourage collaborative learning in arranging the classroom structure to accommodate instructional conversation on a regular basis. This sets clear lesson goals and objectives to guide the conversation with students, and can promote student participation through the use of guided questions. Furthermore, EFL teachers explain the aim and purpose of the lesson, meet student needs, are aware of conversation constraints, are open to all views and voices, and provide various opportunities to promote student comprehension and participation in classroom activities. EFL teachers support students through modeling, providing feedback, contingency management, instruction, and cognitive task structuring (Tharp & Gallimore, 1991). According to Todhunter (2007) instructional conversation discourse in a foreign language class consists of thematic focus, connected discourse, direct teaching, promotion of language and expression, responsiveness, and promotion of language. These concepts are summarized in Appendix Y. EFL teachers facilitate the learning process through using instructional conversation strategy to develop student’s communication skills and assess their learning (Tharp & Gallimore, 1988).

Instructional conversation example. The guidelines provide EFL teachers with an example from the Saudi EFL curriculum of how to use instructional conversation strategy in teaching EFL communication skills (Ministry of Education, Kingdom of Saudi Arabia, 2014). The guidelines example introduces a lesson about the days of the week in a group discussion format by asking students to discuss and describe their weekly routine. The

teacher starts the lesson by writing a question on the board “What day is it?”, “What is your weekly routine?” Then, divides students into groups and gives them handouts to help them follow his instructions. The handout has guided questions and a table to fill out with each student routine. The teacher uses ICs to engage students in “warm-up” discussion about students' weekly routines and let students lead the discussion. The teacher elicits students' opinions while students learn new information and explore relationships. The teacher uses open-ended invitation for information or opinion by repeating, rephrasing, or expanding student's own utterance to elicit a response, suggesting an answer in an invitation to speak, prompting self-correction by repeating part of a student utterance, prompting the use of English (Dalton, 1998). The teacher asks each group to talk about the similarities and difference among their group members and write their groups weekly routines on the board when they finish. The teacher helps students through modeling, managing the discussion, encouraging participation, and providing feedback during the lesson (Tharp & Gallimore, 1988). The teacher uses follow-up questions or make a follow-up comments that incorporates a reformulation of the discussion to encourage student's participation and suggests new information, in addition to keeping track of students who participated and elicit others who didn't (Todhunter, 2007). The teacher can assign a homework where students write their weekly routines if that is among lesson goals and objectives. This allows EFL teachers to facilitate the learning process through using instructional conversation strategy to develop students EFL communication skills.

Instructional conversation using instructional technologies. The guidelines provide EFL teachers with a technology selection criteria of how to select instructional technologies to teach EFL skills using instructional conversation strategy (see Appendix O). The

guidelines provide EFL teachers with a demonstration of how to use instructional conversation strategy in their EFL classroom (DiNardo, 2013). Integrating instructional technologies to support using instructional conversation strategy in teaching EFL skills would provide students with opportunities to develop their conceptual and interpersonal communication skills (Ghaffari & Fatemi, 2016). Instructional technologies allow EFL teachers to use instructional conversation strategy for asynchronous learning purposes (Meskill & Sadykova, 2011).

Instructional conversation resources. The guidelines provide EFL teachers with additional resources about instructional conversation strategy (see Table 12). Resources identified adds additional explanation, descriptions, and examples about how to use instructional conversation strategy to teach EFL skills (CREDE National, n.d.; Montalvo-Balbed, 2013; Ronald Gallimore, n.d.). The first resource provides EFL teachers with a description of instructional conversation strategy and basic instructional elements (Ronald Gallimore, n.d.). The second resource explain the process and state indicators that EFL teachers can follow in using instructional conversation (CREDE National, n.d.). The third resource provide EFL teachers with an example of how to use instructional conversation to develop student's communication and critical thinking skills (Montalvo-Balbed, 2013).

Table 12

Resources for Instructional Conversation Strategy

Instructional Strategy	Description	Resources Links
Instructional Conversation	<p>Instructional conversations (ICs) are “discussion-based lessons geared toward creating opportunities for students' conceptual and linguistic development. They focus on an idea or a concept that has educational value, and that has meaning and relevance for students” (Goldenberg, 1991, p. 1). EFL teachers teach EFL skills through conversation and engage students through dialogic teaching (CREDE National, n.d.).</p>	<p>Instructional conversation strategy description http://ronaldgallimore.com/styled-10/styled-8/index.html (Ronald Gallimore, n.d.).</p> <p>Instructional conversation strategy indicators https://manoa.hawaii.edu/coe/credenational/instructional-conversation/ (CREDE National, n.d.)</p> <p>Instructional conversation strategy example https://pdo.ascd.org/lmscourses/PD13OC002/media/ELL_CC_M5_Reading_EngagingELLsThroughInstructionalConversation.pdf (Montalvo-Balbed, 2013).</p>

Instructional conversation achieving Saudi EFL standards. The guidelines provide EFL teachers with the achieved EFL standards when using instructional conversation strategy to teach EFL communication skills (see Appendix O). Using instructional conversation strategy to teach EFL skills will help EFL teachers meet the following Saudi EFL teacher's standards which include having knowledge of the phonetics and phonology of English, knowing and understanding listening and speaking strategies, and using a variety of teaching methods that promote student engagement in language learning (National Center for Assessment, 2017). Additionally, using instructional conversation strategy as an alternative formative assessment and to provide explicit and implicit feedback to students will help EFL teachers meet the following Saudi EFL teacher's standards which include knowing how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals, knowing a range of methods and tools of assessment of EFL, and providing their students with timely and constructive feedback (National Center for Assessment, 2017).

Language Play

What is language play? Language play is a language manipulation exercise intended for rehearsal for engagement in meaningful interactions with others in order to master the target language (Lantolf, 1997). Language play is viewed as a pedagogic tool that is inherently motivating and that promotes second language learning (Cekaite & Aronsson, 2005). Language play is a practice that influences student mastery of the grammatical, phonological and lexical features of a target language as seen in dictogloss teaching technique (Stewart, Rodríguez Silva, & Torres González, 2014). Dictogloss is teaching technique used for grammar dictation where students reconstruct a short text by listening

and noting down key words working in pairs or small groups to summarize a target language text (Nabei, 2018).

Why use language play? EFL teachers can use language play to develop students grammatical, phonological and lexical competencies in English (Rodríguez Silva, & Torres González, 2014). Language play strategy can help students practice and exercise learning language skills, improve student self-confidence and reduce student stress, encourage students to modify language structures through word completion and substitution, promote meaningful interactions and collaboration when performing classroom activities (Bataineh, & Bani Younis, 2016; Belz, 2002; Bushnell, 2008; Lee, 2015; Tarpey, 2007). EFL teachers can use language play strategy to develop students' attention, focus, critical thinking, problem-solving, and note-taking skills, and provide feedback and alternative formative assessment for students (Bell, 2012; Lantolf, 2000; Szerencsi, 2010; Tarpey, 2007).

How to use language play? EFL teachers can use dictogloss teaching technique for grammar dictation activity to teach grammatical structures, in which students reconstruct a short text by listening and noting down key words form small groups, and summarize a target-language text (Bataineh, & Bani Younis, 2016). There are different ways to conduct a dictogloss exercise which are dependent on the student's level of mastery such as the built-up, the all-aboard, and the sentence version (Vasiljevic, 2010). In dictogloss exercise the built-up version is suitable for advance students where the text is read in a natural pace or even slightly faster to simulate natural connected speech, in the all-aboard version students handle the whole text with no notes, and not gradually but go straight to rewrite the whole text after the first listening, in the sentence version the text is dissembled into sentences

where both teachers and students work on rewriting the whole text using a series of numbered sentences (Ash, 2013).

Some features of creating language play include talking out loud in the target language, repeating phrases to oneself silently, making up sentences or words in the target language, imitating sounds in the target language, and having random phrases from the target language pop into your head (Lantolf, 1997). Language play as a mental rehearsal form includes activities such as the mental correction of errors, silent repetition, mental practice of grammar rules, and note taking (de Guerrero, 1994; Reiss, 1985). Other activities include writing fiction (play), role-play, and playing with sounds to create patterns of rhyme, rhythm, assonance, consonance, and alliteration (Lee, 2015). Language play during the acquisition process may decrease when student's competency of the target language increases, as they no longer need to rehearse the target language (Lantolf, 1997). In practice, EFL teachers present texts to students that contains examples of the grammatical form to be studied, after reading the text to students at normal speed for three times, students will start taking notes during the second reading, students then work in small groups to prepare a summary of their work before presenting it in the class (Alsibai, 2017; Rodríguez Silva, & Torres González, 2014; Vasiljevic, 2010).

Language play example. The guidelines provide EFL teachers with an example from the Saudi EFL curriculum of how to use language play strategy in teaching EFL grammatical structure (Ministry of Education, Kingdom of Saudi Arabia, 2014) (see Appendix P). EFL teachers uses dictogloss teaching technique as an activity to teach grammar and writing skills (Dictogloss, 2013). EFL teachers introduce the dictogloss activity to students by first explaining it to them. Then the teacher will read a short text

about “Ahmed’s life” and ask students to write down keywords that will help them later build the text up again from memory. The teacher will write words on the smartboard, underline some words, as cues, for students, and use guided questions to elicit student’s attention. Students will be divided into groups, assigned roles within the group, listen to Ahmed’s story read for three times in different speed, and ask students to share some of their writing on the smartboard. The teacher will use handouts, scaffolding, group work, exercise, compare answers, provide feedback, and evaluate students work (A Sample Dictogloss Lesson, n.d.). This allows EFL teachers to facilitate the learning process while students develop their EFL skills.

Language play using instructional technologies. The guidelines provide EFL teachers with a technology selection criteria of how to select instructional technologies to teach EFL skills using language play strategy (see Appendix P). The guidelines provide EFL teachers with a demonstration of how to use language play strategy in their EFL classroom (ErnstKlettSprachen, 2016). Integrating instructional technologies to support using language play strategy in teaching EFL skills would provide students with opportunities to develop their grammatical, phonological and lexical competencies in English (Alsibai, 2017; Rodríguez Silva, & Torres González, 2014; Vasiljevic, 2010). Instructional technologies allow EFL teachers to use language play strategy to promote student’s interaction and autonomy (Gilmartin et al., 2017).

Language play resources. A list of resources is provided for how to use language play strategy in teaching EFL skills (see Table 13). These resources provide additional explanation, descriptions, and examples about how to use language play strategy to teach EFL skills (The Dictogloss Strategy, 2016; Hill, 2010). The first resource provide EFL

teachers with the best ways to use dictogloss technique to teach EFL listening and writing skills (Ferlazzo, 2016). The second resource describe language learning strategy functions which include instrumental, regulatory, interactional, personal, heuristic, imaginative, and informative (Hill, 2010).

Table 13

Resources for Language Play Strategy

Instructional	Description	Resources Links
Strategy	<p>Language play is a language manipulation exercise intended for rehearsal for engagement in meaningful interactions with others in order to master the target language (Lantolf, 1997). Language play is viewed as a pedagogic tool that is inherently motivating and that promotes second language learning (Cekaite & Aronsson, 2005). In practice, EFL teachers use language play strategy to develop student's grammatical, phonological and lexical skills as seen in dictogloss teaching technique (Stewart, Rodríguez Silva, & Torres González, 2014).</p>	<p>How to use dictogloss http://larryferlazzo.edublogs.org/2011/04/21/the-best-resources-for-learning-how-to-use-the-dictogloss-strategy-with-english-language-learners/ (Ferlazzo, 2016)</p> <p>Language play strategy functions https://www.alea.edu.au/documents/item/1038 (Hill, 2010)</p>

Language play achieving Saudi EFL standards. The guidelines provide EFL teachers with the achieved EFL standards when using language play strategy in teaching EFL skills (see Appendix P). Using language play strategy to teach EFL grammatical, phonological, and lexical communication skills will help EFL teachers meet the following Saudi EFL teacher's standards which include having thorough knowledge of the structure of English, having general knowledge of the phonetics and phonology of English, knowing and understanding morphology, syntax, semantics, and pragmatics of English, knowing and understanding listening and speaking strategies, knowing and understanding the writing processes of English, applying effective teaching methods and strategies based on second language acquisition theories and research, and using a variety of teaching methods that promote student engagement in language learning, (National Center for Assessment, 2017). Additionally, using language play strategy as an alternative formative assessment and to provide feedback to students will help EFL teachers meet the following Saudi EFL teacher's standards which include knowing how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals, knowing a range of methods and tools of assessment of EFL, and providing their students with timely and constructive feedback (National Center for Assessment, 2017).

Reciprocal Teaching

- *What is reciprocal teaching?* Reciprocal Teaching (RT) is a strategy in which the teacher and students take turns leading a discussion to construct meaning about a given text. This takes the form of a dialogue guided by four cognitive strategies: predicting, question generating, clarifying, and summarizing (Palincsar, 1986). There are several reciprocal teaching techniques which include note-taking

pairs, learning cell, fishbowl, role play, jigsaw, and test-taking teams (Barkley, Cross, & Major, 2014). Teachers may include other reading strategies such as, visualizing, making connections, inferencing, and questioning the author (Oczkus, 2018).

Why use reciprocal teaching? EFL teachers can use reciprocal teaching to promote a student's reading comprehension utilizing reading strategies (predicting, questioning, clarifying, and summarizing), encourage students to think about their own thought process during reading, help students learn to be actively involved and monitor their comprehension as they read, encourage students to ask questions during reading to make the text more comprehensible, and assess students learning (Palincsar & Brown, 1984, 1986; Navaie, 2018; Ningsih & Fitrawati, 2018; Oczkus, 2018). Reciprocal teaching strategy implementation in teaching metacognitive reading skill in Saudi Arabia was found to be effective (Alsamadani, 2012).

How to use reciprocal teaching? EFL teachers will introduce reciprocal teaching strategy to students, divide them into groups, assign them roles to assume the teacher role in utilizing prediction, asking questions, clarifying, and summarizing to make meaning from a text (Oczkus, 2018). Additionally, EFL teachers would use a dialogue format and reciprocal teaching strategy (role play technique) where a designated student would assume the teacher role in each group, and keep the group on task and ensure instructions were followed while modeling the reciprocal teaching strategy (Oczkus, 2018). EFL teachers can use reciprocal teaching strategy to assess students learning through assessing student's ability to recall information, make inference, identify the gist of the reading passage, and use information found in the text to a new situation (Palincsar & Brown, 1984, 1986).

Reciprocal teaching example. The guidelines provide EFL teachers with an example from the Saudi EFL curriculum of how to use reciprocal teaching strategy in teaching EFL reading skill (Ministry of Education, Kingdom of Saudi Arabia, 2014) (see Appendix Q). The guidelines example topic was about “Hajj”. EFL teachers introduces reciprocal teaching and asks students to look at the passage title, scan pages to read major headings, look at any illustrations, and write down their predictions (Reading Rockets Inc, 2015). The teacher will ask students to read aloud the assigned page about “Hajj” together as a group. Then, students will take 3-5 mins to complete a reciprocal teaching role card that ask them to predict, ask questions about unclear parts, clarify and summaries the process, and each card will have a number assigned to it. After completing the card, students will start discussing their assigned role within their group, write down their answers, and give it to the teacher for assessment (Reading Rockets Inc, 2015). The teacher can ask students to create an office word document to record their answers, and send it to the teacher for assessment. This allows EFL teachers to facilitate the learning process while students develop their reading comprehension skill.

Reciprocal teaching using instructional technologies. The guidelines provide EFL teachers with a technology selection criteria of how to select instructional technologies to teach EFL skills using reciprocal teaching strategy (see Appendix Q). The guidelines provide EFL teachers with a demonstration of how to use reciprocal teaching strategy in their EFL classroom (Reading Rockets, 2014). Integrating instructional technologies to support using reciprocal teaching strategy in teaching EFL reading skill would provide students with opportunities to develop their reading comprehension by utilizing reading techniques such as predicting, questioning, clarifying, and summarizing (Tseng & Yeh,

2018). Instructional technologies allow EFL teachers to use reciprocal teaching strategy to promote student's interaction (Navaie, 2018).

Reciprocal teaching resources. Resources provide EFL teachers with additional explanation, descriptions, and examples for EFL teacher on how to use reciprocal teaching strategy to teach EFL reading skill (see Table 14). The first resource provide EFL teachers with description, benefits, and explanation on how to use reciprocal teaching strategy to teach EFL skills (AdLit.org, 2015). The second resource offer EFL teachers a demonstration of how to use reciprocal teaching strategy in EFL classrooms (Reading Rockets Inc, 2015). The third resource describe the protocol of using reciprocal teaching strategy to teaching reading comprehension through the internet (Oczkus, 2018)

Table 14

Resources for Reciprocal Teaching Strategy

Instructional Strategy	Description	Resources Links
Reciprocal Teaching	Reciprocal Teaching (RT) is a strategy in which the teacher and students take turns leading a discussion to construct meaning about a given text. This takes the form of a dialogue guided by four cognitive strategies: predicting, question generating, clarifying, and summarizing (Palincsar, 1986). Teachers may include other reading strategies such as, visualizing, making connections, inferencing, and questioning the author (Oczkus, 2018).	<p>Reciprocal teaching strategy (description, benefits, and how to use it) http://www.adlit.org/strategies/19765/ (Adolescent Literacy, 2015)</p> <p>How to use reciprocal teaching strategy (Educational video) http://www.readingrockets.org/strategies/reciprocal_teaching (Reading Rockets Inc, 2015)</p> <p>Reciprocal teaching internet protocol http://webdev.education.uconn.edu/static/sites/newliteracies/carnegie/documents/IRT.pdf (Oczkus, 2018)</p>

Reciprocal teaching achieving Saudi EFL standards. The guidelines provide EFL teachers with the achieved EFL standards when using reciprocal teaching strategy in teaching EFL reading skill (see Appendix Q). Using reciprocal teaching strategy to teach EFL reading skill will help EFL teachers meet the following Saudi EFL teacher's standards knowing and understanding reading comprehension strategies, applying effective teaching methods and strategies based on second language acquisition theories and research, and using a variety of teaching methods that promote student engagement in language learning. (National Center for Assessment, 2017). Additionally, using reciprocal teaching strategy as an alternative formative assessment and to provide feedback to students will help EFL teachers meet the following Saudi EFL teacher's standards which include knowing how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals, knowing a range of methods and tools of assessment of EFL, and providing their students with timely and constructive feedback (National Center for Assessment, 2017).

Scaffolding

What is scaffolding? Scaffolding is the support that students receive from teachers or more capable peers through interaction in a social dialogue (Vygotsky, 1978; Wood, Bruner, & Ross, 1976). Scaffolding allows an individual to perform a function that wouldn't be possible without help (Samana, 2013; Vygotsky, 1978). Scaffolding supports and promotes learning, and teachers facilitate that learning (Vygotsky, 1978; Walqui, 2006). Teachers need to be aware of a student's current level of knowledge to be able to work with them to achieve beyond that level (Aljaafreh & Lantolf, 1994; Vygotsky, 1978). Scaffolding is introduced and removed gradually (Benson, 1997; Vygotsky, 1978). Characteristics of

scaffolding include, “recruiting interest in the task, simplifying the task, maintaining pursuit goal, marking critical features and discrepancies between what has been produced and the ideal solution, controlling frustration during problem solving, and demonstrating an idealized version of the act to be performed” (Wood, Bruner, & Ross, 1976, p. 41).

Why use scaffolding? EFL teachers can use scaffolding strategy to teach EFL skills (Donato, 1994; Faraj, 2015; Poehner, 2018). EFL teachers can use scaffolding to help students develop their language skills and meet their needs, guide students through problem-solving tasks and lesson activities, simplify the lesson or the task by breaking it down to smaller chunks of information, reduce student stress and frustration during lessons or tasks, promote social interaction, enhance participation, and provide feedback and keep students on target (Hammond & Gibbons, 2005; López, Scanlan, & Gundrum, 2013; Poehner, 2018; Van de Pol, Volman, & Beishuizen, 2010). Scaffolding strategy implementation in teaching EFL skill in Saudi Arabia was found to be effective (AlThiyabi & Al-Bargi, 2016; Al-Yami, 2008).

How to use scaffolding? Scaffolding strategy can be used to provide explanations, instructions, feedback, modeling, coaching, questioning, and hints given to support learning (Amerian & Mehri, 2014; Poehner, 2018). EFL teachers can use different tools for scaffolding such as 1) prompts as physical or verbal cues to aid recall of prior or assumed knowledge, 2) handouts as a supplementary resource used to support teaching and learning, 3) concept maps as graphical tools for organizing, representing, and displaying the relationships between knowledge and concepts, 4) worked examples to show a step-by-step demonstration of a complex problem or task, and 5) advanced organizers to present new information or concepts to learners and organize information in a way that helps learners

understand the new and complex content (Gallimore & Tharp, 1990; Gonulal & Loewen, 2018). The choice of scaffolding types and tools needs to be sensitive to a student's needs to promote learning and language development (Samana, 2013). EFL teachers can use peer scaffolding to promote student's collaboration on performing tasks or solving problems (Nguyen, 2013). Additionally, EFL teachers can use scaffolding to support students learning in online environment (Jumaat & Tasir, 2014; Park, Xu, Collins, Farkas, & Warschauer, 2018). EFL teachers can use scaffolding to enlist student motivation to participate by giving them hints or guiding questions, choosing answers from a list, or completing a partially finished outline or paragraph (Poehner, 2018). Scaffolding needs to be current and provided based on a student's needs (Samana, 2013). Teachers increase scaffolding when students can't go on without support, and reduce scaffolding gradually when students are able to perform the task individually (Gonulal & Loewen, 2018; Vygotsky, 1978). Furthermore, teacher scaffolding can be implicit or explicit to promote student learning, engage students in active participation, and help achieve lesson goals and objectives (Van de Pol, Volman, & Beishuizen, 2010).

Scaffolding example. The guidelines example lesson was about "Great Invention" and talks about "Transportation in Saudi Arabia" (see Appendix R). The example was designed to describe how to teach reading and writing, and leads students from the pre-reading stage through the post-writing reflection stage (Bradley & Bradley, 2004). After the lesson, students will research the topic, create a poster, and orally present it to the class. The teacher will use three phases in teaching reading skill as pre-during-post reading phases. The teacher will write lesson goals and objectives and use guided questions to enlist student's prior knowledge and motivation about the lesson as a pre-reading activity. Then the teacher

provides students with a structured overview that previews and highlights important information and the interrelationships of ideas about “Transportation”. The teacher would state the purpose of reading about “Transportation in Saudi Arabia”, which was established during the pre-reading phase, and discuss what inventions promoted the development of different types of transportation throughout history. The teacher would use subheadings, headings and analyze captions to assist students in monitoring their own comprehension. During reading, the teacher would ask students to analyze captions, promote and facilitate discussion among students, read aloud, teach new vocabulary, read silently, work in groups to brainstorm ideas, and provide supported materials for students to create a poster (Bradley & Bradley, 2004). This allows EFL teachers to facilitate the learning process while students develop their reading and writing skills.

Scaffolding using instructional technologies. The guidelines provide EFL teachers with technology selection criteria of how to select instructional technologies to teach EFL skills using scaffolding strategy (see Appendix R). The guidelines provide EFL teachers with a demonstration of how to use scaffolding strategy in their EFL classroom (Scaffolding, n.d.). Integrating instructional technologies to support using scaffolding strategy in teaching EFL skills would provide students with opportunities to develop their conceptual, communication, and metacognitive skills (Park, et al., 2018). Instructional technologies allow EFL teachers to use scaffolding strategy in online environment (Jumaat & Tasir, 2014), and improve students motivation and performance in learning vocabulary (Huang & Huang, 2015).

Scaffolding resources. A list of resources for how to use scaffolding strategy in teaching EFL skills can be seen in Table 15. These resources provide EFL teachers with

additional explanation, descriptions, and examples about how to use scaffolding strategy to teach EFL skills (Bradley & Bradley, 2004; Scaffolding, n.d.).

Table 15

Resources for Scaffolding Strategy

Instructional	Description	Resources Links
Strategy		
Scaffolding	Scaffolding is the support that students receive from teachers or more capable peers through interaction in a social dialogue (Vygotsky, 1978; Wood, Bruner, & Ross, 1976). Scaffolding allows an individual to perform a function that wouldn't be possible without help (Samana, 2013; Vygotsky, 1978).	Scaffolding strategy (description, benefits, and how to use it) http://iteslj.org/Articles/Bradley-Scaffolding/ (Bradley & Bradley, 2004) How to use scaffolding strategy (Educational video) https://study.com/academy/lesson/scaffolding-teaching-strategies.html (Scaffolding, n.d.)

Scaffolding achieving Saudi EFL standards. The guidelines provide EFL teachers with the achieved EFL standards when using scaffolding strategy in teaching EFL skills (see Appendix R). Using scaffolding strategy to teach EFL skills will help EFL teachers meet the following Saudi EFL teacher's standards which include using a variety of teaching methods that promote student engagement in language learning, knowing a range of approaches, methods, and strategies related to teaching and assessing EFL, and applying effective teaching methods and strategies based on second language acquisition theories and research (National Center for Assessment, 2017). Additionally, using scaffolding strategy to assess EFL skills and provide feedback to students will help EFL teachers meet the following Saudi EFL teacher's standards which include knowing how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals, knowing a range of methods and tools of assessment of EFL, and providing their students with timely and constructive feedback (National Center for Assessment, 2017).

Thinking Aloud

What is thinking aloud? Thinking aloud is a strategy used by teachers and students to say out loud what they are thinking about when reading (Cohen, 2014). Teachers use the thinking aloud strategy to model for students how skilled readers construct meaning from a text (Davey, 1983). Thinking aloud reading strategies include predicting, questioning, visualizing, communicating a personal response, clarifying, summarizing, reflecting, evaluating, and making connections (Davey, 1983; Kelley & Clausen-Grace, 2007; Ness, 2017).

Why use thinking aloud? EFL teachers can use thinking aloud strategy to teach reading skills (Alaraj, 2015; Duke & Pearson, 2009; Sönmez & Sulak, 2018). EFL teachers

can use thinking aloud strategy to help students monitor their thinking and understanding of the text, develop student reading skills and improve comprehension, develop students' critical thinking, and problem-solving skills, encourage students to use thinking aloud reading strategies (predicting, questioning, visualizing, expressing feeling, clarifying, summarizing, reflecting, and making connections), benefit students of all reading levels, and involve students in the learning process to inform teaching practices (Davey, 1983; Duke & Pearson, 2009; Jahandar, Khodabandehlou, Seyedi, & Abadi, 2012; Sönmez & Sulak, 2018). Thinking aloud strategy can help EFL teachers diagnose students' strengths and weaknesses, and provide feedback and formative assessment for students (Jahandar, Khodabandehlou, Seyedi, & Abadi, 2012; Sprainger, Sandral, & Ferrari, 2011).

How to use thinking aloud? Thinking aloud strategy can be used before, during, and after a reading exercise, as well as individually, in small groups, and with the whole class (Kucan & Beck, 1997; Salas Vásquez, 2018; Reading Rockets Inc., 2012). EFL teachers introduce the assigned text and discuss the purpose of using the thinking aloud strategy. EFL teachers can begin by modeling this strategy while reading the text and use it to point out new vocabulary and unusual sentence construction where students might find it confusing (Oster, 2001). Additionally, EFL teachers would use guided questions, providing practice opportunities and feedback to support the development of student reading skills (Jahandar et al., 2012; Sprainger, Sandral, & Ferrari, 2011). There are some reading techniques that EFL teachers employ while using the thinking aloud strategy to teach reading comprehension (Kucan & Beck, 1997). Examples include rereading a sentence, reading ahead to clarify, predicting, questioning, visualizing, communicating a personal

response, summarizing, reflecting, evaluating, and making connections and/or looking for context clues (Davey, 1983).

Thinking aloud example. The guidelines example topic was about “The History of Saudi Arabia” where EFL teachers use thinking aloud strategy to teach reading comprehension (see Appendix S). The teacher introduces the assigned text “The History of Saudi Arabia” and discusses the purpose of using thinking aloud strategy. The teacher begins by modeling this strategy while reading the text aloud and using it to point out new vocabulary and unusual sentence construction where students might find it confusing. The teacher writes a set of questions on the board as guided questions to support using thinking aloud strategy. Then the teacher reads the selected passage aloud as the students read the same text silently. At certain points, the teacher stops and "thinks aloud" to answers some of the pre-selected questions. The teacher uses visual cues to signal students that they are no longer reading (for example: The teacher asks students to turn the book over). Then, the teacher demonstrates how good readers monitor their understanding by rereading a sentence, reading ahead to clarify, predict, question, visualize, communicate personal response, summarize, reflect, evaluate, and make connections and/or looking for context clues (Schoenbach, Greenleaf, Cziko, & Hurwitz, 1999). Students then learn to offer answers to the questions as the teacher leads the thinking-aloud strategy. For example; I don't know this word. Does it have a prefix or suffix that might help me figure out what it means? Are there any clues in the sentence, or paragraph that may help? (Reading Rockets Inc., 2012). The teacher tells students what thoughts and images are going through his mind as he reads every paragraph or two, talks about how he is analyzing what happened in the story, making sense of what he has read and giving it meaning, and writes down some of his thoughts on

the smartboard. Furthermore, the teacher asks students to decide if he was predicting, noting something that confused him, questioning, clarifying or making a connection to something he already knows. As students become familiar with the think aloud process, the teacher decides to make students work individually or in small groups to practice answering some pre-selected questions and draw a small visual from the reading. The teacher asks students to read a portion of the passage with a partner and take turns thinking aloud while they read to each other. The teacher walks around and listens to students to gauge their understanding, see who is struggling, and offer prompts to students as needed. Finally, the teacher asks students to write down responses to reflect on how this strategy “Thinking-Aloud” has help them to become better readers and use it to evaluate their performance (Schoenbach, Greenleaf, Cziko, & Hurwitz, 1999). This allows EFL teachers to facilitate the learning process while students develop their reading skill (Reading Rockets Inc., 2012).

Thinking aloud using instructional technologies. The guidelines provide EFL teachers with a technology selection criteria of how to select instructional technologies to teach EFL skills using thinking aloud strategy (see Appendix S). The guidelines offer EFL teachers a demonstration of how to use thinking aloud strategy in their EFL classroom (The Balanced Literacy Diet, 2011). Integrating instructional technologies to support using thinking aloud strategy in teaching EFL reading skill would provide students with opportunities to learn how to digitally annotate using “Google Doc” (Use Digital Annotations and Think-Aloud to Unpack Expository Text, 2017), or allow EFL teachers to teach online using thinking aloud strategy (Kymes, 2005).

Thinking aloud resources. The guidelines provide EFL teachers with additional resources about thinking aloud strategy (see Table 16). These resources provide EFL

teachers with additional explanation, descriptions, and examples about how to use thinking aloud strategy to teach reading skill (Ann & Friedman, 2017; OISE, n.d.; Wilhelm, 2001; Reading Rockets Inc., 2012).

Table 16

Resources for Thinking Aloud Strategy

Instructional	Description	Resources Links
Strategy	Thinking aloud is a strategy used by teachers and students to say out loud what they are thinking about when reading (Cohen, 2014). Teachers use the thinking aloud strategy to model for students how skilled readers construct meaning from a text (Davey, 1983).	Thinking aloud strategy (description, benefits, and how to use it) http://www.readingrockets.org/strategies/think_alouds (Reading Rockets Inc., 2012). How to use thinking aloud strategy (Educational video) https://makingeducationfun.wordpress.com/2012/02/29/think-aloud-reading-strategy/ (Wilhelm, 2001). Thinking aloud strategy example http://www.adlit.org/strategies/22735/ (Ann & Friedman, 2017) Modeling Ways to Think About Text (Virtual Tour) https://www.oise.utoronto.ca/balancedliteracydiet/Recipe/50104/ (OISE, n.d.)
Thinking		
Aloud		

Thinking aloud achieving Saudi EFL standards. The guidelines provide EFL teachers with the achieved EFL standards when using thinking aloud strategy in teaching EFL reading skill (see Appendix S). Using thinking aloud strategy to teach EFL reading skill will help EFL teachers meet the following Saudi EFL teacher's standards which include knowing and understanding reading comprehension strategies, applying effective teaching methods and strategies based on second language acquisition theories and research, and using a variety of teaching methods that promote student engagement in language learning. (National Center for Assessment, 2017). Additionally, using thinking aloud strategy as a formative assessment and to provide feedback to students will help EFL teachers meet the following Saudi EFL teacher's standards which include knowing how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals, knowing a range of methods and tools of assessment of EFL, and providing their students with timely and constructive feedback (National Center for Assessment, 2017).

Step 4: questionnaire and recruitment materials development. Guidelines creation was based on a comprehensive literature review of SCT and EFL. Drawing from that expert review and users were utilized in this research study to validate guidelines and assess their usability in the Saudi context. The survey was used by expert reviewers and users as a rubric to collect their feedback and suggestions. Questionnaires were divided into two sections based on instructional strategies and instructional technologies. Additional open feedback for both sections were requested from all reviewers to inform revisions of the guidelines (see Appendixes I, J, K).

To ensure soundness and accuracy of developmental research, Richey and Klein (2007) suggest using pre-defined evaluation criteria. The predetermined criteria for evaluation were provided during the review by experts in the US and Saudi Arabia, and users in Saudi Arabia. Research participants were required to provide implied consent before reviewing the guidelines, and answered the survey questions to confirm participation. Evaluation criteria for the expert reviewers were based on the operationalization of the association of instructional strategies with EFL skills. These strategies were based on sociocultural learning theory and the integration of instructional technologies to support these strategies (see Table 5).

Based on Richey and Klein (2007) suggested techniques, for validation questionnaires were developed to evaluate guidelines. Expert reviewers validated instructional strategies and instructional technologies used in the guidelines while EFL teachers tested usability in the Saudi context. The survey questions were formulated based on specific categories which include theoretical alignment, strategies appropriateness, teaching methods appropriateness for EFL skills, clarity of instructional strategies, benefits of instructional strategies, application of instructional strategies, support of social interaction, task-based activities, active learning, community of practice, teacher-learner discourse, student-centered approach, Saudi EFL standards, technology integration, feasibility and usability. Each survey questions had some of these categories based on the participants group. Designing a set of guidelines for EFL teachers requires a significant amount of planning and analysis (Wenger, McDermott, & Snyder, 2002). Instructional strategies based on sociocultural learning theory and EFL related literature were used to operationalize tasks supported by technology tools. This provided a clear design for

evaluating the guidelines. Research participant feedback regarding the clarity and alignment of the guidelines provided with the questionnaires was recorded electronically in Qualtrics. Research participants had ample opportunities to elaborate and provide additional feedback on the guidelines using the open-ended questions in each section.

Step 5: guideline tool. The guidelines were hosted in an open source website where research participants were able to access the guidelines. The researcher used Google site because of its the simplicity, formatting, customizing, and accessibility features. A generic theme and layout were selected to present guidelines information. There are eight pages, one for each instructional strategy. Each page follows the same format and order, along with a home page that describes the guidelines (as shown in Figure 4).

Guidelines for EFL Teachers

Search this site

Navigation

- Technology Enhanced Instructional Strategies for EFL
 - Collaborative Learning
 - Dialogue Journals
 - Dynamic Assessment
 - Instructional Conversation
 - Language Play
 - Reciprocal Teaching
 - Scaffolding
 - Thinking Aloud
 - Sitemap

Technology Enhanced Instructional Strategies for EFL

A set of guidelines has been created based on Sociocultural learning theory and English Second/Foreign language related literature to provide instructional strategies to English Language teachers for implementing technology into their classroom instruction.

These instructional strategies support technology integration and have been selected based on research to be effective EFL teaching strategies:

- Collaborative Learning
- Dialogue Journals
- Dynamic Assessment
- Instructional Conversation
- Language Play
- Reciprocal Teaching
- Scaffolding
- Thinking Aloud

Each strategy has been described, provides reasons on why and how to use it with an example, additional resources, enlist Teacher's Standards that have been attained, and technology solutions for each strategy.

Figure 4: Guideline Tool

Summary

The design and development of the guidelines focused on SCT to identify specific EFL instructional strategies to teach EFL skills. These instructional strategies were supported by instructional technologies to help EFL teachers in Saudi Arabia to integrate technology in their EFL classroom. The research focused on various EFL skills, effective

EFL teaching strategies, instructional strategies evidence-based research, instructional design principles to operationalized content for EFL teachers to utilize these guidelines in their classroom instruction. The design and development of guidelines employed a simple design principle, explanation of instructional strategies and technologies for EFL teachers to follow.

CHAPTER 5

RESULTS

This chapter describes the expert review process used to validate the proposed guidelines detailed in Chapter 4. Additionally, this chapter contains results from the feedback obtained from expert reviewers and Saudi EFL teachers. Data collected in the review process includes the recommendations, challenges, advantages, and additional feedback that the participants (reviewers and teachers) made regarding the use of instructional strategies and technologies in teaching EFL skills in the Saudi context. This chapter provides a summary of the findings and describes how the feedback impacted the final set of guidelines.

Expert Review

The expert review process was initiated to validate the set of guidelines to integrate technology into EFL classrooms. Participants of this study were sought based on their expertise. A total of six experts agreed to review the guidelines using a specific set of evaluation criteria (see Table 6). Three experts from United States were invited to review the guidelines and provide feedback based on their EFL background and expertise in instructional design. Additionally, three experts from Saudi Arabia were invited to review the guidelines and provide feedback based on their expertise as faculty in preparing EFL pre-service teachers in Saudi Arabian schools of education. Four EFL teachers also agreed to pilot test the guidelines, and provide feedback on the usability of the guidelines in teaching EFL skills in the Saudi context. The survey questions were formulated based on specific categories which include theoretical alignment, strategies appropriateness, teaching methods appropriateness for EFL skills, clarity of instructional strategies, benefits of

instructional strategies, application of instructional strategies, support of social interaction, task-based activities, active learning, community of practice, teacher-learner discourse, student-centered approach, Saudi EFL standards, technology integration, feasibility and usability. The review was conducted using Qualtrics to collect data on the validity, and usability of the guidelines (see Appendix I, J, K).

The questionnaire survey (Appendix I) for the expert reviewers from the United States contained 22 questions divided into two sections (Strategies and Technologies) asking research participants to provide their feedback on the guidelines. The questionnaire survey (Appendix J) for the expert reviewers from Saudi Arabia contained 24 questions divided into two sections (Strategies and Technologies) asking research participants to provide their feedback on the guidelines based on the Saudi context. The questionnaire survey (Appendix K) for Saudi EFL teachers, contained 29 questions divided into two sections (Strategies and Technologies), and asked research participants to provide their feedback on the guidelines as users within the Saudi context.

Each section of the questionnaire survey had multiple-choice questions and open-ended questions for research participants to provide more specific feedback on guideline revisions. The expert reviewer's questionnaire survey was for validity feedback on the guidelines, while the Saudi EFL teacher questionnaire requested additional usability feedback. The survey feedback assessed the guidelines for relevance, soundness, clarity, implementation, and usability.

Findings

Expert reviewers from United States

Instructional strategies. All three expert reviewers supported the use of the proposed instructional strategies (see Appendix Z). Expert responses indicate that the proposed instructional strategies accounted for theoretical alignment, strategies appropriateness, support of social interaction, task-based activities, active learning, community of practice, teacher-learner discourse, student-centered approach, technology integration, and feasibility.

Expert reviewers from United States provided additional feedback about the use of instructional strategies in teaching EFL skills which includes recommendations to add or remove instructional strategies, advantages, and challenges. Reviewer One recommends “updating resources and not using Wikipedia as a resources.” Reviewer Two supports “using learner-centered approach that provide authentic experiences for language learning.”, also states “the sociocultural component is essential in language acquisition.” Reviewer Two also, asserts “when learners are able to make sense of the information and they can relate to their own lives is when learning takes place.” Additionally, Reviewer One said “think aloud and dialogue journals instructional strategies are not very student centered.”

There are some advantages envisioned related to the use of instructional strategies based on expert reviewers from United States. Reviewer One asserted “dialogue journals can provide feedback to students.”, and Reviewer Two stated “by placing the student at the center of instruction will results in better acquisition of the foreign language.”, and “technology provides means to interact and be creative with the target language.” However, there are some challenges related to the use of instructional strategies as Reviewer One said

“students tend to be less engaged when the teacher is the one doing everything.” Reviewer Two stated

“EFL teacher training in these particular strategies and teachers’ language proficiency, which in some cases is low especially in developing countries. Another issue would be changing the expectations of what a good lesson is if the teacher is not in front of the class lecturing. Regarding the use of technology, from my experience it will depend on how reliable the internet is and the availability of resources. In addition, computer literacy of both teachers and students can also have an impact. I’m not so familiar with the EFL context in Saudi Arabia but I’m assuming the amount of additional prep time for these strategies may also impact quality/quantity of instruction.”

Instructional technologies. All expert reviewers from United States supported the use of instructional technologies in teaching EFL skills (see Appendix AA). They reported the proposed instructional strategies accounted for technologies appropriateness for EFL, support for instructional strategies, support for authentic context, and support for students’ collaboration.

Expert reviewers from United States provided additional feedback about the use of instructional technologies in teaching EFL skills which includes recommendations to add or remove instructional technologies, advantages, and challenges. Reviewer One recommends “using game-based quizzes or online quizzes such as quizlet, and to look for technologies that encourage interaction between students.” Additionally, Reviewer Two recommends “providing lots of training and support to instructors, as well as have a designated person for all technology related issues to provide constant update on new trends and products.”

There are some advantages envisioned related to the use of instructional technologies based on expert reviewers from United States. Reviewer One stated “they make language acquisition accessible”, and Reviewer Two said “technology would enhance the learning process by providing opportunities to engage in real-life and meaningful activities.” However, there are some challenges expressed by expert reviewers on the use of instructional technologies. Reviewer One asserted “they do tend to be very teacher-centered.”, and Reviewer Two said there is a need for “training and computer literacy for both teachers and students, adequate number of resources, and it's time consuming and it will require very motivated and creative instructors.” Furthermore, Reviewer Three stated instructional technologies challenges include “accessibility and cost; especially in cutting-edge CALL programs, as well as teacher training, and lack of resources.”

Expert reviewers from Saudi Arabia

Instructional strategies. All three expert reviewers from Saudi Arabia supported the use of proposed instructional strategies (see Appendix BB). They have found the proposed instructional strategies accounted for theoretical alignment, strategies appropriateness, support of social interaction, task-based activities, active learning, community of practice, teacher-learner discourse, student-centered approach, technology integration, feasibility, and meeting Saudi EFL standards. One Saudi expert reviewer asserted the dynamic assessment instructional strategy would “add much burden on EFL teachers especially in the Saudi context where EFL teachers have several duties besides teaching, can not be used to encourage social interaction, it can be good to establish with teachers more than students, it is a teacher approach, students abilities may not help doing it, EFL teachers cannot use it, because they follow school’s rules and regulations strictly, and it could meet the Saudi EFL

standards, but the teaching load and other duties could prevent it from taken place.”

Another, one said thinking aloud instructional strategy “is not useful for large classes, and would be difficult to apply in large classes.” Additionally, one expert stated “reciprocal teaching instructional strategy is not suitable for shy students.”, and “student’s abilities may not help in performing reciprocal teaching instructional strategy in the classroom, as well as it is difficult for students as most of them have difficulties with the productive skills.”

Expert reviewers from Saudi Arabia provided additional feedback about the use of instructional strategies in teaching EFL skills which includes recommendations to add or remove instructional strategies, advantages, and challenges. Reviewer Three recommends “dynamic assessment (DA) and reciprocal teaching (RT) should be removed because DA adds much burden on the teachers and RT is not suitable for shy students.” Also, Reviewer Three said “I’d prepare a list of procedures to help teachers and students accomplish the mission.”

There are some advantages of using instructional strategies envisioned by Saudi experts which support using instructional strategies because they “promote creativity, transfer EFL instruction into more democratic learning experience, incorporate students' own voices into their EFL learning, and when using different approaches mean enjoyable learning” On the other hand, there are some challenges envisioned when using instructional strategies which include “teachers giving autonomy, teachers' perceptions towards the integration of technology, and the integration of student-centered approach due to the fact that most teachers are probably more into traditional strategies, as well as “issues related to the appropriate ways of implementing these strategies.”

Instructional technologies. All expert reviewers from Saudi Arabia supported the use of instructional technologies in teaching EFL skills (see Appendix CC). They reported the proposed instructional strategies accounted for technologies appropriateness for EFL, support for instructional strategies, support for authentic context, support for students' collaboration, and accessibility.

Expert reviewers from Saudi Arabia provided additional feedback about the use of instructional technologies in teaching EFL skills which includes recommendations to add or remove instructional technologies, advantages, and challenges. Reviewer Two recommends using “technologies with which students are already familiar with such as social media, mobile apps, games, etc., as well as using guidelines for teachers and students.”

There are some advantages envisioned by expert reviewers from Saudi Arabia to support using instructional technologies which include “incorporating students' voices, transforming EFL instruction into more democratic and student-centered learning experience, and enjoying learning.” However, there are some challenges which include making “teachers and students aware about the potentials of these technologies before they are integrated”, and how to use technologies to support this strategy.

Users Review: Saudi EFL Teachers

Instructional strategies. All four EFL teachers from Saudi Arabia agreed on the usability of the proposed instructional strategies, but two of them indicated that technology integration for some strategies is not applicable (see Appendix DD). The results support the use of proposed instructional strategies to teach EFL skills, and found the proposed instructional strategies to account for strategies appropriateness, clarity of instructional strategies, benefits of instructional strategies, application of instructional strategies,

technology integration, meeting Saudi EFL standards, support active learning, create community of practice, teacher-learner interaction, support student-centered approach, and usability. EFL teacher One stated using “reciprocal teaching instructional strategy is difficult for students as most of them have difficulties with the productive skills, and thinking aloud and instructional conversation instructional strategies can’t be applied with younger kids as they don’t have the minimum requirement of the language productive skills.” Additionally, EFL teacher One said “student-centered approach in dynamic assessment instructional strategy is actually a teacher approach set by policy maker.” EFL teachers from Saudi Arabia provided additional feedback about the use of instructional strategies in teaching EFL skills which includes recommendations to add or remove instructional strategies, advantages, and challenges. One EFL teacher recommended “adding think-pair-share under dynamic assessments because it motivates critical thinking and improve self-confidence.” Another EFL teacher indicated that “each teacher can create his way to apply these strategies inside classroom.” EFL teachers asserted some advantages of using instructional strategies to teach EFL skills which include “building self-confidence, improving communication in the classroom, making students more efficient learners, empowering and motivating students to use and speak English language in the classroom.” However, there are some challenges stated by EFL teachers when using instructional strategies which include “students learning habits, some of these strategies may not be suitable for beginners, lack of some of the technological aids in some schools, and lack of student’s background.”

Instructional technologies. All four EFL teachers supported the use of the proposed instructional technologies in teaching EFL skills, and one of them indicated that “they are

all useful, but it depends on students' level that we are teaching." (see Appendix EE). They have found the proposed instructional technologies accounted for technologies appropriateness for EFL, support for instructional strategies, support for authentic context, support for students' collaboration, technology integration, accessibility and feasibility. EFL teachers provided additional feedback about the advantages and challenges of using instructional technologies in teaching EFL skills. These advantages stated by EFL teachers include "advancing communication, making students more efficient learners, saving time, suitable for student's interests, and helping teachers and students in class." On the other hand, there are some challenges asserted by EFL teachers when using instructional technologies which include "carelessness of some students, some technologies may not work with beginners, and long curriculum."

Feedback summary

The expert review process of this research produced valuable information that helped improve the guidelines. Feedback from the expert reviewers and EFL teachers were collected and analyzed. Each participant (reviewers and teachers) provided specific recommendations for revising the guidelines in order to make them more feasible and useful. Expert reviewers from United States recommend using student centered approach, updating resources, matching guideline instruction format, looking for technologies that encourage students' collaboration, providing training and support for teachers, assigning designated person for technology support, and using online game-based quizzes such as "quizlet". Additionally, expert reviewers from United States uphold that a sociocultural approach is essential in language acquisition. Furthermore, expert reviewers from Saudi Arabia support the use of instructional strategies and technologies in teaching EFL skills

because they incorporate students' voices, transform EFL instruction into more democratic and student-centered learning experience, promote students' creativity, and make learning experience enjoyable. While EFL teachers support using instructional strategies and technologies because they build self-confidence, improve communication in the classroom, make students more efficient learners, empower and motivate students to use and speak English in the classroom, save time, suitable for student's interests, and enable each teacher to apply these strategies inside their classroom.

The survey questions asked the EFL teachers to share some types of technologies that they use, and describe how they select them. The EFL teachers indicated that some of the technologies that they use in their EFL classrooms include the Smart board, data show, speakers, PowerPoint, educational videos, phone apps, and iPad apps. Furthermore, they have stated they select technologies to use in their EFL classes based on student' level, lessons types, and availability.

Revisions Made to Guidelines

From the feedback provided, revisions to the guidelines were applied to the tool. Participants (reviewers and teachers) identified several areas for improvement. In this section, data results are explored, and a discussion of how the guidelines were revised based on the feedback is included (see Appendix W, X). Expert reviewers from United States stated "think aloud and dialogue journals instructional strategies are not very student centered." EFL teachers could manage this by making students the focus of implementing these instructional strategies. Another expert reviewer asserted thinking aloud instructional strategy "is not useful and difficult to apply for large classes," which could be resolved by giving students the opportunity to practice the strategy as a group (Ness, 2017). As one

reviewer expressed concern about using the think aloud strategy in large classes, other reviewers did not note this concern. In order to address this potential challenge, specific instruction regarding the guideline usage was developed, explaining how to accommodate such application in large classroom settings (see Appendix M, S).

Another expert asserted “dynamic assessment (DA) and reciprocal teaching (RT) should be removed because DA adds much burden on the teachers and RT is not suitable for shy students.” In order to address the concern regarding student self-confidence or shyness issues, EFL teachers could incorporate DA by using peer review strategies and self-assessment rubrics (Ndoye, 2017). EFL teachers should encourage students to use RT by breaking lesson parts to smaller sections where students gradually build up their confidence to talk about in front of their peers (Hacker & Tenent, 2002). Instruction about guideline usage provides EFL teachers with additional assessment materials including rubrics to help them utilize their time effectively while using dynamic assessment, as well as provide EFL teachers with lesson plans and video examples to show them how to use reciprocal teaching in their EFL classroom. DA and RT instructional strategies are included in the revised version of the guidelines (see Appendix N, Q). Challenges expressed by expert reviewers on the use of instructional strategies and technologies include teacher training, resources availability, accessibility, and preparation time, are beyond the scope of this study, but they are part of the ongoing reforms in the EFL education programs in Saudi Arabia (Mitchell & Alfuraih, 2017; National Center for Assessment, 2017).

Instruction on guideline application supports EFL teachers in using the proposed instructional strategies and technologies, and increases their awareness about their benefit. EFL teacher autonomy would be managed by giving EFL teachers the flexibility of

selecting any instructional strategies and technologies from within the proposed guidelines to use in their classrooms and empower them with additional resources to be independent while implementing these instructional strategies and technologies as they adhere to Saudi EFL standards. One EFL Teacher suggested adding “think-pair-share” technique used in collaborative learning to the dynamic assessment (DA) instructional strategy. EFL teachers can use “think-pair-share” technique described in collaborative learning instructional strategy in utilizing DA in their EFL classroom. Think-pair-share technique has been added to guideline instructions in the revised version (see Appendix N). Additionally, the developed instructional support provides EFL teachers with information about using these instructional strategies and technologies, including descriptions, explanations, and enough examples for utilizing these instructional strategies and technologies to teach various EFL skills. All instructional strategies and technologies included in the guidelines can be managed by EFL teachers to account for student level and interest. Guidelines instruction provides EFL teachers with resources available that suit student level for each instructional strategy and technology (see Appendix L, M, N, O, P, Q, R, S). Guidelines instruction for each instructional strategy includes an example of the Saudi EFL curriculum for EFL teachers to utilize in teaching EFL skills in their classroom (see Appendix L, M, N, O, P, Q, R, S). Resources section for each instructional strategy was updated (see Appendixes L, M, N, O, P, Q, R, S). The format of the instructional support for guideline usage was modified to reflect consistency with the overall instructions (see Appendix X). The use of Wikipedia as a resources was discouraged by expert reviewer therefore it was replaced by the Saudi Digital Library (SDL) see Appendix W.

Summary

From the expert review, guideline instructions have met all evaluation criteria set by the researcher (see Table 6). The reviewers supported the use of proposed instructional strategies and technologies in teaching EFL skills. The guideline instructions provided EFL teachers with simple definitions, benefits, explanations, examples, resources, technologies, and EFL teachers' standards of proposed instructional strategies and technologies to integrate into their EFL classrooms. This indicates that guideline instructions have been successful in guiding EFL teachers through the technology integration process by using instructional strategies and technologies provided in the guidelines to teach EFL skills. The reviewers provided positive feedback on the inclusion of several instructional strategies supported by instructional technologies to teach various EFL skills included in the guidelines. The reviewers supported the use of proposed instructional strategies and technologies although there were some suggestions and concerns about using instructional strategies and technologies to teach EFL skills.

There were a few recommendations cited by the reviewers including adding the "think-pair-share" technique to dynamic assessment instructional strategy, using game-based or online quizzes, updating resources provided in the guideline, and suggested edits to the guideline instructions format. Each of these recommendations would help EFL teachers to use the proposed instructional strategies and technologies in their EFL classroom more effectively. Some concerns expressed by one reviewer included the use of the think aloud strategy in large classes and student's shyness issues in using dynamic assessment strategy, while other reviewers did not note this concern. In order to address these potential challenges, specific instructions regarding the guideline usage was developed, explaining

how to accommodate using think aloud strategy in large classroom settings addressing both student self-confidence and student shyness while using DA strategy. Some of the suggested changes were easily implemented such as updating resources and the format of guideline instructions (see Appendixes W and X), however some of them were beyond the study scope which includes EFL teacher's professional development and technology integration challenges.

The review process of the guideline instructions enclosed in Qualtrics provided clear directions for the reviewers. Each group of reviewers had a customized set of questions based on their expertise to assess the proposed instructional strategies and technologies using Qualtrics (see Appendix I, J, K). The survey questions were divided into two sections (Strategies and Technologies) asking reviewers to provide their feedback on the guidelines. Each section of the survey had multiple-choice questions and open-ended questions for reviewers to elaborate more on their feedback on guideline instructions. The expert reviewer's survey was for validity feedback on the guidelines, while the Saudi EFL teacher survey requested additional usability feedback. However, some reviewers didn't provide support for their answers even though it was clearly stated in the questions. This aspect was particularly important for the assessment of the proposed instructional strategies and technologies, and how their feedback were going to impact revising the guidelines' instructions.

While the guideline instructions were designed to guide EFL teachers through the technology integration process, the researcher recognizes that it is important to know what types of technology EFL teachers currently are using and how they select them in Saudi Arabia. Therefore, EFL teachers provided some of the technologies that they are using such

as the Smart board, Data Show, speakers, PowerPoint, educational videos, phone apps, and iPad apps. Also, they have stated they select technologies to use in their EFL classes based on student' grade level, lessons types, and availability.

Future iterations to the guideline instructions will be made to include more instructional strategies and technologies for EFL teachers to use in teaching EFL skills. The proposed instructional strategies and technologies offers EFL teachers' opportunities to include interactive activities through integrating technology into their EFL classroom. It is therefore expected that changes to the guideline instructions will be made to include additional EFL skills other than the ones it currently includes, and different modes of delivery of guideline instructions such as a mobile app.

CHAPTER 6

SUMMARY AND CONCLUSION

This chapter provides a summary of the study, limitations of the study, and the contributions of the study, as well as the recommendations for future research and practice.

Study Summary

Based on a comprehensive review of the sociocultural learning theory (SCT), and EFL literature, specific instructional strategies were identified to teach EFL skills along with identification of instructional technologies that could be used to support these instructional strategies (Al-Balushi, 2018; Behroozizad, Nambiar, & Amir, 2014; Lantolf, Thorne, & Poehner, 2015; Shrum & Glisan, 2016; VanPatten & Williams, 2015; Vygotsky, 1978; Wertsch, 1998). A design and development research methodology was followed to, transform theory into practice, developing a set of guidelines for EFL teachers to integrate technology into their EFL classrooms (Ross et al., 2008). Furthermore, supportive instructional technologies were linked to these instructional strategies to support specific function aspects of EFL instruction such as authentic activities and opportunities for learners to practice EFL skills (Lin, 2007; Staley, 2000). In addition, an illustrative prototype set of guidelines was developed. Experts reviewers and EFL teachers were selected based on their expertise to validate the design process using a formative evaluation process to obtain their feedback and recommendations. The implications of this research aim to provide guidance for EFL teachers to integrate technology into their classroom instructions in support of EFL learning. Consistent with Richey and Klein (2007), product development and validation procedures were used in the creation and verification of these guidelines for EFL practices.

Moreover, the study was intended to provide evidence-based guidance through the design and development research process.

Limitations of the Study

This study proposes new pedagogical approaches for EFL teachers to implement in teaching EFL skills in Saudi Arabia. Many Saudi EFL teachers currently use a teacher centered approach in teaching EFL skills (Al-Seghayer, 2017). The culture of EFL education in Saudi Arabia promotes using communicative language teaching approach while this study moves beyond having communication competency focusing on using instructional strategies supported by technology solutions to promote language usability in real-life context, language acquisition, technology integration, and acquiring critical thinking skills (Shrum & Glisan, 2016; Yang, 2016). There are challenges and obstacles in integrating technology in Saudi Arabia that may impact utilizing this study by EFL teachers (Al-Faki & Khamis, 2014). Challenges expressed by expert reviewers on the use of instructional strategies and technologies include teacher training, resources availability, accessibility, and preparation time. Addressing these issues has become part of the ongoing reforms in the EFL education programs in Saudi Arabia (Mitchell & Alfuraih, 2017; National Center for Assessment, 2017). Though maybe applicable in other context and settings, this study may be limited by its specific context and nature.

This study sought Saudi expert reviewers in the instructional design field with EFL background, but there are very few of such experts. Including more insights from these experts would have strengthened the research findings since this study was about creating guidelines for integrating technology in EFL classrooms, specifically in Saudi Arabia.

Study Recommendations

This study recommends providing training and support for teachers, assigning designated person for technology related issues based on the feedback reported from reviewers (DeMonte, 2013; Lobo, 2018). Based on expert reviewers' feedback from United States, one reviewer recommended "providing lots of training and support to instructors, as well as have a designated person for all technology related issues to provide constant update on new trends and products." Additionally, this study recommends using sociocultural learning theory as it is an important factor in language acquisition (Lantolf, Thorne, & Poehner, 2015; Newton, Ferris, Goh, Grabe, Stoller, & Vandergrift, 2018). As one reviewer asserted "uphold using sociocultural approach is essential in language acquisition." Furthermore, this study supports the use of instructional strategies and technologies in teaching EFL skills (Chapelle & Sauro, 2017; Kobra & Hossein, 2018; Morris, 2011; Zhou, 2018). The feedback from expert reviewers from Saudi Arabia recommended using instructional strategies and technologies in teaching EFL skills because "they incorporate students' voices, transform EFL instruction into more democratic and student-centered learning experience, promote students' creativity, build self-confidence, make students more efficient learners, empower and motivate students to use and speak English in the classroom, save time, make learning experience enjoyable, and suitable for student's interests."

Contributions of the study

Information gathered from this study may have theoretical and practical implications. Instructional designers and EFL teachers may use it to form best practices to integrate technology into EFL classroom instructions. The study adds to the current

literature by describing and evaluating the developmental process to bridge theory to practice through a set of guidelines that can be implemented within the Saudi school education system. It may also have practical implications for instruction where new opportunities for designing EFL classroom instructions, tool selection, and assessment can be important. Classroom technology application usage could be one of the practical implication that is offered by this study.

Theoretical implications

Based on the literature review, currently, the lack of guidance for EFL teachers in the Saudi context may be enhanced by the results of this study (Al-Seghayer, 2017). According to Richey and Klein (2007), design and development research aims to contribute to the knowledge base of the design and development. This study adds to the body of knowledge of design and development research by offering further support for using experts and users as a validation technique (Richey & Klein, 2014). Using a predetermined set of criteria for evaluation and participants selections, contributed effectively to the successful implementation of the review process.

The guidelines development process correlates three domains (sociocultural learning theory, English as a foreign language, and instructional design) (Farooq & Soormro, 2018; Lantolf, Thorne, & Poehner, 2015; Moskovsky & Picard, 2018; Richey & Klein, 2014; Shrum & Glisan, 2016). Participants (experts and users) were selected based on their expertise in relation to these three domains, and this provided comprehensive results. Another factor that helped in the successful review process was the open-ended question of the evaluation questionnaires. The questionnaire allowed participants (experts and users) to comment on all parts of the proposed guidelines. As described in Chapter 5, participants

were able to elaborate on their feedback, and provide supported reasoning to explain their feedback. This behavior indicates that when evaluation materials apply open-ended questions, participants feel free to elaborate more on their feedback (Richey & Klein, 2007).

This study provides a first step in creating guidelines for Saudi EFL teachers, and supports the implementation of technology integration in language learning. The findings of this study may add more instructional strategies and technologies to support teaching EFL skills. Developmental research is an applied methodology that bridges practice, research, and theory, providing solutions to practical problems. This developmental study created a set of guidelines based in theory that has practical implications for guiding Saudi EFL teachers to integrate technology into their EFL classroom instruction. Each instructional strategy and technology discussed within the guidelines may contribute to applications for EFL classroom activities. It may also be used as a foundation for practical implications for designing EFL classroom instruction, tool selection, and assessments. Classroom technology application usage could be one of the practical implication that is offered by this study.

Instructional design research in the EFL domain in Saudi Arabia could benefit from this study. The absence of EFL authentic context in Saudi Arabia presents a substantial challenge to improve students' EFL communication skills (Alharbi, 2015). According to Alharbi's (2015) findings, the Saudi EFL education system should support the use of contemporary approaches to include critical thinking and problem solving skills, and enable students to take control of their own learning. Furthermore, the Saudi government has launched initiatives to integrate technology at all school levels where EFL teachers are teaching EFL skills through technology (Ministry of Education, 2017; Nurunnabi, 2017; Saqlain, Al-Qarni, & Ghadi, 2013). Therefore, this study provides evidence-based support

for the integration of technology for EFL instruction in Saudi Arabia. Instructional designers can use the study findings to help them rethink their approaches to EFL instruction when incorporating technology to assist EFL teachers by designing effective instructional activities to achieve their learning goals in measurable ways. Instructional technologies such as CALL, CMC, and MALL, have altered ideas about how and where learning takes place (Chapelle & Sauro, 2017; Dashtestani, 2013; Fotos, 2013; Halenko, 2018; Hegelheimer, Li, & Dursun, 2018; Zhou, 2018). Instructional strategies and technologies are changing how EFL teachers interact with students, how students interact with lesson content, and how EFL skills mastery is verified. Now EFL teachers and students with access to technology can search for word meaning, translation, and immediate feedback. Additionally, these instructional strategies and technologies are changing the landscape of EFL educational environment in Saudi Arabia where the focus is on a student-centered approach which requires tailored learning experiences. The list of proposed instructional strategies and technologies from this study describe how students learn, leading to new educational activities and technology applications, such as using technology to promote active learning and peer learning. In this complex educational environment, instructional designers encounter unfamiliar challenges and find new opportunities. The proposed instructional strategies and technologies could guide instructional designers when designing EFL online courses or transforming traditional resources to online platforms to meet policyholders' demands. Instructional designers can use this study as a foundation to build effective EFL lessons that keep learners engaged, develop their metacognitive skills, and meet their language learning needs. This study provides detailed suggested approaches for instructional designers to incorporate when building EFL learning experiences that support EFL teachers

in teaching EFL skills for diverse learners. Also, instructional designers can help EFL teachers align lesson activities with expertly reviewed and research supported instructional strategies and technologies to create an inclusive learning environment and enhance the learning process of language acquisitions.

Practical implications

Teaching EFL in Saudi Arabia faces difficulties and challenges where designing guidelines that are context specific may add benefit. Al-Seghayer (2017), asserted that “There is a need to develop tailor-made instructions and activities that effectively tackle those difficulties” (p. 173). Instructional designers have rich opportunities to employ their practices to create interactive activities, assessment, and select technology tools designed for EFL classrooms based on SCT and EFL literature. The Saudi context for teaching EFL skills could benefit from authentic culturally sensitive materials designed for Saudi learners to develop their EFL skills (Alhaisoni, 2012; Tessmer & Richey, 1997).

EFL teachers in Saudi Arabia do not have any currently established guidelines to help them successfully integrate language classroom technologies to promote learning practices and increase language competency. Therefore, this study would provide practical guidelines that may help EFL teachers to effectively teach EFL skills by incorporating instructional strategies and technologies in their classroom instruction. Furthermore, many Saudi EFL teachers prioritize content over language skills, and use teacher centered approach (Al-Seghayer, 2017). Even though the Saudi official EFL curriculum’s policies and guidelines recommend that teaching method should be a) student-centered, b) employ a communicative approach, c) using various teaching aids, and d) include a variety of meaningful instructional activities, to ensure student engagement in authentic and

meaningful communication (Al-Seghayer, 2017). Therefore, having a set of guidelines that incorporate instructional strategies and technologies help bridge this gap (Al-Furaydi, 2013). EFL teachers need to have a set of instructional strategies to guide them, while implementing technology in their classrooms to support learning and develop EFL language skills. Al-Seghayer (2017), stated that “Insufficient opportunities to practice English and limited exposure to English sources and materials outside the classroom”, are among the main challenges to learn English in Saudi Arabia (p. 172). Therefore, providing authentic context and social elements in language learning is an important factor to be accounted for in language competency (Hymes, 1972). To promote learning, learners need pragmatically rich contexts to facilitate language learning through collaborating and interacting actively in intentionally structured language activities (Lantolf, Thorne, & Poehner, 2015; Shrum & Glisan, 2016). Using these guidelines would diminish the imposed restrictions on how to teach and what to teach by the Ministry of Education (MoE), when showing that the Saudi EFL standards were accomplished by using these guidelines. Findings from the American Council on the Teaching of Foreign Languages (ACTFL) (2011a, 2011b) survey indicated that the greatest impacts on EFL standards were in the following areas of teacher practice which include a) use of the three modes of communication to make communication meaningful, b) use of the target language as the means of instruction and ways to make it comprehensible, c) teaching grammar in context instead of teaching it in isolation, and d) use of authentic materials, products, practice, cultural perspectives, and methods textbooks that support the standards (ACTFL, 2011b)

The role of instruction in second language acquisition is an essential factor where teachers facilitate socially mediated activities for learners to engage in (Wertsch, 1991,

1998; Vygotsky, 1981). Instructors shape classroom interactions to account for learning in an instructional context where teaching goes beyond implicit or explicit instructions (Donato & Adair-Hauck, 1992; Donato, 1988, 1994; Swain, 1995). Language practice makes a permanent impact on a learner's language development, which allows learners to transform knowledge or learned skills to new situations (Sousa, 2011). Therefore, learners must use critical thinking skills to apply their current knowledge to new tasks when learning foreign languages. Technology could provide learners with effective ways to establish interaction with peers and teachers while developing their linguistic skills (Shrum & Glisan, 2016). Learner performance, feedback, and assessment could be efficiently managed by using technology while teachers focus on designing classroom instruction. Context within the zone of proximal development (ZPD) helps to provide a place to practice and construct meaningful knowledge supported by teacher scaffolding and peer support (Lantolf, 2000; Shrum & Glisan, 2016; Vygotsky, 1978). Teachers should provide opportunities for learners to practice and collaborate in an authentic, meaningful, and purposeful context to socially negotiate meaning making. According to Shrum and Glisan (2010), "context includes the setting, topic, situation, purpose, actors, roles, cultural assumptions, goals, and motivation that are involved in the communication" (p.47).

Instructional designers may use this study as a foundation for practical implications for guidelines design and development. Evidence based research is essential for instructional designers to follow to guide the design process in developing guideline instruction (Khalil & Elkhider, 2016). Instructional designers could develop language learning applications to promote language learning (Shrum & Glisan, 2016). Technology applications such as mobile apps, interactive platforms, and augmented reality are becoming available but so far

these tools lack the learning theory element to support the learning process. This study provides instructional designers with a practical example of designing guidelines for EFL teachers on which tools to select or how to use them to meet their needs, which is a challenge that needs to be met. EFL teachers have many commitments and may become overwhelmed if they are required to integrate technology without any help. Instructional designers can benefit from this study in developing design instructions for classroom applications to meet students need. The guidelines developed in this study help match policymakers' expectations for EFL teachers to meet Saudi EFL standards (National Center for Assessment, 2017).

Lessons Learned During the Design and Development Process

Five main lessons were learned during the design and development process. These lessons emerged from the researcher reflections during the process of conducting this research study and include developing a strategy for the tool development process, gaining access to necessary resources not found online, aligning the guideline instructions to the content, developing organizational strategies and the importance of communicating with peers.

First, the tool development process was a significant challenge that was overcome by incorporating instructional design practices such as a needs assessment in the design and development process (Richey & Klein, 2008). The researcher's past experienced in teaching EFL, knowledge of the learner, task, context, and peer consulting ultimately assisted in guiding the design process. It was a significant learning experience since the researcher was starting his instructional design career.

Second, EFL resource materials in Saudi Arabia are not all accessible online. Because of this, the researcher sought policy makers, administrators, EFL supervisors, and experienced EFL teachers to find out if there were EFL teachers' standards to be used to help frame the guideline instructions. During this investigation, the researcher noticed that there is a missing link where new EFL materials were not well communicated between policy makers, administrators and EFL teachers. A document was shared with the researcher by the EFL Department Head at the Ministry of Education which contains the new EFL teachers' standards that some EFL administrators, EFL supervisors, and EFL teachers were not aware about it being utilized (Al-Furaydi, 2013). The top down hierarchy model that the Saudi education system uses does not include EFL teachers in their planning which makes it an ongoing challenge during reform implementation (Al-Seghayer, 2017).

Third, the alignment of guideline instructions to account for instructional strategies, technologies, and EFL skills was missing. However, the researcher used EFL teachers' standards as the foundation to connect the proposed instructional strategies, technologies and EFL skills together within the guideline instruction framework. The 27th EFL teachers' standards created the perfect alignment for informing the design and development process of creating the guideline instructions.

Fourth, the researcher developed strategies such as the thinking aloud approach and documented blog during the design and development process of conducting this research study. The thinking aloud approach helped visualize the process, check coherence, and the soundness of the design and development process. The documented blog was used as a reference for decisions made during the conducting of this study.

And, finally, discussion with peers throughout the process provided a rich experience where the researcher's thoughts were challenged, verified, and evaluated consistently during the design and development process of this study.

Future Research

There are many potential areas for further research in the Saudi context. Technology integration for educational purposes especially in teaching EFL in Saudi Arabia has enormous venues for future research (Adams Becker et al. 2017; Brenner & Brill, 2016; UNESCO, 2017). In the design phase of the guidelines of this study, the researcher found many contemporary or emerging technologies that are worth further exploration.

Considering the findings, seeking further research in technology integration in Saudi Arabia, offering specialized and detailed guidelines for different types of related EFL technologies would benefit EFL teachers and strengthen the technology integration process in Saudi Arabia (Alzahrani, 2017; Al-Maini, 2011; Chapelle & Sauro, 2017; Moskovsky & Picard, 2018). The guidelines identified in this study may be beneficial for other EFL contexts where English is taught as a foreign or a second language (Trudgill & Hannah, 2017).

Identifying more EFL instructional strategies for EFL teachers to use in teaching EFL skills need to be explored further. Each EFL skill has specific characteristics where instructional strategies provide EFL teachers the mean to identify and effectively incorporate them in their teaching methods. Saudi EFL teachers face a lot of challenges and obstacles where they need tailored specific instructions to guide them through the learning process (Al-Seghayer, 2017). Researchers are greatly encouraged to investigate more useful approaches for technology integration in the Saudi context (Alzahrani, 2017). Saudi EFL teacher education and professional development would benefit from evidence-based research (Al

Asmari, 2016). There is a need to further examine other factors that prevent technology integration in Saudi Arabia and specifically in EFL classrooms (Al-Faki & Khamis, 2014).

Next Steps

Adding more instructional strategies and technologies is the appropriate next step in further development of the guidelines. As a result of the data collected from experts and users, the set of guidelines have been carefully adjusted to make them suitable for effective implementation in the Saudi context (see Appendixes L, M, N, O, P, Q, R, S). Ideally, the guidelines will now be available for EFL teachers in website form to facilitate their use in teaching EFL skills. Additional research of SCT and EFL literature would yield more instructional strategies where EFL teachers could benefit from, as well as assist instructional designers to design and develop effective guidelines instruction.

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APPENDIX A**GUIDELINES DESIGN TEMPLATE**

Main Components	Description
What	A clear definition and description of the instructional strategy.
Why	Reasons of why it is important to use the instructional strategy.
How	Explain the process of using the instructional strategy.
Example	Provide a practical application of the instructional strategy.
Instructional Technologies Solutions	Provide instructional technology support for implementing the instructional strategy.
Resources	Provide additional support for the instructional strategy.
Saudi EFL Teacher's Standards	Illustrate which Saudi teacher's standards have been attained by implementing the instructional strategy.

APPENDIX B**IRB APPROVAL**

Office of Research Compliance
Institutional Review Board
North End Center, Suite 4120
300 Turner Street NW
Blacksburg, Virginia 24061
540/231-3732 Fax 540/231-0959
email irb@vt.edu
website <http://www.irb.vt.edu>

MEMORANDUM

DATE: August 6, 2018
TO: Barbara B Locke, Turki Saad Al Zahrani
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires January 29, 2021)
PROTOCOL TITLE: Creating Guidelines for Integrating Technology in EFL Classrooms
IRB NUMBER: 18-223

The Virginia Tech Institutional Review Board (IRB), acknowledges the Amendment request for the above-mentioned research protocol.

This acknowledgement recognizes the item(s) identified in the Special Instructions section.

NOTE: Please ensure that required Amendments are submitted to WIRB for review and approval. WIRB guidance is provided on page 49 of the Guide for Researchers. The section is titled Changes to Research / Additional Document Submissions. The document is located at:
<http://wirb.com/Documents/Guide%20for%20Researchers.pdf#page=2>

Invent the Future

IRB Number 18-223

page 2 of 2

Virginia Tech Institutional Review Board

IRB SPECIAL INSTRUCTIONS:

This Amendment Acknowledgement includes the WIRB determination letter and WIRB smart form.

Date*	OSP Number	Sponsor	Grant Comparison Conducted?

* Date this proposal number was compared, assessed as not requiring comparison, or comparison information was revised.

If this IRB protocol is to cover any other grant proposals, please contact the IRB office (irbadmin@vt.edu) immediately.

APPENDIX C**CONSENT FORM FOR EXPERT REVIEW FROM UNITED STATES****VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Informed Consent for Participants
in Research Projects Involving Human Subjects****Title of Project:**

Creating Guidelines for Technology Integration in EFL Classrooms in Saudi Arabia

Investigator(s): Turki Saad AL-Zahrani Turki82@vt.edu / 202-714-6619

Advisor: Dr. Barbara B. Lockee lockeebb@vt.edu / 540-231-9193

I. Purpose of this Research Project

The purpose of this development study is to develop a tool for English Language Teachers in Saudi Arabia to integrate technology into their classroom instructions/instructional practices. A set of guidelines has been created based on Sociocultural learning theory and English Second/Foreign language related literature, to provide instructional strategies to English language teachers for implementing technology into their classroom instruction. The study design will consist of three phases: analysis, design and development, and evaluation and revisions. Using the tool of development research as described by Richey and Klein (2007) as a guide, this study will be based on a comprehensive review of current literature, tool design and development, expert reviewers and users. Henceforth, this study will produce instructional strategies that support technology integration in English language classrooms in Saudi Arabia.

II. Procedures

If you agree, you will serve as an expert reviewer of the guidelines created in the tool. The expert reviewer will examine the tool based on the guidelines rubric questionnaire provided to validate the tool. The rubric questionnaire has two sections that cover the instructional strategies based on sociocultural learning theory and technology selection to support these strategies. The expert reviewer will provide a written feedback regarding the clarity and alignment of the tool provided with the guidelines rubric questionnaires in an electronic version housed in Qualtrics to record your feedback and provide implied consent.

III. Risks

There are no anticipated risks to you as a result of participating in this project. In addition, you have the right to withdraw from the participation at any time by notifying the researcher in writing of your desire to withdraw.

IV. Benefits

There are no direct benefits for participation in this study. No promise or guarantee of benefits has been made to encourage me to participate.

V. Extent of Anonymity and Confidentiality

The researcher will keep all data collected confidential. While information gathered from the study may be used in reports, presentations, and articles in professional journals, the participant name or any other identifying information will not be used. Any identifying information will be changed so that data will not be connected to the individual; pseudonyms will be placed of actual names. The Institutional Review Board (IRB) at Virginia Tech may view this study's collected data for auditing purposes. The IRB is responsible for overseeing the protection of human subjects who are involved in research.

VI. Compensation

Taking part of this study is voluntary; the participant will not be compensated for participating in this study.

VII. Freedom to Withdraw

The participant is free to withdraw from this study at any time without penalty. You may choose to not respond to any research questions. There may be circumstances under which the investigators may determine that you should not continue to be involved in this study. To withdraw, please inform the researchers (Turki AL-Zahrani or Dr. Barbara B. Lockee) or contact the IRB. Contact information for these individuals is available below.

VIII. Questions or Concerns

Should you have any questions about this study, you may contact
Turki Saad AL-Zahrani (Turki82@vt.edu)
Dr. Barbara Lockee (lockeebb@vt.edu)

Should you have any questions or concerns about the study's conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the Virginia Tech Institutional Review Board at irb@vt.edu or (540) 231-3732.

IX. Subject's Consent

I voluntarily agree to participate in this study. I have the following responsibilities: to participate to complete this survey questionnaire to provide feedback regarding the guidelines rubric.

I have read the Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

_____ Date _____
Subject signature

Subject printed name

APPENDIX D

CONSENT FORM FOR EXPERT REVIEW FROM SAUDI ARABIA

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Informed Consent for Participants in Research Projects Involving Human Subjects

Title of Project:

Creating Guidelines for Technology Integration in EFL Classrooms in Saudi Arabia

Investigator(s): Turki Saad AL-Zahrani Turki82@vt.edu / 202-714-6619

Advisor: Dr. Barbara B. Lockee lockeebb@vt.edu / 540-231-9193

I. Purpose of this Research Project

The purpose of this development study is to develop a tool for English Language Teachers in Saudi Arabia to integrate technology into their classroom instructions/instructional practices. A set of guidelines has been created based on Sociocultural learning theory and English Second/Foreign language related literature, to provide instructional strategies to English language teachers for implementing technology into their classroom instruction. The study design will consist of three phases: analysis, design and development, and evaluation and revisions. Using the tool of development research as described by Richey and Klein (2007) as a guide, this study will be based on a comprehensive review of current literature, tool design and development, expert reviewers and users. Henceforth, this study will produce instructional strategies that support technology integration in English language classrooms in Saudi Arabia.

II. Procedures

If you agree, you will serve as an expert reviewer of the guidelines created in the tool. The expert reviewer will examine the tool based on the guidelines rubric questionnaire provided to validate the tool. The rubric questionnaire has two sections that cover the instructional strategies based on sociocultural learning theory and technology selection to support these strategies in Saudi Arabia. The expert reviewer will provide a written feedback regarding the clarity and alignment of the tool provided with the guidelines rubric questionnaires in an electronic version housed in Qualtrics to record your feedback and provide implied consent.

III. Risks

There are no anticipated risks to you as a result of participating in this project. In addition, you have the right to withdraw from the participation at any time by notifying the researcher in writing of your desire withdraw.

IV. Benefits

There are no direct benefit for participation in this study. No promise or guarantee of benefits has been made to encourage me to participate.

V. Extent of Anonymity and Confidentiality

The researcher will keep all data collected confidential. While information gathered from the study may be used in reports, presentations, and articles in professional journals, the participant name or any other identifying information will not be used. Any identifying information will be changed so that data will not be connected to the individual; pseudonyms will be placed of actual names. The Institutional Review Board (IRB) at Virginia Tech may view this study's collected data for auditing purposes. The IRB is responsible for overseeing the protection of human subjects who are involved in research.

VI. Compensation

Taking part of this study is voluntary; the participant will not be compensated for participating in this study.

VII. Freedom to Withdraw

The participant is free to withdraw from this study at any time without penalty. You may choose to not respond to any research questions. There may be circumstances under which the investigators may determine that you should not continue to be involved in this study. To withdraw, please inform the researchers (Turki AL-Zahrani or Dr. Barbara B. Lockee) or contact the IRB. Contact information for these individuals is available below.

VIII. Questions or Concerns

Should you have any questions about this study, you may contact
Turki Saad AL-Zahrani (Turki82@vt.edu)
Dr. Barbara Lockee (lockeebb@vt.edu)

Should you have any questions or concerns about the study's conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the Virginia Tech Institutional Review Board at irb@vt.edu or (540) 231-3732.

IX. Subject's Consent

I voluntarily agree to participate in this study. I have the following responsibilities: to participate to complete this survey questionnaire to provide feedback regarding the guidelines rubric.

I have read the Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

_____ Date _____
Subject signature

Subject printed name

APPENDIX E**CONSENT FORM FOR EFL TEACHERS FROM SAUDI ARABIA****VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Informed Consent for Participants
in Research Projects Involving Human Subjects****Title of Project:**

Creating Guidelines for Technology Integration in EFL Classrooms in Saudi Arabia

Investigator(s): Turki Saad AL-Zahrani Turki82@vt.edu / 202-714-6619

Advisor: Dr. Barbara B. Lockee lockeebb@vt.edu / 540-231-9193

I. Purpose of this Research Project

The purpose of this development study is to develop a tool for English Language Teachers in Saudi Arabia to integrate technology into their classroom instructions/instructional practices. A set of guidelines has been created based on Sociocultural learning theory and English Second/Foreign language related literature, to provide instructional strategies to English language teachers for implementing technology into their classroom instruction. The study design will consist of three phases: analysis, design and development, and evaluation and revisions. Using the tool of development research as described by Richey and Klein (2007) as a guide, this study will be based on a comprehensive review of current literature, tool design and development, expert reviewers and users. Henceforth, this study will produce instructional strategies that support technology integration in English language classrooms in Saudi Arabia.

II. Procedures

If you agree, you will serve as a participant user of the guidelines created in the tool. The user will examine the tool based on the guidelines rubric questionnaire provided to validate the tool usability. The rubric questionnaire has two sections that cover the instructional strategies based on sociocultural learning theory and technology selection to support these strategies in Saudi Arabia. The user will provide a written feedback regarding the clarity and alignment of the tool provided with the guidelines rubric questionnaires in an electronic version housed in Qualtrics to record your feedback and provide implied consent.

III. Risks

There are no anticipated risks to you as a result of participating in this project. In addition, you have the right to withdraw from the participation at any time by notifying the researcher in writing of your desire to withdraw.

IV. Benefits

There are no direct benefit for participation in this study. No promise or guarantee of benefits has been made to encourage me to participate.

V. Extent of Anonymity and Confidentiality

The researcher will keep all data collected confidential. While information gathered from the study may be used in reports, presentations, and articles in professional journals, the participant name or any other identifying information will not be used. Any identifying information will be changed, so that data will not be connected to the individual; pseudonyms will be placed of actual names. The Institutional Review Board (IRB) at Virginia Tech may view this study's collected data for auditing purposes. The IRB is responsible for overseeing the protection of human subjects who are involved in research.

VI. Compensation

Taking part of this study is voluntary; the participant will not be compensated for participating in this study.

VII. Freedom to Withdraw

The participant in is free to withdraw from this study at any time without penalty. You may choose to not respond to any research questions. There may be circumstances under which the investigators may determine that you should not continue to be involved in this study. To withdraw, please inform the researchers (Turki AL-Zahrani or Dr. Barbara B. Lockee) or contact the IRB. Contact information for these individuals is available below.

VIII. Questions or Concerns

Should you have any questions about this study, you may contact
Turki Saad AL-Zahrani (Turki82@vt.edu)
Dr. Barbara Lockee (lockeebb@vt.edu)

Should you have any questions or concerns about the study's conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the Virginia Tech Institutional Review Board at irb@vt.edu or (540) 231-3732.

IX. Subject's Consent

I voluntarily agree to participate in this study. I have the following responsibilities: to participate to complete this survey questionnaire to provide feedback regarding the guidelines rubric.

I have read the Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

_____ Date _____
Subject signature

Subject printed name

APPENDIX F**EMAIL INVITATION FOR EXPERT REVIEW FROM UNITED STATES**

Dear Professor _____,

My name is Turki Saad Al-Zahrani and I am a Doctoral Candidate in the Instructional Design and Technology program at Virginia Tech. As you are a recognized expert in Instructional Design and Technology and English as Second/Foreign language, I would like to invite you to evaluate a tool that I am designing and developing as part of my dissertation under the supervision of my advisor, Dr. Barbara Lockee (lockeebb@vt.edu). Your participation in this study is voluntary.

The purpose of the study is to develop a set of guidelines for EFL teachers to incorporate instructional strategies and technology in teaching EFL classes in Saudi Arabia public schools. The study employs a Type 1 design and development research as described by Richey and Klein (2007) with the following stages: analysis, design and development, evaluation and revision. The evaluation stage requires that the guidelines be formatively evaluated by three experts for improvement.

Additional study details can be found in the attached consent form. No signature is required. Rather, you will have the opportunity to indicate your voluntary consent to participate as an expert reviewer on the first page of the online document containing the evaluation rubric.

Should you accept this invitation, you will be provided with a rubric that can be used to guide the evaluation process of the guidelines. Also, you will be provided the tool itself. I estimate that your participation would take approximately 1 hour of your time over a week review period, beginning with receipt of the guidelines and the rubric.

The set of guidelines I have built is attached. I have also created a rubric for your use in evaluating the guidelines. The rubric can be accessed and submitted through the following link:

https://viriniatech.qualtrics.com/jfe/form/SV_3gaqJqk7jaoeOx

Your expertise will help me to improve the guidelines prior to its dissemination as a practical tool for EFL teachers. I hope that you are able to participate! If you have any questions, please do not hesitate to contact me.

Thank you, in advance, for your valuable time and expertise.

Sincerely,

Turki Saad Al-Zahrani

Turki82@vt.edu
Virginia Tech
Ph.D. Candidate, Instructional Design & Technology

APPENDIX G

EMAIL INVITATION FOR EXPERT REVIEW FROM SAUDI ARABIA

Dear Expert Review _____,

My name is Turki Saad Al-Zahrani and I am a Doctoral Candidate in the Instructional Design and Technology program at Virginia Tech. As you are a recognized expert in English as Second/Foreign language and Educational Technology in Saudi Arabia, I would like to invite you to evaluate a tool that I am designing and developing as part of my dissertation work under the supervision of my advisor, Dr. Barbara Lockee (lockeebb@vt.edu). Your participation in this study is voluntary.

The purpose of my the study is to develop a set of guidelines for EFL teachers to incorporate instructional strategies and technology in teaching EFL classes in public schools in Saudi Arabia. The study employs a Type 1 design and development research as described by Richey and Klein (2007) with the following stages: analysis, design and development, evaluation and revision. The evaluation stage requires that the guidelines be evaluated by three experts for improvement and implementation.

Additional study details can be found in the attached consent form. No signature is required. Rather, you will have the opportunity to indicate your voluntary consent to participate as a user on the first page of the online document containing the evaluation rubric.

Should you accept this invitation, you will be provided with a rubric that can be used to guide the evaluation process of the guidelines. Also, you will be provided the tool itself. I estimate that your participation would take approximately 1 hour of your time over a week review period, beginning with receipt of the guidelines and the rubric.

The set of guidelines I have built is attached. I have also created a rubric for your use in evaluating the guidelines. The rubric can be accessed and submitted through the following link:

https://virginiatech.qualtrics.com/jfe/form/SV_0kyibgEyTxxrx3n

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Thank you, in advance, for your valuable time and expertise.
Sincerely,

Turki Saad Al-Zahrani
Turki82@vt.edu
Virginia Tech
Ph.D. Candidate, Instructional Design & Technology

APPENDIX H

EMAIL INVITATION FOR EFL TEACHERS FROM SAUDI ARABIA

Dear Teacher _____,

My name is Turki Saad Al-Zahrani and I am a Doctoral Candidate in the Instructional Design and Technology program at Virginia Tech. As you are a recognized English language teacher in Saudi Arabia, I would like to invite you to evaluate a tool that I am designing and developing as part of my dissertation under the supervision of my advisor, Dr. Barbara Lockee (lockeebb@vt.edu). Your participation in this study is voluntary.

The purpose of the study is to develop a set of guidelines for EFL teachers to incorporate instructional strategies and technology in teaching EFL classes in public schools in Saudi Arabia. The study employs a Type 1 design and development research as described by Richey and Klein (2007) with the following stages: analysis, design and development, evaluation and revision. The evaluation stage requires that the guidelines be evaluated by three users for usability and implementation.

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Your expertise will help me to improve the guidelines prior to its dissemination as a practical tool for EFL teachers. I hope that you are able to participate! If you have any questions, please do not hesitate to contact me.

Thank you, in advance, for your valuable time and expertise.

Sincerely,
Turki Saad Al-Zahrani
Turki82@vt.edu
Virginia Tech
Ph.D. Candidate, Instructional Design & Technology

APPENDIX I

QUESTIONNAIRE PROTOCOL FOR EXPERT REVIEW FROM UNITED STATES



To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Thank you for agreeing to review the EFL Teacher Guidelines I am developing as part of my dissertation in the Instructional Design and Technology program at Virginia Tech.

I have created this questionnaire as a means for you to provide your expert feedback on using instructional strategies supported by technology solutions to teach ESL/EFL language skills as shown in the guidelines I have developed.

If you have any questions about the study, the Guidelines, or this questionnaire, you may contact me, Turki, at Turki82@vt.edu or my phone # is 202-714-6619 or if you prefer, you may send me your phone number and provide me with convenient times to call.

Thank you again for considering my request for your expert review.

Turki Al-Zahrani

The following section is the Consent Form for your participation in the study. Please let me know if you have any questions.





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Informed Consent for Participants
in Research Projects Involving Human Subjects

Title of Project:

Creating Guidelines for Technology Integration in EFL Classrooms in Saudi Arabia

Investigator(s): Turki Saad AL-Zahrani Turki82@vt.edu / 202-714-6619

Advisor: Dr. Barbara B. Lockee lockeebb@vt.edu / 540-231-9193

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II. Procedures

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III. Risks

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IV. Benefits

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V. Extent of Anonymity and Confidentiality

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VIII. Questions or Concerns

Should you have any questions about this study, you may contact
Turki Saad AL-Zahrani (Turki82@vt.edu)
Dr. Barbara Lockee (lockeebb@vt.edu)

Should you have any questions or concerns about the study's conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the Virginia Tech Institutional Review Board at irb@vt.edu or (540) 231-3732.

IX. Subject's Consent

I voluntarily agree to participate in this study. I have the following responsibilities: to participate, to complete this survey questionnaire, to provide feedback regarding the guidelines rubric. I have read the Consent Form and conditions of this project. I have had all my questions answered. By clicking this circle, I hereby acknowledge the above and give my voluntary consent.

The expert review questionnaire follows. Thank you for your participation.





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

The Expert Review questions are based on the EFL Teacher Guideline tool which can be viewed at the link below:

<https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/>

**** Please take time to review the tool in its entirety before proceeding to start the questionnaire by clicking the link above!**

The questionnaire is organized in two sections:

1. Instructional Strategies

In the EFL Teacher Guideline tool, instructional strategies have been identified, based on sociocultural learning theory and EFL related literature, to help teach EFL skills. You will be asked questions about these strategies in the instructional strategies section of this questionnaire.

2. Instructional Technology

Some technologies have been identified to support the instructional strategies implantation in the EFL class based on the criteria described in the tool.

You will be asked questions about the functions these technologies serve in the class to support instructional strategy use such as;

- Integrated as a way to show teachers how to use the strategy in their classrooms
- Used as a tool where students use it to write or share documents
- Used to present authentic materials
- Used as an assessment tool
- Establish a collaborative environment for students to review and provide feedback
- Help teachers create activities templates, and charts

At the end of the Expert Reviewer questionnaire, there will be an area for you to type any additional feedback if you would like. If you have questions along the way you may call me or e-mail me.

There is a progress bar running along the top of the survey to let you see your progress.

Thank you!





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Are these instructional strategies based on sociocultural learning theory? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reciprocal Teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dynamic Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scaffolding	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dialogue Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thinking Aloud	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Play	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructional Conversation	<input type="text"/>	<input type="text"/>	<input type="text"/>

Are these instructional strategies appropriate for teaching English language skills? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reciprocal Teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dynamic Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scaffolding	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dialogue Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thinking Aloud	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Play	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructional Conversation	<input type="text"/>	<input type="text"/>	<input type="text"/>

Do these instructional strategies encourage active learning? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reciprocal Teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dynamic Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scaffolding	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dialogue Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thinking Aloud	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Play	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructional Conversation	<input type="text"/>	<input type="text"/>	<input type="text"/>

Do these instructional strategies promote creating a community of practice in EFL classrooms? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reciprocal Teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dynamic Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scaffolding	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dialogue Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thinking Aloud	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Play	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructional Conversation	<input type="text"/>	<input type="text"/>	<input type="text"/>

Do these instructional strategies promote creating discourse among teachers and learners? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reciprocal Teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dynamic Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scaffolding	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dialogue Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thinking Aloud	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Play	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructional Conversation	<input type="text"/>	<input type="text"/>	<input type="text"/>

Do these instructional strategies support student center approach? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reciprocal Teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dynamic Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scaffolding	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dialogue Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thinking Aloud	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Play	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructional Conversation	<input type="text"/>	<input type="text"/>	<input type="text"/>

Do these instructional strategies promote using technology in EFL classrooms? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reciprocal Teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dynamic Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scaffolding	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dialogue Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thinking Aloud	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Play	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructional Conversation	<input type="text"/>	<input type="text"/>	<input type="text"/>

Can EFL teachers implement these instructional strategies? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reciprocal Teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dynamic Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scaffolding	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dialogue Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thinking Aloud	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Play	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructional Conversation	<input type="text"/>	<input type="text"/>	<input type="text"/>





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Are there any instructional strategies you recommend adding or removing from the tool? If yes, please explain?

What challenges do you envision that is related to the use of these strategies?

What advantages do you envision that is related to the use of these strategies?

What additional feedback would you like to provide in relation to the use of these instructional strategies in EFL classes?





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Does the tool provide appropriate instructional technologies to teach EFL skills? If you select no, please explain?

Yes

No

Are these instructional technologies appropriate to support using instructional strategies to teach EFL skills? If you select no, please explain?

Yes

No

Do these instructional technologies provide authentic and meaningful context for learners to practice their EFL skills using instructional strategies? If you select no, please explain?

Yes

No

Do these instructional technologies promote active interaction between learners? If you select no, please explain?

Yes

No





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Are there any instructional technologies, based on the EFL instructional strategies tool, you would like to recommend adding or removing? If yes, please explain?

What challenges do you envision that could be related to the use of these instructional technologies?

What advantages do you envision that is related to the use of these instructional technologies?

What additional feedback would you like to provide in relation to the use of these instructional technologies in EFL classes?





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

We thank you for your time spent taking this survey.
Your response has been recorded.

Powered by Qualtrics

APPENDIX J**QUESTIONNAIRE PROTOCOL FOR EXPERT REVIEW FROM SAUDI ARABIA**

To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Thank you for agreeing to review the EFL Teacher Guidelines I am developing as part of my dissertation in the Instructional Design and Technology program at Virginia Tech.

I have created this questionnaire as a means for you to provide your expert feedback on using instructional strategies supported by technology solutions to teach ESL/EFL language skills as shown in the guidelines I have developed.

If you have any questions about the study, the Guidelines, or this questionnaire, you may contact me, Turki, at Turki82@vt.edu or my phone # is 202-714-6619 or if you prefer, you may send me your phone number and provide me with convenient times to call.

Thank you again for considering my request for your expert review.

Turki Al-Zahrani

The following section is the Consent Form for your participation in the study. Please let me know if you have any questions.





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Informed Consent for Participants in Research Projects Involving Human Subjects

Title of Project:

Creating Guidelines for Technology Integration in EFL Classrooms in Saudi Arabia

Investigator(s): Turki Saad AL-Zahrani Turki82@vt.edu / 202-714-6619

Advisor: Dr. Barbara B. Lockee lockeebb@vt.edu / 540-231-9193

I. Purpose of this Research Project

The purpose of this development study is to develop a tool for English Language Teachers in Saudi Arabia to integrate technology into their classroom instructions/instructional practices. A set of guidelines has been created based on Sociocultural learning theory and English Second/Foreign language related literature, to provide instructional strategies to English language teachers in implementing technology into their classroom instructions. The study design will consist of three phases: analysis, design and development, and evaluation and revisions. Using the tool of development research as described by Richey and Klein (2007) as a guide, this study will be based on a comprehensive review of current literature, tool design and development, expert reviewers and users. Henceforth, this study will produce instructional strategies that support technology integration in English language classrooms in Saudi Arabia.

II. Procedures

If you agree, you will serve as an expert reviewer of the guidelines created in the tool. The expert reviewer will examine the tool based on the guidelines rubric questionnaire provided to validate the tool. The rubric questionnaire has two sections that cover the instructional strategies based on sociocultural learning theory and technology selection to support these strategies. The expert reviewer will provide a written feedback regarding the clarity and alignment of the tool provided with the guidelines rubric questionnaires in an electronic version housed in Qualtrics to record your feedback and provide implied consent.

III. Risks

There are no anticipated risks to you as a result of participating in this project. In addition, you have the right to withdraw from the participation at any time by notifying the researcher in writing of your desire to withdraw.

IV. Benefits

There are no direct benefit for participation in this study. No promise or guarantee of benefits has been made to encourage me to participate.

V. Extent of Anonymity and Confidentiality

The researcher will keep all data collected confidential. While information gathered from the study may be used in reports, presentations, and articles in professional journals, the participant name or any other identifying information will not be used. Any identifying information will be changed so that data will not be connected to the individual; pseudonyms will be placed of actual names. The Institutional Review Board (IRB) at Virginia Tech may view this study's collected data for auditing purposes. The IRB is responsible for overseeing the protection of human subjects who are involved in research.

VI. Compensation

Taking part of this study is voluntary; the participant will not be compensated for participating in this study.

VII. Freedom to Withdraw

The participant in is free to withdraw from this study at any time without penalty. You may choose to not respond to any research questions. There may be circumstances under which the investigators may determine that you should not continue to be involved in this study. To withdraw, please inform the researchers (Turki AL-Zahrani or Dr. Barbara B. Lockee) or contact the IRB. Contact information for these individuals is available below.

VIII. Questions or Concerns

Should you have any questions about this study, you may contact
Turki Saad AL-Zahrani (Turki82@vt.edu)
Dr. Barbara Lockee (lockeebb@vt.edu)

Should you have any questions or concerns about the study's conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the Virginia Tech Institutional Review Board at irb@vt.edu or (540) 231-3732.

IX. Subject's Consent

I voluntarily agree to participate in this study. I have the following responsibilities: to participate to complete this survey questionnaire to provide feedback regarding the guidelines rubric. I have read the Consent Form and conditions of this project. I have had all my questions answered. By clicking this circle, I hereby acknowledge the above and give my voluntary consent.

The expert review questionnaire follows. Thank you for your participation.





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

The Expert Review questions are based on the EFL Teacher Guideline tool which can be viewed at the link below:

<https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/>

**** Please take time to review the tool in its entirety before proceeding to start the questionnaire by clicking the link above!**

The questionnaire is organized in two sections:

1. Instructional Strategies

In the EFL Teacher Guideline tool, instructional strategies have been identified, based on sociocultural learning theory and EFL related literature, to help teach EFL skills in Saudi Arabia. You will be asked questions about these strategies in the instructional strategies section of this questionnaire.

2. Instructional Technology

Some technologies have been identified to support the instructional strategies implantation in the EFL class based on the criteria described in the tool.

You will be asked questions about the functions these technologies serve in the class to support instructional strategy use such as; Integrated as a way to show teachers how to use the strategy in their classrooms Used as a tool where students use it to write or share documents Used to present authentic materials Used as an assessment tool Establish a collaborative environment for students to review and provide feedback Help teachers create activities templates, and charts

At the end of the Expert Reviewer questionnaire, there will be an area for you to type any additional feedback if you would like. If you have questions along the way you may call me or e-mail me.

There is a progress bar running along the top of the survey to let you see your progress.

Thank you!





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Are these instructional strategies based on sociocultural learning theory?
Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are these instructional strategies appropriate for teaching English language skills in Saudi Arabia? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do these instructional strategies encourage social interaction? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Do these instructional strategies encourage task-based activities? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do these instructional strategies promote creating a community of practice in English language classrooms? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do these instructional strategies promote creating discourse among teachers and learners? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reciprocal Teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dynamic Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scaffolding	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dialogue Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thinking Aloud	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Play	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructional Conversation	<input type="text"/>	<input type="text"/>	<input type="text"/>





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Do these instructional strategies support student center approach? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do these instructional strategies promote using technology in English language classrooms in Saudi Arabia? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Can English language teachers in Saudi Arabia implement these instructional strategies? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do these instructional strategies meet the Saudi English language teacher's standards? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain?
Collaborative Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reciprocal Teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dynamic Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scaffolding	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dialogue Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thinking Aloud	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Play	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructional Conversation	<input type="text"/>	<input type="text"/>	<input type="text"/>





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Are there any instructional strategies that you may want to recommend adding or removing? If yes, please explain?

What challenges do you envision that is related to the use of these instructional strategies?

What advantages do you envision that is related to the use of these instructional strategies?

What additional feedback do you want to provide in relation to the use of these instructional strategies in EFL classes?





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Does the tool provide appropriate technologies to teach English language skills in Saudi Arabia? If you select no, please explain?

- Yes
 No
-

Are these instructional technologies appropriate to support using instructional strategies to teach English language skills in Saudi Arabia? If you select no, please explain?

- Yes
 No
-

Do these instructional technologies provide authentic and meaningful context for learners to practice their English language skills using these instructional strategies? If you select no, please explain?

- Yes
 No





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Do these instructional technologies promote active interaction between learners? If you select no, please explain?

- Yes
- No

Are these instructional technologies accessible to teachers and learners in Saudi Arabia? If you select no, please explain?

- Yes
- No





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Are there any instructional technologies, based on the EFL instructional strategies tool, you would like to recommend adding or removing? If yes, please explain?

What challenges do you envision that could be related to the use of these instructional technologies?

What advantages do you envision that is related to the use of these instructional technologies?

What additional feedback would you like to provide in relation to the use of these instructional technologies in EFL classes?





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-eft-teachers/home>

We thank you for your time spent taking this survey.
Your response has been recorded.

Powered by Qualtrics

APPENDIX K**QUESTIONNAIRE PROTOCOL FOR EXPERT REVIEW FROM SAUDI ARABIA**

To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Thank you for agreeing to review the EFL Teacher Guidelines I am developing as part of my dissertation in the Instructional Design and Technology program at Virginia Tech.

I have created this questionnaire as a means for you to provide your expert feedback on using instructional strategies supported by technology solutions to teach ESL/EFL language skills as shown in the guidelines I have developed.

If you have any questions about the study, the Guidelines, or this questionnaire, you may contact me, Turki, at Turki82@vt.edu or my phone # is 202-714-6619 or if you prefer, you may send me your phone number and provide me with convenient times to call.

Thank you again for considering my request for your expert review.

Turki Al-Zahrani

The following section is the Consent Form for your participation in the study. Please let me know if you have any questions.





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Informed Consent for Participants

in Research Projects Involving Human Subjects

Title of Project:

Creating Guidelines for Technology Integration in EFL Classrooms in Saudi Arabia

Investigator(s): Turki Saad AL-Zahrani Turki82@vt.edu / 202-714-6619

Advisor: Dr. Barbara B. Lockee lockeebb@vt.edu / 540-231-9193

I. Purpose of this Research Project

The purpose of this development study is to develop a tool for English Language Teachers in Saudi Arabia to integrate technology into their classroom instructions/instructional practices. A set of guidelines has been created based on Sociocultural learning theory and English Second/Foreign language related literature, to provide instructional strategies to English language teachers in implementing technology into their classroom instructions. The study design will consist of three phases: analysis, design and development, and evaluation and revisions. Using the tool of development research as described by Richey and Klein (2007) as a guide, this study will be based on a comprehensive review of current literature, tool design and development, expert reviewers and users. Henceforth, this study will produce instructional strategies that support technology integration in English language classrooms in Saudi Arabia.

II. Procedures

If you agree, you will serve as a participant user of the guidelines created in the tool. The user will examine the tool based on the guidelines rubric questionnaire provided to validate the tool usability. The rubric questionnaire has two sections that cover the instructional strategies based on sociocultural learning theory and technology selection to support these strategies in Saudi Arabia. The user will provide a written feedback regarding the clarity and alignment of the tool provided with the guidelines rubric questionnaires in an electronic version housed in Qualtrics to record your feedback and provide implied consent.

III. Risks

There are no anticipated risks to you as a result of participating in this project. In addition, you have the right to withdraw from the participation at any time by notifying the researcher in writing of your desire to withdraw.

IV. Benefits

There are no direct benefit for participation in this study. No promise or guarantee of benefits has been made to encourage me to participate.

V. Extent of Anonymity and Confidentiality

The researcher will keep all data collected confidential. While information gathered from the study may be used in reports, presentations, and articles in professional journals, the participant name or any other identifying information will not be used. Any identifying information will be changed, so that data will not be connected to the individual; pseudonyms will be placed of actual names. The Institutional Review Board (IRB) at Virginia Tech may view this study's collected data for auditing purposes. The IRB is responsible for overseeing the protection of human subjects who are involved in research.

VI. Compensation

Taking part of this study is voluntary; the participant will not be compensated for participating in this study.

VII. Freedom to Withdraw

The participant in is free to withdraw from this study at any time without penalty. You may choose to not respond to any research questions. There may be circumstances under which the investigators may determine that you should not continue to be involved in this study. To withdraw, please inform the researchers (Turki AL-Zahrani or Dr. Barbara B. Lockee) or contact the IRB. Contact information for these individuals is available below.

VIII. Questions or Concerns

Should you have any questions about this study, you may contact
Turki Saad AL-Zahrani (Turki82@vt.edu)
Dr. Barbara Lockee (lockeebb@vt.edu)

Should you have any questions or concerns about the study's conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the Virginia Tech Institutional Review Board at irb@vt.edu or (540) 231-3732.

 IX. Subject's Consent

I voluntarily agree to participate in this study. I have the following responsibilities: to participate, to complete this survey questionnaire, to provide feedback regarding the guidelines rubric. I have read the Consent Form and conditions of this project. I have had all my questions answered. By clicking this circle, I hereby acknowledge the above and give my voluntary consent.

The expert review questionnaire follows. Thank you for your participation.





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

The user (Teachers) questions are based on the EFL Teacher Guideline tool which can be viewed at the link below:

<https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

**** Please take time to review the tool in its entirety before proceeding to start the questionnaire by clicking the link above!**

The questionnaire is organized in two sections:

1. Instructional Strategies

In the EFL Teacher Guideline tool, instructional strategies have been identified, based on sociocultural learning theory and EFL related literature, to help teach EFL skills in Saudi Arabia. You will be asked questions about these strategies in the instructional strategies section of this questionnaire to test usability.

2. Instructional Technology

Some technologies have been identified to support the instructional strategies implantation in Saudi Arabia EFL classes based on the criteria described in the tool.

You will be asked questions about the functions these technologies serve in the class to support instructional strategy use such as;

- Integrated as a way to show teachers how to use the strategy in their classrooms
- Used as a tool where students use it to write or share documents
- Used to present authentic materials
- Used as an assessment tool
- Establish a collaborative environment for students to review and provide feedback
- Help teachers create activities templates, and charts

At the end of the Teacher questionnaire, there will be an area for you to type any additional feedback if you would like. If you have questions along the way you may call me or e-mail me.

There is a progress bar running along the top of the survey to let you see your progress.

Thank you!





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Are these instructional strategies appropriate to use in teaching English language skills in Saudi Arabia? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain ?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are these instructional strategies useful in teaching English language skills in Saudi Arabia? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain ?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are these instructional strategies described clearly in the tool provided to you? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain ?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does the tool explain why to use instructional strategies to teach English language skills in Saudi Arabia? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain ?
Collaborative Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reciprocal Teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dynamic Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scaffolding	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dialogue Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thinking Aloud	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Play	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructional Conversation	<input type="text"/>	<input type="text"/>	<input type="text"/>





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Does the tool explain how to use instructional strategies to teach English language skills in Saudi Arabia? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain ?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does the tool provide examples on how to use instructional strategies to teach English language skills in Saudi Arabia? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain ?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do these instructional strategies meet the Saudi English language teacher's standards? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain ?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Can English language teachers in Saudi Arabia implement these instructional strategies? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain ?
Collaborative Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reciprocal Teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dynamic Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scaffolding	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dialogue Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thinking Aloud	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Play	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructional Conversation	<input type="text"/>	<input type="text"/>	<input type="text"/>





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Do these instructional strategies encourage active learning? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain ?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do these instructional strategies promote creating a community of practice in English language classrooms? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain ?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do these instructional strategies promote creating discourse among teachers and learners? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain ?
Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do these instructional strategies promote using instructional technology in English language classrooms in Saudi Arabia? Type (Y or N) to answer the question.

	Yes	No	If you answered "No", please explain ?
Collaborative Learning	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reciprocal Teaching	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dynamic Assessment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Scaffolding	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dialogue Journals	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thinking Aloud	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Play	<input type="text"/>	<input type="text"/>	<input type="text"/>
Instructional Conversation	<input type="text"/>	<input type="text"/>	<input type="text"/>





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Are there any instructional strategies you recommend adding or removing from the tool? If yes, please explain?

What challenges do you envision that is related to the use of these instructional strategies?

What advantages do you envision that is related to the use of these instructional strategies?

What additional feedback would you like to provide in relation to the use of these instructional strategies in EFL classes?





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Does the tool provide appropriate instructional technologies to teach English language skills in Saudi Arabia? If you select no, please explain?

Yes

No

Are these instructional technologies appropriate to support using instructional strategies to teach English language skills in Saudi Arabia? If you select no, please explain?

Yes

No

Do these instructional technologies provide authentic and meaningful context for learners to practice their English language skills using these instructional strategies? If you select no, please explain?

Yes

No





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Do these instructional technologies promote active interaction between learners? If you select no, please explain?

Yes

No

Are these instructional technologies accessible to teachers and learners in Saudi Arabia? If you select no, please explain?

Yes

No

Can you implement these instructional technologies in teaching English language skills in Saudi Arabia? If you select no, please explain?

Yes

No





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Do you use technology in teaching English language skills in your classrooms? If no, please explain?

Yes

No

What types of technology do you use in teaching English language skills in your classroom?

How do you select technology to use in teaching English language skills in your classroom?





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

Are there any instructional technologies, based on the EFL instructional strategies tool, you would like to recommend adding or removing? If yes, please explain?

What challenges do you envision that could be related to the use of these instructional technologies?

What advantages do you envision that is related to the use of these instructional technologies?

What additional feedback do you want to provide in relation to the use of these instructional technologies in EFL classes?





To access the "Tool", please visit this link: <https://sites.google.com/a/vt.edu/guidelines-for-efl-teachers/home>

We thank you for your time spent taking this survey.
Your response has been recorded.

Powered by Qualtrics

APPENDIX L

COLLABORATIVE LEARNING

Guidelines for EFL Teachers [Search this site](#)

- Navigation**
- ▼ Technology Enhanced Instructional Strategies for EFL
 - Collaborative Learning**
 - Dialogue Journals
 - Dynamic Assessment
 - Instructional Conversation
 - Language Play
 - Reciprocal Teaching
 - Scaffolding
 - Thinking Aloud
 - Sitemap

[Technology Enhanced Instructional Strategies for EFL >](#)

Collaborative Learning

<p>Collaborative Learning (MacGregor, 1990; Vygotsky, 1978)</p>	
<p>What is it?</p> <p>Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product (MacGregor, 1990). There are five main elements of collaborative learning that should be present in a collaborative learning environment. The elements are simultaneous interaction, positive interdependence, individual accountability, face-to-face promotive interaction, and equal participation (Johnson & Johnson, 1989; Matthew, 2006).</p> <p>There are several techniques teachers may use in their classroom to help create collaborative learning environments. The techniques discussed in this set of guidelines are: Think-pair-share, numbered heads together, three-step interview, role-taking, jigsaw, problem-based learning, carousel, information gap activities, and collaborative shadowing.</p>	<p>Why use it?</p> <ul style="list-style-type: none"> - To develop students' critical thinking, problem-solving, communication, self-management, and leadership skills. - To create a community of practice with rich opportunities to develop learning skills. - To promote social interaction, enhance participation, group work, and classroom involvement. - To develop student understanding and comprehension of ideas and concepts. - To develop student analysis, synthesis, conflict resolution, and presentation skills. - To accommodate different student learning styles and reduce anxiety among students. - To promote student ownership of the learning process.

How to use it?

First, teachers identify the goals and lesson objectives of using collaborative learning which will regulate what instructional strategies to use. Teachers could use collaborative learning for teaching listening, speaking, reading, and writing by implementing different techniques through class discussion, problem-solving, task-based approach, etc.,

Second, teachers prepare their students to account for simultaneous interaction, positive interdependence, individual accountability and equal participation through setting up the classroom environment.

- Some Ways to Ensure Positive Interdependence:
 1. One pencil, paper or book was given to the group
 2. One paper written for the group
 3. Task divided into jobs; can't finish unless all help
 4. Pass one paper around the group, each person must do their part. Can use different color pens.
 5. Jigsaw materials; each person learns a part and then teaches it to the group
 6. A reward if everyone in the group succeeds
 7. Use of Student Teams Achievement Division (STAD)

- Some Expected Behaviors to tell Students:
 1. Everyone contributes and helps
 2. Everyone listens to others with care
 3. Give encouragement by praising helpful actions and good ideas
 4. Ask for help if you need it (Ask 3 then me)
 5. Check to make sure that everyone understands
 6. Respect others
 7. Stay on task
 8. Use quiet voices
 9. Participate actively
 10. Stay with your group

- Some Ways to Ensure Individual Accountability
 1. Students do the work first to bring to the group
 2. Everyone writes, then certifies the correctness of all papers: All students must hand in something (No FREE RIDES)
 3. Assign roles and jobs to each student (MUST DO)
 4. Students get bonus points if all group members do well individually

- Group Roles for Individual Accountability
 1. Organizer—provides the group with the overall process structure
 2. Recorder—writes down important information (e.g., directions or group work)
 3. Checker—Makes sure that all team members understand the concepts and the team's conclusions.
 4. Questioner—generates questions and involves all students.
 5. Assessor—evaluates the progress of each work session.
 6. Encourager—models and reinforces appropriate social skills.
 7. Summarizer - Restates the team's conclusions or answers.

- Group Roles:
 1. Spokesperson—represents the group and presents group work to rest of the class.
 2. Timekeeper—keeps group on task and on time.
 3. Team facilitator—Moderates discussions, keeps the team on schedule, ensures that work is completed by all, and makes sure that all have the opportunity to participate and learn.
 4. Elaborator—Relates the discussion with prior concepts and knowledge.
 5. Research runner—Gets needed materials.

- Class Norms and Setting Responsibility:
 1. Individual Responsibility: "I am responsible for . . ."
 2. Trying: Improvement counts.
 3. Asking: Ask for help from teammates.
 4. Helping: Offer help to teammates.
 5. Courtesy: Make polite requests and show appreciation.
 6. Support: Give praises, encouragers, and build ups (no put downs).
 7. Team Responsibility: "We are responsible for . . .".
 8. Solving: We try to solve our own problems.
 9. Team Questions: We ask teammates before asking the teacher.
 10. Helping: We help other teams, classmates, and the teacher.
 11. Inner Voice: We use a voice heard by teammates, but not other teams.

- Some Ways to Process Group Interaction: (How did I / We Do?) Self-Assess.
 - A. Small Groups:
 1. What did your group do well today?
 2. What could you do better tomorrow?
 - B. Whole Class:
 1. What skills did we do well in working together today?
 2. What skills could we do even better tomorrow?

- Some Ways to Process Group Interaction (Group Processing Forms: All Must Do Every Time)
 - A. Individual (Self):
 1. What did you do well in helping your group today?
 2. What could you do even better tomorrow?
 - B. Individual (Other):
 1. Name one thing that a group member did which helped your group?
 2. Tell your group member that you appreciated their help.

* Source: https://www.keansburg.k12.nj.us/cms/lib/NJ01001933/Centricity/Domain/163/Intro_to_Coop_Learning.pdf

Third, teachers choose the instructional strategy that best fit their goals and lesson objectives, and provide students with materials and clear instructions.

Example: <http://www.adlit.org/pdfs/strategy-library/jigsaw.pdf>

Today, you will be participating in a “Jigsaw” activity which we will use to learn about the vocabulary of the “Car Parts”.

Directions: Students will be divided into groups of 4-5 (larger groups than this make working together difficult, as students will tend to “pair off”). The vocabulary list will be divided to the same number of the assigned groups. Assign each group a list of vocabulary of the “Car parts”. Each group is charged with becoming an “expert” on their assigned list of vocabulary of the “Car parts” and determining the most effective way to “teach” their fellow students about the vocabulary list of the “Car parts”. (Students will be given learning objectives and guiding questions). Students will be asked to create a presentation using PowerPoint to teach the vocabulary list of the “Car part”. Students spend 15 minutes with their assigned group to learn the vocabulary list of the “Car parts” before the teacher could let students then break from their assigned group into a new group and “teach” their fellow students about that content. Or Later, the groups will present to the entire class using the PowerPoint presentation. Each student will be assigned a particular role in the group (i.e. note-taker, spokesperson, time-keeper etc).

* Adapted from *Collaborative Learning Techniques: A Handbook for College Faculty* (Barkley, Cross & Major 2005)

<p>Technology Selection Criteria/Characteristics?</p> <p><i>Technology should:</i></p> <ul style="list-style-type: none"> - Support the instructional strategy used to teach EFL skills. - Help achieve lesson goals and objectives. - Be selected based on their roles and affordance attributes such as: <ol style="list-style-type: none"> 1. Presenting information related to the lesson. 2. As a tool for students practice, search the internet, create projects, manage tasks and resources. 3. Promote student collaboration 4. Assessment 5. Accessibility and availability 6. Usability 7. Preference 	<p>Instructional Technologies Selection:</p> <ul style="list-style-type: none"> - Technology could be integrated as a way to <u>show</u> teachers how to use the <u>strategy</u> in their classrooms. - Technology could be used as a tool where students use to work on presenting information or managing tasks and roles through online software such as <u>Google Docs</u>, Microsoft word, and PowerPoint. In addition, to the use of electronic dictionary, smartboard, computers, iPads or search the internet for information and resources such as the Saudi Digital Library (<u>SDL</u>). - Technology could be used to present authentic materials where students watch an educational <u>video</u> about specific lesson. - Technology could establish a collaborative environment for students to use Jigsaw strategies at any time through the use of programs such as <u>Google Drive</u>, <u>Podio</u>, <u>TitanPad</u>, <u>Google Groups</u>, <u>Edmodo</u>, <u>Classdojo</u>, <u>Padlet</u>, and <u>GoSoapBox</u>. - Technology could help teachers create <u>Jigsaw</u> activities templates, charts, rubrics and online assessment through the use of software such as <u>Google Forms</u>, <u>Google Chart Tools</u>, <u>ClassMarker</u>, <u>Plickers</u>, <u>Quizizz</u>, <u>SurveyMonkey</u>, <u>Topgrade</u>, <u>QuestBase</u>, <u>socrative</u>, and <u>Hot Potatoes</u>
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Resources:

- <http://www.adlit.org/strategies/22371/>
- <http://www.readingrockets.org/strategies/jigsaw>
- <http://www.classtools.net/education-games-php/jigsaw>
- http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/5cooperative-learning-strategies.pdf
- https://www.keansburg.k12.nj.us/cms/lib/NJ01001933/Centricity/Domain/163/Intro_to_Coop_Learning.pdf

Saudi EFL Teacher's Standards Achieved:

- Standard 3.9.15: Teachers know a range of approaches, methods, and strategies related to teaching and assessing EFL.
- Standard 3.9.17: Teachers know how to plan learning activities relevant to EFL learning goals and curriculum requirements.
- Standard 3.9.18: Teachers know how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals.
- Standard 3.9.19: Teachers know how to access and design a range of appropriate learning resources related to EFL.
- Standard 3.9.20: Teachers plan language lessons that are appropriate to their student needs and backgrounds.
- Standard 3.9.21: Teachers apply effective teaching methods and strategies based on second language acquisition theories and research.
- Standard 3.9.22: Teachers use a variety of teaching methods that promote student engagement in language learning
- Standard 3.9.23: Teachers use and adopt a wide range of effective resources in language teaching.
- Standard 3.9.24: Teachers know a range of methods and tools of assessment of English as a Foreign Language.
- Standard 3.9.25: Teachers design, adapt and use a variety of EFL assessment methods and tools.
- Standard 3.9.26: Teachers provide their students with timely and constructive feedback.

APPENDIX M

DIALOGUE JOURNALS

Guidelines for EFL Teachers

Search this site

Navigation

- ▼ Technology Enhanced Instructional Strategies for EFL
 - Collaborative Learning
 - Dialogue Journals**
 - Dynamic Assessment
 - Instructional Conversation
 - Language Play
 - Reciprocal Teaching
 - Scaffolding
 - Thinking Aloud
 - Sitemap

[Technology Enhanced Instructional Strategies for EFL >](#)

Dialogue Journals

Dialogue Journals
 (Peyton, 1993; Peyton & Reed, 1990)

<p>What is it?</p> <p>Dialogue Journal is a written conversation in which a student communicates individually with the teacher or with one another (Peyton, 1993; Peyton & Reed, 1990). Journal writing can develop students' writing skills, transform oral communication to written form, and give students the opportunity to be the author (Hall & Robinson, 1994). The interactive dialogue journal is an effective strategy for students of all ages and levels of language development. Dialogue journal interaction occurs in notebooks, letters, email exchanges, and audio journals between teachers and students or their peers in authentic communication about topics and issues interesting to both and continues over time.</p>	<p>Why use it?</p> <ul style="list-style-type: none"> - To develop students' writing, speaking, critical thinking, and authentic communication skills of questioning, complaining, complimenting, apologizing, and requesting. - To help students create personal meaning and increase their motivation to write. - To involve students in the learning process and inform teaching practices. - To give students an audience for their writing and models how to respond to others in writing. - To help students develop a deeper understanding of a lesson and topics. - To develop a positive rapport between students and their teacher. - To provide feedback and alternative formative assessment for students. - To extend learning the language beyond class time.

How to use it?

In dialogue journal interactions, reading and writing are integrated as communicative activities.

First, the teacher introduces the idea of "Dialogue Journal" to students emphasizing it is an authentic communication. The teacher can decide to use it for assessment, or for extra points. The teacher describes the form of dialogue journal interaction (e.g., in a notebook, on a computer, through email), and how often the interactions will take place (e.g., each day, once a week), and the topics or themes to be selected.

Second, the teacher can use dialogue journals after reading a text or written conversation to respond to open-ended questions. For example, "Have you ever had an experience similar to one of the main character's experiences in this story? Did the story end as you thought it would? Is this piece similar to other pieces by the same author?" In addition, the teacher can use dialogue journals as a peer-editing tool. For example, when teaching persuasive writing, have students use dialogue journals to develop and defend opinions. Dialogue journals can also be used as a pre-writing activity for more formal writing projects.

Third, the teacher asks students to listen to a story or watch a video of the lesson and give them a few minutes for reflection. Then, divide the class into four or more large groups, based on the class size. Have students divide into pairs within their groups to begin their dialogue journals or written conversations. Instruct students to open to a blank page in their journal, or provide a blank piece of paper to each student. Have students write about the story by responding to the questions "Have you ever had a day like him/her? How did it feel?" The teacher could ask students to focus on what they took away from the story as well as their own experiences. Give students approximately three or four minutes to write to their partner. When time is up, the teacher would direct students to trade journals or papers, read their partner's comments, and write a response to them. Give students three to four minutes to respond. Repeat twice, depending on the remaining time of the class.

Fourth, the teacher would ask each group to share their thoughts between partners, have each larger group tell the entire class what they discussed, found in common, agreed/disagreed with, and so on. This will enable the teacher to identify common trends and shape future lessons.

Fifth, the teacher can decide if the journal will be completed in class or as a take-home assignment. If it is completed in class, students could work with their partners to respond to the question, "Have you ever had a great day that you did not want to end? Tell about that day." If it is assigned as a homework, the teacher could make time to read each student's journal and respond thoughtfully to it. The teacher can collect several journals each day to read and respond to until all journals have been reviewed. The teacher would be observing the types of written responses that appear. Are students thinking and reflecting? Use time each day to model the type of thoughtful responses you want to see in students' dialogue journals.

* Adapted from: <https://www.teachervision.com/language-arts-writing/dialogue-journals-alexander-terrible-horrible-no-good-very-bad-day>

Example:

In this lesson, students will demonstrate a beginning understanding of how to use dialogue journals or written conversations to express themselves in a written format by identifying previous experiences and relating them to a story showing a boy traveling abroad with his family.

Directions:

First, the teacher asks students if they know what *dialogue* or *conversation* is, and accept student responses. Share the definition of dialogue or conversation as "an exchange of ideas or opinions between two people." Tell students that after hearing or viewing the story of a boy traveling abroad with his family, they will be having a written conversation with a partner. The teacher explains that this is called a dialogue journal. The teacher demonstrates a dialogue journal or written conversation by writing several simple open-ended questions and ideas on the smartboard. Then, call a student to the smartboard and ask him to respond in writing to the questions and ideas. The teacher does not correct errors in written language. A dialogue journal or written conversation may look something like this:

Teacher: What did you think about traveling abroad with your family?

Student: It was good. Traveling was beautiful and with family is nice.

Teacher: "How did you feel when you boarded the airplane?"

Student: "I am afraid. It is long and food is good."

Another scenario between students when the teacher divided the class into groups.

Student 1	I thought the story would end differently.
Student 2	Why?
Student 1	I thought the boy would get what he wanted (the airplane toy) because it seemed like he did all the right things.
Student 2	I thought he might not get what he wanted because at the beginning of the story the father has the mother say, "We don't always get what we want...and that's OK."
Student 1	I did not think about it that way. It doesn't seem fair though. He worked hard and should have gotten the gift (the airplane toy).
Student 2	Well, maybe that is a lesson the father is teaching.

Then, the teacher instructs students to open to a blank page in their journals or provides a blank piece of paper to each student. Have students write about the story by responding to the questions "Have you ever had a day like him/her? How did it feel?" The teacher asks students to focus on what they took away from the story as well as their own experiences. The teacher gives students approximately three or four minutes to write to their partners. When the time is up, the teacher asks students to trade journals or papers, read their partner's comments, and write a response to them. The teacher gives students three to four minutes to respond and repeats twice, depending on the remaining time of the class.

Next, the teacher asks each group to share their thoughts between partners, have each larger group tell the entire class what they discussed, found in common, agreed/disagreed with, and so on. The teacher is going to identify common trends and shape future lessons.

Finally, the teacher assigns completing the journal as a home assignment. The teacher collects several journals that students finish in class or checks them each day to read and respond to until the teacher has had the chance to review each student's journal. The teacher observes the type of written responses that appear by checking student's writings to see if they are thinking and reflecting. The teacher models the type of thoughtful responses that he wants to see in students' dialogue journals.

* Adapted from: <https://www.teachervision.com/dialogue-journals>

Technology Selection Criteria/Characteristics?*Technology should:*

- Support the instructional strategy used to teach EFL skills.
- Help achieve lesson goals and objectives.
- Be selected based on their roles and affordance attributes such as:
 - Presenting information related to the lesson.
 - As a tool for students practice, search the internet, create projects, manage tasks and resources.
 - Promote student collaboration
 - Assessment
 - Accessibility and availability
 - Usability
 - Preference

Resources:

- https://en.wikipedia.org/wiki/Dialogue_journal
- <https://www.teachervision.com/dialogue-journals>

Instructional Technologies Selection:

- Technology could be integrated as a way to show teachers how to use the strategy in their classrooms.
- Technology could be used as a tool where teachers and students use it to create electronic dialogue journals using [Google Docs](#) and Microsoft word or perform tasks such as writing emails, blogs, and personal diary via [Google Sites](#), [Edublogs](#), [WordPress](#), [Evernote](#). In addition, to the use of electronic dictionary, smartboard, computers, iPads or search the internet for information and resources such as [Wikipedia](#).
- Technology could be used to present authentic materials (For example: students were shown a short film about a boy traveling abroad with his family, and then they were asked to respond in writing to the questions where writing and reading skills could be assessed.
- Technology could establish a collaborative environment for students to review and provide feedback through the use of programs such as [Google Drive](#), [Podio](#), [TitanPad](#), [Google Groups](#), [Edmodo](#), [Classdojo](#), [Padlet](#), and [GoSoapBox](#)
- Technology could help teachers create "Dialogue Journals" activities templates, charts, through the use of software such as [Google Forms](#), and [Google Chart Tools](#)
- Technology could be used as an assessment tool through the use of portfolios such as [Edublogs](#), [WordPress](#), [Google Sites](#), [Evernote](#), or online assessment through [Google Forms](#), [Google Chart Tools](#), [ClassMarker](#), [Plickers](#), [Quizizz](#), [SurveyMonkey](#), [Topgrade](#), [QuestBase](#), [socrative](#), and [Hot Potatoes](#)

- Standard 3.9.11: Teachers know and understand the writing processes of English.
- Standard 3.9.15: Teachers know a range of approaches, methods, and strategies related to teaching and assessing EFL.
- Standard 3.9.17: Teachers know how to plan learning activities relevant to EFL learning goals and curriculum requirements.
- Standard 3.9.18: Teachers know how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals.
- Standard 3.9.19: Teachers know how to access and design a range of appropriate learning resources related to EFL.
- Standard 3.9.20: Teachers plan language lessons that are appropriate to their student needs and backgrounds.
- Standard 3.9.21: Teachers apply effective teaching methods and strategies based on second language acquisition theories and research.
- Standard 3.9.22: Teachers use a variety of teaching methods that promote student engagement in language learning
- Standard 3.9.23: Teachers use and adopt a wide range of effective resources in language teaching.
- Standard 3.9.24: Teachers know a range of methods and tools of assessment of English as a Foreign Language.
- Standard 3.9.25: Teachers design, adapt and use a variety of EFL assessment methods and tools.
- Standard 3.9.26: Teachers provide their students with timely and constructive feedback.
- Standard 3.9.27: Teachers maintain accessible and accurate records of student achievement and analyze assessment data.

APPENDIX N

DYNAMIC ASSESSMENT

Guidelines for EFL Teachers

Search this site

Navigation

- ▼ Technology Enhanced Instructional Strategies for EFL
 - Collaborative Learning
 - Dialogue Journals
 - Dynamic Assessment**
 - Instructional Conversation
 - Language Play
 - Reciprocal Teaching
 - Scaffolding
 - Thinking Aloud
- Sitemap

[Technology Enhanced Instructional Strategies for EFL >](#)

Dynamic Assessment

Dynamic Assessment

(Luria, 1961; Lantolf & Poehner, 2004; Vygotsky, 1986, 1978)

What is it?	Why use it?
<p>Dynamic Assessment (DA) is an "approach to understanding individual differences and their implications for instruction...[that] embeds intervention within the assessment procedure" (Lidz & Gindis 2003: 99). It focuses "on modifiability and on producing suggestions for interventions that appear successful in facilitating improved learner performance" (Lidz 1991: 6).</p> <p>DA integrates teaching and assessment by using two formats; "test-teach-retest" where treatment is administered through scaffolding following a pretest (used to establish a baseline measure) and a posttest (used to evaluate the effectiveness of the treatment) which is referred to as sandwich format. On the other hand, Cake format takes place when mediation treatment is offered during the administration of the assessment through prompts, hints or guided questions usually whenever problems arise. The assessment task and mediation are layered together where the learner is given feedback after each item on the test or task. (Sternberg & Grigorenko, 2002, p. 27).</p> <p>Both DA formats, diagnose individual and group abilities while provoking the development of new abilities. It can be used in summative and formative contexts of assessment. DA can be computerized and use peer review. It can be used to teach, provide feedback, and assess any EFL skill. It helps teachers to support the learner at the level they most need it, giving them appropriate challenges so that the lesson is not too difficult and frustrating nor too easy and boring.</p> <p>There are two mediation approaches to DA; interventionist "standardized hints", and interactionist "cooperative dialoging" (Lantolf & Poehner, 2004).</p>	<ul style="list-style-type: none"> - To assess and diagnose student's abilities and development - To maximize impact on student's development through using teaching as a tool to develop student's abilities. - To promote teacher support for learners at the level they most need it. - To help design lessons that directly meet the learning needs of students. - To assess teaching methods effectiveness used in the classroom. - To constantly monitor students' progress through the learning process. - To help design appropriate assessment tools and techniques.

The interventionist approach uses the Testing-the-Limits technique or the Graduated Prompt method. The procedures follow standardized administration in order to produce easily quantifiable results that can be used to make comparisons between individuals and within groups, in addition, it can be contrasted with other measures and used to make predictions about performance on future tests. Also, is concerned with quantifying, the amount of help required for a learner to quickly and efficiently reach a prespecified endpoint (Poehner, 2008).

How to use it?

The mediation offered might be in the form of a graded set of standardized hints ranging from implicit to explicit. The teacher then calculates the number and type of hints required by the learner in order to respond appropriately to the particular item. In such a model, variation across learners would necessarily be a function of the number rather than the content of the hints, since these are standardized.

Prompts, hints, and leading questions have been arranged in a

The interactionist approach uses the Mediated Learning Experience (MLE) method. The assistance emerges from the interaction between the teacher and the learner and is therefore highly sensitive to the learner's ZPD. It focuses on the development of an individual learner or even a group of learners, regardless of the effort required and without concern for predetermined endpoints. Any analysis of variation across learners or for the same learner over time would have to include both the quality and amount of assistance (Poehner, 2008).

How to use it?

During MLE the teacher provides as much mediation and as many forms of mediation as possible. The teacher engages in a task with a learner, while noting and assessing the learner's responsiveness to mediation and making changes accordingly. The teacher's goal is to assess the child's potential for learning from (Poehner, 2008).

Example 1:

Using Dynamic Assessment for Teaching Reading

Directions:

Teacher introduces a passage where he asks a student to read aloud. While a student is reading aloud, he misreads two words with the 'st' sound in them. This serves as a pretest. The teacher then gives a short explanation of the blend by writing down and reading a few words that have the 'st' sound. The student then continues reading the story with the teacher noting if he or she misses any more of 'st' words, which represents the retest.

The teacher will keep track of the teaching time which is tailored specifically to the information the student did not fully understand using a scoring sheet. The teacher uses the information covered in the pretest as the teaching portion where he presented the lesson.

Then, the teacher could divide students into groups based on their pretest scores for the teaching time. Or return the pretest to students without any grade marks on it and tell students to grade the test themselves during the teaching time. This gives the students the opportunity to recognize their own learning as it occurs.

Example of Scripted Prompts for Interventionist DA

PROMPT	PROCEDURE	POINTS
1	Teacher lets the student try without assistance	5
2	Teacher asks student to check the word and look for mistake(s)	4
3	Teacher repeats the part of the word where the mistake(s) is (are)	4
4	The teacher puts emphasis on the mistake (word(s)) questioning	3
5	Teacher ask a question that might provide the clue for the student to realize the reason of the mistake.	3
6	The teacher will directly point out the mistake(s)	2
7	The teacher will give explicit explanation	1
8	The teacher will provide the answer	0

Adapted from:

Davin, K. J., Herazo, J. D., & Sagre, A. (2016). Learning to meditate: Teacher appropriation of dynamic assessment. *Language Teaching Research*, 1–20. doi:10.1177/1362168816654309

Example 2:

Using Dynamic Assessment for Vocabulary Testing

Directions:

The teacher will introduce the lesson:

- **Intentionality**

Today we are going to work on special names.

- **Meaning**

Special names are important because they help us tell other people what things are, and help us to communicate clearly.

- **Transcendence**

Special names help us organize. We put things together according to their category. What would happen if you went to a restaurant and asked for something? Would they know what to bring?

- **Competence**

When I show you the pictures, do you know what you are going to do? Let's think about and use special names. In your class, you're going to remember to ask for things by their name.

During the mediated learning experience (MLE) session, it is important to look for:

- Attention to the task.
- Understanding of single word names.
- Evidence of transfer.

At the post-test, the teacher should consider the increase of the incorrect items and change in strategies.

* Thematic vocabulary assessment test: ([Score Sheet](#))

* Adapted from:

<https://www.asha.org/practice/multicultural/issues/example.htm>

Technology Selection Criteria/Characteristics?

Technology should:

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- Help achieve lesson goals and objectives.
- Be selected based on their roles and affordance attributes such as:
 - Presenting information related to the lesson.
 - As a tool for students practice, search the internet, create projects, manage tasks and resources.
 - Promote student collaboration
 - Assessment
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 - Usability
 - Preference

Resources:

- <https://study.com/academy/lesson/dynamic-assessment-definition-process-examples.html#/lesson>
- [Dynamic Assessment: Definition, Process & Examples - Video & Lesson Transcript | Study.com](#)
- <https://www.asha.org/practice/multicultural/issues/example.htm>

Instructional Technologies Selection:

- Technology could be integrated as a way to show teachers how to use the strategy in their classrooms.
- Technology could be used as a tool where students use it to write or share documents using [Google Docs](#) and Microsoft word or perform tasks. In addition, to the use of an electronic dictionary, smartboard, computers, iPads or search the internet for information and resources such as [Wikipedia](#).
- Technology could be used to present authentic materials (For example: students were shown a short film about a family traveling through Saudi Arabia and then were asked to orally construct a narrative using the past tense to retell what happens in the film to assess oral proficiency).
- Technology could establish a collaborative environment for students to review and provide feedback through the use of programs such as [Google Drive](#), [Podio](#), [TitanPad](#), [Google Groups](#), [Edmodo](#), [Classdojo](#), [Padlet](#), and [GoSoapBox](#)
- Technology could help teachers create activities templates, charts, through the use of software such as [Google Forms](#), and [Google Chart Tools](#)
- Technology could be used as an assessment tool through the use of portfolios such as [Edublogs](#), [WordPress](#), [Google Sites](#), [Evernote](#), and create tests via online website such as [Google Forms](#), [ClassMarker Picklers](#), [Quizizz](#), [SurveyMonkey](#), [Topgrade](#), [QuestBase](#), [socrative](#), and [Hot Potatoes](#).

- Standard 3.9.15: Teachers know a range of approaches, methods, and strategies related to teaching and assessing EFL.
 - Standard 3.9.17: Teachers know how to plan learning activities relevant to EFL learning goals and curriculum requirements.
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-

APPENDIX O

INSTRUCTIONAL CONVERSATION

Guidelines for EFL Teachers

Search this site

Navigation

- ▼ Technology Enhanced Instructional Strategies for EFL
 - Collaborative Learning
 - Dialogue Journals
 - Dynamic Assessment
 - Instructional Conversation**
 - Language Play
 - Reciprocal Teaching
 - Scaffolding
 - Thinking Aloud
- Sitemap

[Technology Enhanced Instructional Strategies for EFL](#) >

Instructional Conversation

Instructional Conversation

(Donato, 2000; Goldenberg, 1991; Hall, 1999; Tharp & Gallimore, 1988)

What is it?

Instructional Conversations (ICs) are "discussion-based lessons geared toward creating opportunities for students' conceptual and linguistic development. They focus on an idea or a concept that has educational value and that has meaning and relevance for students" (Goldenberg, 1991, p. 1). The teacher facilitates a conversation with students on a topic or theme that is interesting to them and intellectually challenging while providing them with assisted performance (Hall, 1999; Shrum & Glisan, 2016).

There are features of ICs such as: thematic focus, activation and use of background knowledge and schema, direct teaching when necessary, promotion of more complex language and expression, elicitation of bases for statements or positions, few "known-answer" questions, responsiveness to student contributions, connected discourse, a challenging but non-threatening atmosphere, general participation including self-selected turns, calling attention to forms and lexis, corraling, saturating, using linguistic traps, modeling, and providing explicit and implicit feedback (Goldenberg, 1991; Meskill & Anthony, 2010; Tharp & Gallimore, 1988).

Why use it?

- To develop students speaking, critical thinking, and interpersonal communication skills of questioning, describing, sharing opinions, and requesting information.
- To help students engage in meaningful conversation.
- To promote student's active interaction and participation.
- To help students create personal meaning and increase their motivation to talk.
- To help students develop a deeper understanding of the lesson and topics.
- To promote student's collaboration in performing classroom activities.
- To call students attention to language forms and lexis.
- To practice speaking and initiate purposeful classroom discussion.
- To provide feedback and alternative formative assessment for students.

How to use it?

In Instructional Conversation, the teacher “acts as a discussion leader and facilitator, allowing students to initiate turns while making sure that all students voices are included in the discussion and, when necessary, drawing out and helping students to draw out their ideas” (Hall, 1999, p. 30). The teacher uses ICs to engage students in “warm-up” discussion of interesting topic, leading and sparking discussion as students interpret an authentic oral, printed, or video text in order to create a story, eliciting opinions, learning new information, exploring relationships, and guiding students through the learning process (Shrum & Glisan, 2016). The teacher uses collaborative learning strategy to arrange the classroom structure to accommodate using instructional conversation on a regular basis, sets a clear lesson goals and objectives to guide the conversation with students, and promotes student’s participation through using guided questions to ask, share opinions, praise, restate, provide reasons, assess and encourage students. The teacher explains the aim and purpose of the lesson, meets students needs, aware of conversation constraints, open to all views and voices, and provides various opportunities to promote student’s comprehension and participation in classroom activities. The teacher aids students through modeling, providing feedback, contingency management, instructing, and cognitive and task structuring (Tharp, 1993).

Instructional conversation discourse in a foreign language class includes:

- **Thematic Focus:** A topic is initiated by a question or comment, and develops with related subtopics throughout the discourse.
- **Connected Discourse:** Multiple, interactive, connected turns, balanced turn-taking & coherent topic development.
- **Direct Teaching:** Provision or confirmation of linguistic or other factual information when necessary, in response to: Student request or use of English, student stopping before completing idea, student correction of form incomprehensible or inappropriate utterance.
- **Promotion of Language and Expression:** The teacher extends the quantity and quality of student production through open-ended invitation for information or opinion, repeating, rephrasing, or expanding her own utterance to elicit a response, suggesting an answer in an invitation to speak, prompting self-correction by repeating part of a student utterance, prompting use of English.
- **Responsiveness:** The teacher responds to content through confirmation of the student's prior contribution, without reformulating, follow-up question that elicits new information, follow-up comment that contributes new information or teacher opinion.
- **Responsiveness and Promotion of language:** The teacher responds to content, while extending the quantity and quality of production through confirmation of content while reformulating, follow-up question or making a follow-up comment that incorporates a reformulation, follow-up question that suggests new information.

* Adapted from: Todhunter, S. (2007). Instructional conversations in a high school Spanish class. *Foreign Language Annals*, 40(4), 604-621. 10.1111/j.1944-9720.2007.tb02883.x

Example:

In this lesson, the teacher will use instructional conversations to introduce days of the week in a group discussion format by asking students to discuss and describe their weekly routine.

Directions:

First, the teacher introduces the lesson by writing a question on the board "What day is it?", "What is your weekly routine?" The teacher divides students into groups and gives them handouts to help them follow his instructions. The handout has guided questions and a table to fill out with each student routine. The teacher uses ICs to engage students in "warm-up" discussion about students' weekly routines and leads the discussion. The teacher elicits students' opinions while students learn new information and explore relationships. The teacher uses open-ended invitation for information or opinion by repeating, rephrasing, or expanding student's own utterance to elicit a response, suggesting an answer in an invitation to speak, prompting self-correction by repeating part of a student utterance, prompting the use of English. The teacher asks each group to talk about the similarities and difference among their group members and write their groups weekly routines on the board when they finish. The teacher could use these statements as an example for students to use in their discussions:

I agree with ___ because....

I disagree with ___ because....

I'd like to go back to what ___ said about....

I'd like to add....

I noticed that....

Another example is

So, what you're saying is...

Do you think that...?

Couldn't it also be that...?

Why do you think that?

Where can I find that in the book?

Can you explain what you mean?

Can you tell me more?

Can you give an example of that?

The teacher helps students through modeling, managing the discussion, encouraging participation, and providing feedback during the lesson. The teacher uses follow-up question or making a follow-up comment that incorporates a reformulation of the discussion to encourage student's participation and suggests new information. The teacher keeps track of students who participated and elicit others who didn't. The teacher can assign a homework where students write their weekly routines if that is among lesson goals and objectives.

Technology Selection Criteria/Characteristics?

Technology should:

- Support the instructional strategy used to teach EFL skills.
- Help achieve lesson goals and objectives.
- Be selected based on their roles and affordance attributes such as:
 - Presenting information related to the lesson.
 - As a tool for students practice, search the internet, create projects, manage tasks and resources.
 - Promote student collaboration
 - Assessment
 - Accessibility and availability
 - Usability
 - Preference

Instructional Technologies Selection:

- Technology could be integrated as a way to show teachers how to use the strategy in their classrooms.
- Technology could be used as a tool where teachers and students use it to create and share documents using Google Docs, Microsoft word, Google Sites, Edublogs, WordPress, Evernote for discussion. In addition, to the use of electronic dictionary, smartboard, computers, iPads or search the internet for information and resources such as Wikipedia.
- Technology could be used to present authentic materials (For example: students were shown a short film about "Famous Muslim leaders", and then were asked to discuss their achievements and reasons behind it.
- Technology could establish a collaborative environment for students to discuss and provide feedback through the use of programs such as Google Drive, Podio, TitanPad, Google Groups, Edmodo, Classdojo, Padlet, and GoSoapBox
- Technology could help teachers create "Instructional Conversation" activities templates, charts, through the use of software such as Google Forms, and Google Chart Tools
- Technology could be used as an assessment tool through the use of portfolios such as Edublogs, WordPress, Google Sites, Evernote, or online assessment through the use of software such as Google Forms, Google Chart Tools, ClassMarker, Plickers, Quizizz, SurveyMonkey, Topgrade, QuestBase, socrative, and Hot Potatoes

Resources:

- <http://ronaldgallimore.com/styled-10/styled-8/index.html>
- <http://manoa.hawaii.edu/coe/credenational/instructional-conversation/>
- http://pdo.ascd.org/lmscourses/PD13OC002/media/ELL_CC_M5_Reading_EngagingELLsThroughInstructionalConversation.pdf
- <https://k12teacherstaffdevelopment.com/tlb/strategies-for-ell-students-instructional-conversation/>

- Standard 3.9.9: Teachers know and understand listening and speaking strategies.
- Standard 3.9.15: Teachers know a range of approaches, methods, and strategies related to teaching and assessing EFL.
- Standard 3.9.17: Teachers know how to plan learning activities relevant to EFL learning goals and curriculum requirements.
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APPENDIX P

LANGUAGE PLAY

Guidelines for EFL Teachers
Search this site

Navigation

- ▼ Technology Enhanced Instructional Strategies for EFL
 - Collaborative Learning
 - Dialogue Journals
 - Dynamic Assessment
 - Instructional Conversation
 - Language Play**
 - Reciprocal Teaching
 - Scaffolding
 - Thinking Aloud
 - Sitemap

[Technology Enhanced Instructional Strategies for EFL >](#)

Language Play

Language Play

(Lantolf, 1997)

What is it?	Why to use it?
<p>Language play is a language manipulation intended for rehearsal and exercise to engage in meaningful interaction with others for future public performances in order to master the target language. (Lantolf, 1997). language play is seen as a pedagogic tool that is intrinsically motivating and that facilitates L2 learning.</p> <p>Language play is seen as a practice that influences students mastery of the target language grammatical, phonological and lexical features as seen in "Dictogloss" teaching technique. Students modify language structures through strategies such as completions and substitutions, by imitating and transforming what others say, and by repeating their own attendance (Kuczaj, 1983). Language play includes other instructional strategies such as role play, drama, and note-taking.</p> <p>Some features of creating language play includes; talking out loud to yourself in the target language, repeating phrases to yourself silently, making up sentences or words in the target language, imitating to yourself sounds in the target language, having random snatches of the target language pop into your head (Lantolf, 1997).</p> <p>Language play as a mental rehearsal form includes activities such as; mental correction of errors, silent repetition, mental practice of grammar rules, and note taking (de Guerrero, 1994; Reiss, 1985). Other activities include, writing fiction (play), role-play, and play with sounds such as; to create patterns of rhyme, rhythm, assonance, consonance, alliteration, etc. Language play is reduced when students master the target language, and no longer need to rehearsal.</p>	<ul style="list-style-type: none"> - To help students practice and exercise learning language skills. - To improve student's self-confidence and reduce student's stress. - To develop students grammatical, phonological, and lexical language learning skills. - To develop students visual, critical thinking, and problem-solving skills. - To encourage students to modify language structures through word completion and substitution. - To promote student's meaningful interaction and collaboration in performing classroom activities. - To develop student's attention, focus and note-taking skills. - To provide feedback and alternative formative assessment for students.

How to use it?

Language play can be used for teaching all language skills (Listening, speaking, reading, writing), and grammatical, phonological and lexical features of the language. The Dictogloss activity is going to be used as an example, to teach grammatical structures, in which students reconstruct a short text by listening and noting down key words, form small groups and summarize a target-language text. There are different ways to conduct a dictogloss exercise such as; the built-up, the all-aboard, the sentence version, and it depends on student's appropriate level.

First, the teacher prepares a text that contains examples of the grammatical form to be studied. Second, the teacher reads the text to students at normal speed for three times and they start taking notes in the second time. Third, students then work in small groups to prepare a summary of their work using the correct grammatical structures, and finally each group presents their work to the rest of the class.

* Adapted from: <https://eltblog.net/2013/10/15/how-do-you-dictogloss-2/>

Example: <http://nergizkern.com/wp-content/uploads/2013/02/Experimental-Practice-Dictogloss-Lesson-Plan-Main.pdf>

In this lesson, the teacher would write "Experiment" on the board and elicit meaning (Together we will test a new activity today). This activity is called dictogloss. It is a kind of dictation. It will help you with grammar and writing. I will read to you a short text about "Ahmed's life" and you will note down keywords that will help you later build the text up again from memory.

Directions:

First, the teacher writes "Ahmed is an officer and a part-time student". (Do these underlined words help you reconstruct the sentence? What about these? **Ahmed** is an **officer** and a **part-time student**. Why? The teacher elicits and underline key words: In the **last ten years**, **Ahmed** has been **working** in **Saudi Arabia**, and has **travelled** to **Egypt**, **Dubai** and **America**.

Next, the teacher would divide the class into groups based on their numbers. The teacher would ask them to put their pens down, relax and listen carefully. The teacher would read the short text about "Ahmed's life" for the first time in normal speed while students listen. Before, the teacher reads again the text and asks students to take notes and write down keywords. The teacher reminds student not to panic! And do not stop when you miss something and that you will work with your partner to reconstruct the text. The teacher would ask students to choose a secretary for each group and ask them to work together to share their notes and build up the text which should have the same content and correct grammar. Then, the teacher would pause for second and read the text for the second time and the third if students need that. The teacher would help students with unknown words but not with reconstruction If students struggle and get completely stuck, the teacher would write guided questions on the board: Where does he work? What does he do? Is he rich? Why / Why not? What does he do in his free time?

Then, the teacher asks one person from each group to write their first sentence of their version on the board and students would take turns). The teacher with students would compare both versions to check if they have the same content? If the grammar is correct? Accept correct alternatives. The teacher would ask students to look at the first sentence of the original to compare, look at the differences in grammar and content. What difference does it make? How many parts does the present perfect have? Why do we use it? The teacher would draw a timeline to highlight and remind students with the present perfect tense. The teacher would ask students to write the next sentence and repeat the same procedure.

After that, the teacher hands out worksheets and set a time limit where students read all text and in pairs discuss the previous questions for feedback. The teacher would ask students to read again and find these time words in the text: just, already, yet, never. The teacher asks students to compare briefly (Which one means: "not at any time", "a short time before now", "before now", "maybe sooner than expected". Which is only used in a negative sentence? And look at their position in the sentence. Where are they?).

Finally, the teacher would ask students to do exercises for practice: Practice Exercise 1: Do first sentence together – write it on the board. (Skip example – I do not want to go into explaining why "go" becomes "been to" in this lesson. Then, students in pairs complete the exercise and the teacher monitor and help students by asking questions, prompting, and providing feedback. The teacher collects students' texts work to check and assess.

* Adapted from: <http://teacherstoolbox.blogspot.com/2012/09/a-sample-dictogloss-lesson.html>

Technology Selection Criteria/Characteristics?

Technology should:

- Support the instructional strategy used to teach EFL skills.
- Help achieve lesson goals and objectives.
- Be selected based on their roles and affordance attributes such as:
 - Presenting information related to the lesson.
 - As a tool for students practice, search the internet, create projects, manage tasks and resources.
 - Promote student collaboration
 - Assessment
 - Accessibility and availability
 - Usability
 - Preference

Resources:

- <https://www.teachingenglish.org.uk/article/dictogloss>
- <https://en.wikipedia.org/wiki/Dictogloss>

Instructional Technologies Selection:

- Technology could be integrated as a way to show teachers how to use the strategy in their classrooms.
- Technology could be used as a tool where teachers and students use it to take notes, create and share documents using [Google Docs](#), Microsoft word, [Google Sites](#), [Edublogs](#), [WordPress](#), [Evernote](#) to compare and reconstruct text. In addition, to the use of electronic dictionary, smartboard, computers, iPads or search the internet for information and resources such as [Wikipedia](#).
- Technology could be used to present authentic materials (For example: students were shown a short film about "Ahmed's life", and then were asked to take notes of key words to assess listening, speaking, reading, writing and grammatical skills.
- Technology could establish a collaborative environment for students to review and provide feedback through the use of programs such as [Google Drive](#), [Podio](#), [TitanPad](#), [Google Groups](#), [Edmodo](#), [Classdojo](#), [Padlet](#), and [GoSoapBox](#)
- Technology could help teachers create "Dictogloss" activities handouts through the use of software such as [Google Forms](#), and [Google Chart Tools](#)
- Technology could be used as an assessment tool through the use of portfolios such as [Edublogs](#), [WordPress](#), [Google Sites](#), [Evernote](#), and create tests via online website such as [Google Forms](#), [Google ChartTools](#), [ClassMarker](#), [Plickers](#), [Quizizz](#), [SurveyMonkey](#), [Topgrade](#), [QuestBase](#), [socrative](#), and [Hot Potatoes](#)

- Standard 3.9.9: Teachers know and understand listening and speaking strategies.
- Standard 3.9.10: Teachers know and understand reading comprehension strategies.
- Standard 3.9.11: Teachers know and understand the writing processes of English.
- Standard 3.9.15: Teachers know a range of approaches, methods, and strategies related to teaching and assessing EFL.
- Standard 3.9.17: Teachers know how to plan learning activities relevant to EFL learning goals and curriculum requirements.
- Standard 3.9.18: Teachers know how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals.
- Standard 3.9.19: Teachers know how to access and design a range of appropriate learning resources related to EFL.
- Standard 3.9.20: Teachers plan language lessons that are appropriate to their student needs and backgrounds.
- Standard 3.9.21: Teachers apply effective teaching methods and strategies based on second language acquisition theories and research.
- Standard 3.9.22: Teachers use a variety of teaching methods that promote student engagement in language learning
- Standard 3.9.23: Teachers use and adopt a wide range of effective resources in language teaching.
- Standard 3.9.24: Teachers know a range of methods and tools of assessment of English as a Foreign Language.
- Standard 3.9.25: Teachers design, adapt and use a variety of EFL assessment methods and tools.
- Standard 3.9.26: Teachers provide their students with timely and constructive feedback.
- Standard 3.9.27: Teachers maintain accessible and accurate records of student achievement and analyze assessment data.

APPENDIX Q

RECIPROCAL TEACHING

Guidelines for EFL Teachers

Search this site

Navigation

- ▼ Technology Enhanced Instructional Strategies for EFL
 - Collaborative Learning
 - Dialogue Journals
 - Dynamic Assessment
 - Instructional Conversation
 - Language Play
 - Reciprocal Teaching**
 - Scaffolding
 - Thinking Aloud
- Sitemap

[Technology Enhanced Instructional Strategies for EFL](#) >

Reciprocal Teaching

Reciprocal Teaching

(Palincsar & Brown in 1984, 1986)

<p>What is it?</p> <p>Reciprocal Teaching (RT) is a strategy in which the teacher and students take turns leading a discussion to construct meaning about a given reading in a form of a dialogue guided by four cognitive strategies: Predicting, question generating, clarifying and summarizing. Teachers may include other reading strategies such as, visualizing, making connections, inferencing, and questioning the author.</p>	<p>Why to use it?</p> <ul style="list-style-type: none"> - To promote student's reading comprehension through the use of reading strategies (Predicting, questioning, clarifying, and summarizing). - To encourage students to think about their own thought process during reading. - To help students learn to be actively involved and monitor their comprehension as they read. - To encourage students to ask questions during reading and helps make the text more comprehensible.
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How to use it?

Break the classroom into mixed-ability small groups. Designate one student as the "teacher" within each small group. This student will help keep their small group on task and ensure they move through each of the four steps as they read material that has already been divided into smaller chunks by the teacher. Next, the teacher will read the first chunk to all the small groups, modeling the following four steps of reciprocal teaching.

1. Prediction

1. Ask students to predict what they think the reading may be about. Get them to think about what is going to happen by asking questions like a detective might do.

2. Questions as you go

1. Remind students to generate questions as they listen and read. Remind them of the three levels of questions:
 1. Right-There questions (answer in the text)
 2. Between-the-lines questions (inference needed)
 3. Critical Thought questions (require their opinion)

3. Clarify

1. As students listen and read remind them to ask themselves what words and phrases are unclear to them. These clarifications may take the form of the following questions.
 1. How do you pronounce that?
 2. What does the word mean?
 3. I think the author is saying...
 4. I'm guessing 'Zamzam' means...

4. Summarize

1. Students summarize verbally, within pairs, and then share with their assigned small group or record their summary and read it aloud to their small group.
2. Each small group could create a semantic map with major points of significance shared by each group member.

After you have modeled the previous steps, students may continue working in their small groups by silently or orally reading the next sections of the reading while conducting the four-step process.

* Source from: <http://www.adlit.org/strategies/19765/>

Example: <http://www.readingrockets.org/content/pdfs/RTelem.pdf>

Today, you will be participating in a reciprocal teaching strategy which you will see on this video. You will work in groups of four. Each one of you will be assigned a certain role within the group.

Directions: You will first read aloud the assigned page about "Hajj" together as a group. Then, you will take 3-5 mins to complete your reciprocal teaching role card. Each card will have a number assigned to it.

- Prediction about what is Hajj? How is it performed? and connecting student's prior knowledge about it.
- Questions about unclear parts, puzzling information, connection to other information students know about "Hajj".
- Clarifying questions could be asked and motivation to remediate confusion through re-reading, and the use of external resources such as using electronic dictionary, computer, iPad or search the internet.
- Summarizing is the process of identifying the important information about "Hajj" and create clear and concise statements describing and understanding what is "Hajj".

After completing your card, you will start with #1 and share your role with the remaining members of your group actively engaging them in the discussion about "Hajj" reading passage that you just read. Your completed role card will be used at the end of the activity to create an office word document to record your response. Students will check their work before giving it to the teacher for assessment.

Technology Selection Criteria/Characteristics?

Technology should:

- Support the instructional strategy used to teach EFL skills.
- Help achieve lesson goals and objectives.
- Be selected based on their roles and affordance attributes such as:
 - Presenting information related to the lesson.
 - As a tool for students practice, search the internet, create projects, manage tasks and resources.
 - Promote student collaboration
 - Assessment
 - Accessibility and availability
 - Usability
 - Preference

Resources:

- <http://www.adlit.org/strategies/19765/>
- http://www.readingrockets.org/strategies/reciprocal_teaching
- <http://www.readingquest.org/strat/rt.html>
- [Protocol for Internet Reciprocal Teaching \(IRT\)](#)

Instructional Technologies Selection:

- Technology could be integrated as a way to show teachers how to use the strategy in their classrooms.
- Technology could be used as a tool where teachers and students use to apply specific reading strategies such: Predicting, questioning, clarifying, and summarizing through organizing, reviewing, revising and indexing reading content in multimodal forms through online software such as [Google Docs](#) and Microsoft Word. In addition, to the use of electronic dictionary, smartboard, computers, iPads or search the internet for information and resources such as [Wikipedia](#).
- Technology could be used to present authentic materials where students watch an educational video or listen to a clip about a specific lesson.
- Technology could establish a collaborative environment for students to utilize Reciprocal Teaching strategies at any time through the use of programs such as [Google Drive](#), [Podio](#), [TitanPad](#), [Google Groups](#), [Edmodo](#), [Classdojo](#), [Padlet](#), and [GoSoapBox](#).
- Technology could help teachers create "Reciprocal Teaching" activities templates, charts, rubrics and online assessment through [Google Forms](#), [Google Chart Tools](#), [ClassMarker](#), [Plickers](#), [Quizizz](#), [SurveyMonkey](#), [Topgrade](#), [QuestBase](#), [socrative](#), and [Hot Potatoes](#)

- Standard 3.9.10: Teachers know and understand reading comprehension strategies.
- Standard 3.9.15: Teachers know a range of approaches, methods, and strategies related to teaching and assessing EFL.
- Standard 3.9.17: Teachers know how to plan learning activities relevant to EFL learning goals and curriculum requirements.
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- Standard 3.9.26: Teachers provide their students with timely and constructive feedback.

APPENDIX R

SCAFFOLDING

Guidelines for EFL Teachers

Search this site

Navigation

- ▼ Technology Enhanced Instructional Strategies for EFL
 - Collaborative Learning
 - Dialogue Journals
 - Dynamic Assessment
 - Instructional Conversation
 - Language Play
 - Reciprocal Teaching
 - Scaffolding**
 - Thinking Aloud
 - Sitemap

Technology Enhanced Instructional Strategies for EFL >

Scaffolding

Scaffolding

(Vygotsky, 1978)

<p>What is it?</p> <p>Scaffolding is the support that students receive from teachers or more capable peers through social dialogue interaction to perform a function that can't be done without help. Scaffolding support and promotes learning and teachers facilitate that learning. Teachers need to be aware of student's current level of knowledge to be able to work with them to a certain extent beyond that level. Scaffolding is introduced and removed gradually.</p> <p>The characteristics of scaffolding include 'recruiting interest in the task, simplifying the task, maintaining pursuit goal, marking critical features and discrepancies between what has been produced and the ideal solution, controlling frustration during problem solving, and demonstrating an idealized version of the act to be performed' (Wood, Bruner, & Ross, 1976).</p> <p><small>* Source:</small></p> <p>Samana, W. (2013). Teacher's and Students' Scaffolding in an EFL Classroom. <i>Academic Journal Of Interdisciplinary Studies</i>, 2(8), 338. Retrieved from http://www.mcser.org/journal/index.php/ajis/article/view/743</p>	<p>Why use it?</p> <ul style="list-style-type: none"> - To help students develop their language skills and meet their needs. - To guide students through problem-solving tasks and lesson activities. - To enlists students interest in the lesson or the task. - To simplify the lesson or the task by breaking it down to a small chunk of information and parts. - To help students achieve lesson goals and objectives. - To reduce students stress and frustration during lessons or tasks. - To highlight important information, provoke language discourse, and points out differences and similarities. - To help students understand concept, ideas, and complete lesson's tasks and activities. - To promote social interaction, enhance participation, group work, and classroom involvement. - To provide feedback and keep students learning on target. - To accommodate for different student learning styles and language proficiency.
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How to use it?

Scaffolding can be used to provide explanation, instructions, feedback, modeling, coaching, questioning, and given hints to support learning. Teachers can use different tools for scaffolding such as using:

- Prompts as physical or verbal cues to aid recall of prior or assumed knowledge.
- Handouts as a supplementary resource used to support teaching and learning.
- Concept maps as graphical tools for organizing, representing and displaying the relationships between knowledge and concepts.
- Worked examples to show a step-by-step demonstration of a complex problem or task.
- Advanced organizers to present new information or concepts to learners and organize information in a way that helps learners understand the new and complex content.

Teachers start scaffolding from the first moment of introducing the lesson to recall student's prior knowledge and be aware of student's current knowledge. Then, use scaffolding as mean to support students learning to reach the lesson goals and objectives. The content of the lesson can be simplified by breaking it down to a small chunk of information and parts. Teachers can use scaffolding to enlist student's motivation to participate in the lesson by giving them hints, guiding questions, choosing answers from a list, or completing a partially finished outline or paragraph. The choice of scaffolding types and tools needs to be sensitive to student's needs to promote learning and language development. Scaffolding needs to be current and be provided based on student's needs. Teachers increase scaffolding when students can't go on without support. Teachers carefully estimate how much assistant needed by students and for how long. Teacher scaffolding aims for student's learning and can be implicit or explicit. Teachers reduce scaffolding gradually when students are able to perform the task individually. Teacher scaffolding can be for individuals and groups and take many forms. Teacher scaffolding needs to engage students in active participation and help them achieve lesson goals and objectives.

Teachers can use peer scaffolding during the lesson by dividing them into groups to work collaboratively with each other on performing a task or solving a problem. Teachers facilitate peer scaffolding to provide additional support to students, especially in large language classes. Peer scaffolding includes providing feedback, review, explanation, modeling, and assistant to their classmates where they can learn from each other and check their understanding. Teachers can use supporting materials to facilitate peer scaffolding by giving them rubrics, handouts, advance organizers, concept maps, and more to promote learning and language development.

Teachers can use technology as a tool to support and help facilitate scaffolding for both individuals and groups. Technology scaffolding can take many types such as:

- Conceptual scaffolding where students decide what to consider in learning and guide them to key concepts.
- Procedural scaffolding where students use appropriate tools and resources effectively.
- Strategic scaffolding where students find alternative strategies and methods to solve complex problems.
- Metacognitive scaffolding where students are prompted to think about what they are learning throughout the process and assists students to reflect on what they have learned (Self-assessment).

Example:

The lesson design format integrates reading and writing and leads students from the pre-reading stage through the post-writing reflection stage. Students will be learning about "Great Invention" and the lesson will be about "Transportation in Saudi Arabia". After the lesson, students will research the topic, create a poster, and orally present it to the class.

Directions:

First, the teacher writes the lesson goals and objectives and try to enlist student's prior knowledge and motivation by asking them guided questions about the lesson as a pre-reading activity.

- Ask students to think about what they already know about transportation on and under water. Give them a couple of minutes to share their predictions of the content of the text with a partner. Debrief as a total class, writing the responses on the board.
- Ask students to look at the pictures in the text (The text has vivid pictures of a sailboat, an aqualung, a submarine, a propeller, and several types of ships, as well as a lighthouse. Ask students to write down what they think the text is about, based on the pictures. Debrief as a class and add those ideas to the list on the board.
- Before actually reading the text, ask students if anyone has ever traveled anywhere in a boat or ship. Then ask the class if anyone has had any experiences in a boat. Students share their stories.

Second, the teacher gives students a structured overview that previews and highlights important information and the interrelationships of ideas about "Transportation".

For this activity, students are placed in groups and given a set of index cards containing the inventions related to the reading selection. If inventions for land and air transportation have been previously studied, they could be included. Students sort the inventions under the appropriate category as shown in the structured overview. This can be done as a prediction prior to reading.

Third, the teacher would state the purpose of reading the selection "On or Under the Water," which was established during the pre-reading phase, was to find out what inventions promoted the development of different types of boats throughout history. The teacher would use subheadings, headings and analyze captions to assist students in monitoring their own comprehension.

During reading, the teacher would ask students to analyze captions; for example, one caption from "On and Under the Water" says, "Finding the Way." The pictures surrounding the text are of a lighthouse, which might be within the students' background knowledge, and a gold, circular object that they probably will not be able to identify (It is a mariner's ASTROLABE). The teacher discusses the purpose of the lighthouse (or something students already know about) and then suggest that perhaps the other object is also something that will help ships "find their way," as the text says. Also, the teacher would turn headings and subheadings into questions; for example, one of the subheadings reads, "Beneath the Surface." The teacher guides students in the process of changing the subheadings into questions. The question should be a prediction of what the text will say below that subheading. For "Beneath the Surface," the question might be, "What invention made it possible to take a boat beneath the surface, or under the water?"

Fourth, the teacher would ask students to read "On or Under Water" aloud, and asking them to join in as they are able. (This is a short, two pages of text) Students have a copy of the chosen text so they can write notes as the selection is studied. During the reading, specific vocabulary words are identified as follows: navigation, invention, lighthouse, relied upon, chronometer, accurate, and satellite signals. Students write the words in the margin. Before having students reread the text silently, pre-teach this key vocabulary using a variety of techniques such as; clustering where students guess the words meaning by the context of its use.

From "On or Under the Water" the cluster might look like this: "Word Scroll or Graphic"

- Completing the graphic helps students visually see relationships that they might otherwise overlook. When completing a vocabulary graphic, the teacher would make a portion of the visual includes personal connections to the word, as in the previous example.

Fifth, the teacher could ask students to read silently, in peers, or in groups. The goal of this activity is to have students actively participate in the process. The teacher modifies the text to create a clearer and more understandable text through the use of simplification, expansions, direct explanations, and comparisons, as in the following example:

- Simplification: The government's funds were depleted. (It was almost out of money)
- Expansion of ideas: The government funds were depleted. (It had spent a lot of money on things; equipment, help of the poor. It did not have any more money to spend on anything else.)
- Direct definition: The government's funds were depleted. (This means that the government had spent all of its money. (Diaz-Rico, & Weed, 2003, p. 230).

For this activity, the teacher models the first work after creating a bulletin board which is labeled as follows:

In this activity, students would form groups, while the teacher circulating as a facilitator. The amount of teacher-directed instruction is going to vary depending on the students involved. The teacher would organize students into small groups and have them brainstorm ideas about the history of inventions related to transportation. Then, have them share with the whole class. As ideas are shared, create a graphic on the board or overhead. Each cooperative group is to select an area for further research. An example of a graphic which might culminate study of transportation inventions follows:

Sixth, the teacher asks each group to create a poster "showing" their topic in an organized fashion as a writing activity. The teacher asks students to plan for their writing activity and decide how best to organize their information. For example, a group who selects a study of inventions used throughout history to guide ships in the open sea might present their information using a timeline as a focus.

1200 1300 1400 1500 1600 1700 1800

|_____||_____||_____||_____||_____||_____||

The teacher provides a variety of materials for students to select from to present their topic. Students write their first draft, share their poster with the rest of the class. Each student in the group tells what his/her part was in the creation of the project. Students revised their first draft based on the teacher or peer feedback as planned by the teacher. Students proofread it each other work. The teacher evaluates students writing based on the evaluation criteria or rubric provided to students or use students as a peer reviewer. Finally, students write their reflections based on teachers guided questions in their individual log or portfolios. For example, the teacher asks students to review the activities they have participated in during our lesson of great inventions. Which of the activities do you think most helped you understand the information? Why?

Technology Selection Criteria/Characteristics?

Technology should:

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- Help achieve lesson goals and objectives.
- Be selected based on their roles and affordance attributes such as:
 1. Presenting information related to the lesson.
 2. As a tool for students practice, search the internet, create projects, manage tasks and resources.
 3. Promote student collaboration
 4. Assessment
 5. Accessibility and availability
 6. Usability
 7. Preference

Resources:

- <http://itesij.org/Articles/Bradley-Scaffolding/>
- https://en.wikipedia.org/wiki/Instructional_scaffolding
- <https://study.com/academy/lesson/scaffolding-teaching-strategies.html>

Instructional Technologies Selection:

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- Technology could be used as a tool where teachers and students use to work on presenting information or managing tasks and roles through online software such as Google Docs, Microsoft word, and PowerPoint. In addition, to the use of electronic dictionary, smartboard, computers, iPads or search the internet for information and resources such as Wikipedia.
- Technology could be used to present authentic materials where students watch an educational video about a specific lesson.
- Technology could establish a collaborative environment for students to use scaffolding strategy at any time through the use of programs such as Google Drive, Podio, TitanPad, Google Groups, Edmodo, Classdojo, Padlet, and GoSoapBox.
- Technology could help teachers create scaffolding activities templates, charts, rubrics through the use of software such as Google Forms, Google Chart Tools,
- Technology could be used as an assessment tool through the use of portfolios such as Edublogs, WordPress, Google Sites, Evernote, and create tests via online website such as Google Forms, ClassMarker, Plickers, Quizizz, SurveyMonkey, Topgrade, QuestBase, socrative, and Hot Potatoes

Saudi EFL Teacher's Standards Achieved:

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APPENDIX S

THINKING ALOUD

Guidelines for EFL Teachers

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[Technology Enhanced Instructional Strategies for EFL >](#)

Thinking Aloud

<p>Navigation</p> <ul style="list-style-type: none"> ▼ Technology Enhanced Instructional Strategies for EFL <ul style="list-style-type: none"> Collaborative Learning Dialogue Journals Dynamic Assessment Instructional Conversation Language Play Reciprocal Teaching Scaffolding <li style="background-color: #4F81BD; color: white; padding: 2px;">Thinking Aloud Sitemap 	<div style="text-align: center; border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p style="color: #4F81BD; margin: 0;">Thinking Aloud</p> <p style="margin: 0;">(Vygotsky, 1986)</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>What is it?</p> <p>Thinking Aloud is a strategy used by teachers and students to say out loud what they are thinking about when reading. Teacher use thinking aloud strategy to model for students how skilled readers construct meaning from a text.</p> <p>Thinking aloud reading strategies include; predicting, questioning, visualizing, communicate personal response, clarifying, summarizing, reflecting, evaluating, and making connections.</p> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>Why use it?</p> <ul style="list-style-type: none"> - To help students monitor their thinking and understanding of the text. - To develop students reading skills and improve comprehension. - To help teachers diagnose students' strengths and weaknesses. - To develop students critical thinking, and problem-solving skills. - To encourage students to use thinking aloud reading strategies (Predicting, questioning, visualizing, express feeling, clarifying, summarizing, reflecting, and making connections). - To benefit students in all reading levels. - To involve students in the learning process and inform teaching practices. - To provide feedback and alternative formative assessment for students. </td> </tr> </table>	<p>What is it?</p> <p>Thinking Aloud is a strategy used by teachers and students to say out loud what they are thinking about when reading. Teacher use thinking aloud strategy to model for students how skilled readers construct meaning from a text.</p> <p>Thinking aloud reading strategies include; predicting, questioning, visualizing, communicate personal response, clarifying, summarizing, reflecting, evaluating, and making connections.</p>	<p>Why use it?</p> <ul style="list-style-type: none"> - To help students monitor their thinking and understanding of the text. - To develop students reading skills and improve comprehension. - To help teachers diagnose students' strengths and weaknesses. - To develop students critical thinking, and problem-solving skills. - To encourage students to use thinking aloud reading strategies (Predicting, questioning, visualizing, express feeling, clarifying, summarizing, reflecting, and making connections). - To benefit students in all reading levels. - To involve students in the learning process and inform teaching practices. - To provide feedback and alternative formative assessment for students.
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How to use it?

Thinking Aloud can be used before, during and after reading. Also, it can be used individually, in small groups, and for the whole class. First, the teacher introduces the assigned text and discuss the purpose of using Thinking-Aloud strategy. The teacher begins by modeling this strategy while reading the text and use it to point out; new vocabulary and unusual sentence construction where students might find it confusing.

Second, the teacher develops a set of questions to support thinking aloud strategy such as:

- What do I know about this topic?
- What do I think I will learn about this topic?
- Do I understand what I just read?
- Do I have a clear picture in my head about this information?
- What more can I do to understand this?
- What were the most important points in this reading?
- What new information did I learn?
- How does it fit in with what I already know?

Third, the teacher gives students opportunities to practice the technique, and offer structured feedback to students.

Fourth, the teacher reads the selected passage aloud as students read the same text silently. At certain points, the teacher stops and “think-aloud” while answering some of the pre-selected questions in modeling the strategy for students.

Fifth, the teacher demonstrates how good readers monitor their understanding by rereading a sentence, reading ahead to clarify, predict, question, visualize, communicate personal response, summarize, reflect, evaluate, and make connections and/or looking for context clues. Students then learn to offer answers to the questions as the teacher leads the thinking-aloud strategy.

Finally, the teacher gives students opportunities to practice the technique, either in pairs, small groups or individually; and offer structured feedback to students. The teacher may choose to have students write down responses to the “Think Aloud” strategy to provides a record of learning.

* Adapted from: http://www.readingrockets.org/strategies/think_alouds

Example: http://www.readingrockets.org/content/pdfs/thinkaloud_checklist.pdf

In this lesson, students will use "Thinking-Aloud" strategy to read about "The History of Saudi Arabia".

Directions:

First, the teacher introduces the assigned text "The History of Saudi Arabia" and discuss the purpose of using Thinking-Aloud strategy. The teacher begins by modeling this strategy while reading the text aloud and using it to point out; new vocabulary and unusual sentence construction where students might find it confusing.

Second, the teacher writes a set of questions on the board to support thinking aloud strategy such as:

- What do you know about "The History of Saudi Arabia"?
- What do you think you will learn about "The History of Saudi Arabia"?
- Do you understand what you just read?
- Do you have a clear picture in your head about this information?
- What more can you do to understand this?
- What were the most important points in this reading?
- What new information did you learn?
- How does it fit in with what you already know?

Third, the teacher reads the selected passage aloud as the students read the same text silently. At certain points, the teacher stops and "thinks aloud" to answers some of the pre-selected questions. The teacher uses a visual cue to signal students that they are no longer reading (for example: The teacher asks students to turn the book over). Then, the teacher demonstrates how good readers monitor their understanding by rereading a sentence, reading ahead to clarify, predict, question, visualize, communicate personal response, summarize, reflect, evaluate, and make connections and/or looking for context clues. Students then learn to offer answers to the questions as the teacher leads the thinking-aloud strategy. For example; "I don't know this word. Does it have a prefix or suffix that might help me figure out what it means? Are there any clues in the sentence or paragraph that may help?". The teacher tells students what thoughts and images are going through his mind as he reads every paragraph or two. Talk about how he is analyzing what happened in the story, making sense of what he has read and giving it meaning. The teacher writes down some of his thoughts (questions, predictions, etc.) on the board. The teacher asks students to decide if he was predicting, noting something that confused him, making a picture in his head, questioning, clarifying or making a connection to something he already knows.

Fourth, as students become familiar with the Think Aloud process, the teacher decides to make students work individually or in small groups to practice answering some pre-selected questions and draw a small visual from the reading. The teacher asks students to read a portion of the passage with a partner and take turns thinking aloud while they read to each other. The teacher walks around and listens to students to gauge their understanding, see who is struggling, and offer prompts to students as needed.

Finally, the teacher asks students to write down responses to reflect on how this strategy "Thinking-Aloud" has helped them to become better readers and use it to evaluate their performance.

* Adapted from: <https://www.teachervision.com/dialogue-journals>

Technology Selection Criteria/Characteristics?*Technology should:*

- Support the instructional strategy used to teach EFL skills.
- Help achieve lesson goals and objectives.
- Be selected based on their roles and affordance attributes such as:
 - Presenting information related to the lesson.
 - As a tool for students practice, search the internet, create projects, manage tasks and resources.
 - Promote student collaboration
 - Assessment
 - Accessibility and availability
 - Usability
 - Preference

Resources:

- http://www.readingrockets.org/strategies/think_alouds
- <http://www.adlit.org/strategies/22735/>
- <https://makingeducationfun.wordpress.com/2012/02/29/think-aloud-reading-strategy/>
- <http://www.teachhub.com/teaching-strategies-think-alouds>
- <https://www.teachervision.com/think-aloud-strategy>
- <http://www.oise.utoronto.ca/balancedliteracydiet/Recipe/50104/>

Instructional Technologies Selection:

- Technology could be integrated as a way to show teachers how to use the strategy in their classrooms.
- Technology could be used as a tool where teachers and students use it to create and share documents using Google Docs, Microsoft word, Google Sites, Edublogs, WordPress, Evernote to perform tasks such as predicting, questioning, visualizing communicating personal response, summarizing, reflecting, evaluating, and making connection. In addition, to the use of electronic dictionary, smartboard, computers, iPads or search the internet for information and resources such as Wikipedia.
- Technology could be used to present authentic materials (For example: students were shown a short film about "The History of Saudi Arabia", and then were asked to respond in writing to selected questions where writing and reading skills could be assessed.
- Technology could establish a collaborative environment for students to review and provide feedback through the use of programs such as Google Drive, Podio, TitanPad, Google Groups, Edmodo, Classdojo, Padlet and GoSoapBox
- Technology could help teachers create Thinking-Aloud activities templates, charts, through the use of software such as Google Forms, and Google Chart Tools
- Technology could be used as an assessment tool through the use of portfolios such as Edublogs, WordPress, Google Sites, Evernote, and create tests via online website such as Google Forms, ClassMarker, Plickers, Quizizz, SurveyMonkey, Topgrade, QuestBase, socrative, and Hot Potatoes

- Standard 3.9.9: Teachers know and understand listening and speaking strategies.
- Standard 3.9.10: Teachers know and understand reading comprehension strategies.
- Standard 3.9.15: Teachers know a range of approaches, methods, and strategies related to teaching and assessing EFL.
- Standard 3.9.17: Teachers know how to plan learning activities relevant to EFL learning goals and curriculum requirements.
- Standard 3.9.18: Teachers know how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals.
- Standard 3.9.19: Teachers know how to access and design a range of appropriate learning resources related to EFL.
- Standard 3.9.20: Teachers plan language lessons that are appropriate to their student needs and backgrounds.
- Standard 3.9.21: Teachers apply effective teaching methods and strategies based on second language acquisition theories and research.
- Standard 3.9.22: Teachers use a variety of teaching methods that promote student engagement in language learning
- Standard 3.9.23: Teachers use and adopt a wide range of effective resources in language teaching.
- Standard 3.9.24: Teachers know a range of methods and tools of assessment of English as a Foreign Language.
- Standard 3.9.25: Teachers design, adapt and use a variety of EFL assessment methods and tools.
- Standard 3.9.26: Teachers provide their students with timely and constructive feedback.
- Standard 3.9.27: Teachers maintain accessible and accurate records of student achievement and analyze assessment data.

APPENDIX T

SAUDI EFL TEACHER STANDARDS

Standard	Indicators
Standard 3.9.1: Teachers know and understand the diverse backgrounds, abilities, learning needs and interests of their students.	<ol style="list-style-type: none"> 1. They know the various proficiency levels and how they are represented in the EFL classroom. 2. They recognize the academic and intellectual abilities among students including the distinction between talented, average and remedial students. 3. They are familiar with the specific learning needs and styles of students.
Standard 3.9.2: Teachers know the psychological, cognitive and social characteristics of EFL students in various stages of language development	<ol style="list-style-type: none"> 1. They understand theories of cognitive development and how they relate to language learning and literacy. 2. They understand theories of second language acquisition. 3. They understand the stages and obstacles of second language acquisition.
Standard 3.9.3 Teachers have general knowledge of language as a system.	<ol style="list-style-type: none"> 1. They know the major conceptions and definitions of language. 2. They are familiar with the origin and history of English and its relation to other languages. 3. They know the difference between competence and performance.
Standard 3.9.4 Teachers have thorough knowledge of the structure of English.	<ol style="list-style-type: none"> 1. They know the major parts of speech including word categories, nouns, verbs and their tenses, adjectives and adverbs, and their characteristics in proper constraints. 2. They know the minor parts of speech including function words, pronouns, articles, auxiliary verbs, prepositions, intensifiers and conjunctions, and their characteristics and usages. 3. They know phrases and phrase types including prepositional phrase, adjective phrase, adverb phrase, noun phrase, and verb phrase. 4. They know clauses, clause types and patterns including finite and nonfinite clauses, main and subordinate clauses, and coordination.

Standard	Indicators
<p>Standard 3.9.5: Teachers have general knowledge of the phonetics and phonology of English.</p>	<ol style="list-style-type: none"> 1. They have essential knowledge of articulatory phonetics including the production of sounds, consonants and vowels. 2. They have knowledge of the International Phonetic Alphabet (IPA). 3. They have essential knowledge of the different accents represented in major English varieties especially American and British English. 4. They know the major components of phonetics and phonology including phonemes and allophones, the syllable, assimilation, stress, and intonation. 5. They know the basic elements of generative phonology including distinctive features, phonological rules and representation.
<p>Standard 3.9.6: Teachers know and understand the morphology and syntax of English.</p>	<ol style="list-style-type: none"> 1. They know the essential elements of morphology including morphemes, allomorphs, and morphs. 2. They know the basic components of inflectional morphology and word formation processes especially derivation and compounding. 3. They have basic knowledge of English syntax including generative and transformational grammar, universal grammar (UG), and minimalism.
<p>Standard 3.9.7: Teachers know and understand the semantics and pragmatics of English.</p>	<ol style="list-style-type: none"> 1. They have basic knowledge of compositional and lexical semantics including semantic rules, theories of word meaning, lexical relations, and semantic features. 2. They know the differences between sentences, utterances, and propositions. 3. They have basic knowledge of reference and sense. 4. They have basic knowledge of speech act theory and its implications for meaning. 5. They have basic knowledge of discourse analysis and its implications for meaning in context.

Standard	Indicators
Standard 3.9.8: Teachers demonstrate knowledge and understanding of language acquisition.	<ol style="list-style-type: none"> 1. They know the mechanisms and stages of language acquisition. 2. They know the processes of second language acquisition. 3. They know the factors that affect second language acquisition. 4. They know the interrelatedness of first and second language acquisition and ways in which L1 affects the development of L2. 5. They are familiar with the common difficulties experienced by EFL students in learning English and strategies for overcoming these difficulties.
Standard 3.9.9 : Teachers know and understand listening and speaking strategies.	<ol style="list-style-type: none"> 1. They know the process and stages of listening in second language acquisition. 2. They know the major processes of speech production. 3. They know listening comprehension strategies.
Standard 3.9.10 Teachers know and understand reading comprehension strategies.	<ol style="list-style-type: none"> 1. They know and understand main L2 reading theories. 2. They understand the skills and strategies that enhance reading. 3. They understand comprehension strategies. 4. They know various vocabulary learning strategies including memorization and guessing meaning from context.
Standard 3.9.11: Teachers know and understand the writing processes of English.	<ol style="list-style-type: none"> 1. They know and understand major composition theories. 2. They understand the processes of composing written texts. 3. They are familiar with the various modes of writing. 4. They are familiar with the use of technology in EFL writing.
Standard 3.9.12: Teachers are familiar with the theoretical and methodological developments of TESOL.	<p>They are familiar with the historical developments of TESOL.</p> <p>They are familiar with the major theories and recent trends of TESOL and their applications.</p> <p>They are familiar with the connections between TESOL and other related disciplines.</p>

Standard	Indicators
<p>Standard 3.9.13: Teachers have general knowledge of English literature.</p>	<ol style="list-style-type: none"> 1. They know the major historical periods of English literature including the Renaissance, Victorian, Romantic, and Modern literature, their characteristics and representative texts. 2. They know the major literary genres including poetry, drama, novel, and their characteristics.
<p>Standard 3.9.14: Teachers know the major concepts and issues related to Teaching English as a Foreign Language (TEFL).</p>	<ol style="list-style-type: none"> 1. They are aware of the issues related to the relation between language teaching/learning and culture. 2. They are aware of the relation between L1 and L2 and its implications for second language learning and teaching. 3. They are aware of issues related to learner styles and strategies including direct and indirect learning strategies. 4. They understand the major concepts and issues concerning language assessment and testing. 5. They are aware of the various applications of technology in second language learning and teaching.
<p>Standard 3.9.15: Teachers know a range of approaches, methods and strategies related to teaching and assessing EFL.</p>	<ol style="list-style-type: none"> 1. They are familiar with the historical development of EFL teaching methods. 2. They have knowledge of teaching strategies associated with Computer Assisted Language Learning (CALL). 3. They have knowledge of the Communicative Language Teaching approach (CLT). 4. They have knowledge of a range of teaching strategies including concept mapping, role play, learning by fun, critical thinking, problem solving, and autonomous learning strategies. 5. They have knowledge of a range of teaching approaches including task-based learning and collaborative learning. 6. They know effective teaching strategies of listening and speaking. 7. They know effective teaching strategies of reading comprehension. 8. They know effective teaching strategies of writing. 9. They know effective teaching strategies of vocabulary. 10. They know a range of formative and summative assessment methods and their applications in TEFL.

Standard	Indicators
Standard 3.9.16: Teachers know how to set appropriate EFL learning goals.	<ol style="list-style-type: none"> 1. They know how to develop clearly defined learning goals. 2. They know how to develop achievable learning goals. 3. They know how to develop measurable learning goals. 4. They know how to communicate learning goals to their students.
Standard 3.9.17: Teachers know how to plan learning activities relevant to EFL learning goals and curriculum requirements.	<ol style="list-style-type: none"> 1. They know how to plan coherent learning activities and lessons. 2. They know how to plan varied learning activities and lessons. 3. They know how to plan flexible learning activities and lessons.
Standard 3.9.18: Teachers know how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals	<ol style="list-style-type: none"> 1. They know how to assess a variety of tasks and activities. 2. They know how to design assignments that are linked to learning goals and content. 3. They know how to select assessment criteria that measure the achievement of learning goals.
Standard 3.9.19: Teachers know how to access and design a range of appropriate learning resources related to EFL	<ol style="list-style-type: none"> 1. They are familiar with a wide variety of print and electronic learning resources related to the curriculum they teach. 2. They know how to access, select and adapt learning resources based on learning goals and outcomes. 3. They know how to integrate electronic/digital learning resources in their teaching. 4. They know how to motivate and train students to utilize a variety of learning resources and become independent learners.

Standard	Indicators
<p>Standard 3.9.20: Teachers plan language lessons that are appropriate to their student needs and backgrounds</p>	<ol style="list-style-type: none"> 1. They incorporate the Saudi Curriculum Objectives into their lessons. 2. They design language lessons that are appropriate to their student various stages of cognitive development. 3. They design language lessons that are appropriate to student various proficiency levels. 4. They design language lessons that are appropriate to student cultural and socioeconomic backgrounds. 5. They adapt language lessons to accommodate to their student learning styles and preferences. 6. They design language lessons that take into consideration talented, creative and high-proficiency students. 7. They design language lessons that take into consideration remedial and limited proficiency students.
<p>Standard 3.9.21: Teachers apply effective teaching methods and strategies based on second language acquisition theories and research.</p>	<ol style="list-style-type: none"> 1. They apply teaching strategies based on student various stages of cognitive development. 2. They apply teaching methods that are appropriate to student various proficiency levels. 3. They use instructional strategies that meet the individual needs of limited proficiency students. 4. They sequence instruction based on student level progression. 5. They apply teaching methods and strategies that are related to the major four language skills (listening, speaking, reading, and writing). 6. They select instructional strategies using their knowledge of language and linguistics. 7. They apply content-based EFL approaches to instruction. 8. They employ instructional methods and strategies based on current research and practice.

Standard	Indicators
<p>Standard 3.9.22: Teachers use a variety of teaching methods that promote student engagement in language learning</p>	<ol style="list-style-type: none"> 1. They use innovative teaching strategies that enhance student language learning motivation. 2. They create a positive classroom environment that encourages creativity and autonomous learning. 3. They use teaching methods that develop critical thinking and problem solving skills. 4. They use teaching techniques that link student personal experiences and contemporary issues to language learning. 5. They use teaching strategies and media that help students appreciate and enjoy language learning.
<p>Standard 3.9.23: Teachers use and adapt a wide range of effective resources in language teaching.</p>	<ol style="list-style-type: none"> 1. They utilize language teaching materials that are appropriate to curriculum and instructional objectives. 2. They select and adapt teaching materials to suit their student needs and cultural backgrounds. 3. They utilize a variety of electronic and web-based language teaching technologies. 4. They involve students in a variety of e-learning language activities and assignments.
<p>Standard 3.9.24: Teachers know a range of methods and tools of assessment of English as a Foreign Language</p>	<ol style="list-style-type: none"> 1. They know and understand reliability and validity and their implications for language testing. 2. They know a range of formative and summative assessment methods and their applications in TEFL. 3. They know types and methods of assessment used in the EFL classroom. 4. They know the Common European Framework of Reference (CEFR) and its implications for language assessment and testing. 5. They know a range of standardized proficiency tests including KET, PET, IELTS, and TOEFL.

Standard	Indicators
<p>Standard 3.9.25: Teachers design, adapt and use a variety of EFL assessment methods and tools.</p>	<ol style="list-style-type: none"> 1. They design and use a range of valid and reliable methods of measurement/assessment in language testing. 2. They use a range of formative and summative assessment methods. 3. They use diagnostic, progress and language proficiency tests. 4. They use assessment techniques that test language skills (listening, speaking, reading, writing), in addition to vocabulary and grammar tests. 5. They use a variety of EFL assessment methods including: recognition, production, portfolio, observation, and self-assessment.
<p>Standard 3.9.26: Teachers provide their students with timely and constructive feedback.</p>	<ol style="list-style-type: none"> 1. They use various means of feedback including formal, informal and summative feedback about student learning and progress. 2. They use assessment and student feedback to inform planning and teaching strategies.
<p>Standard 3.9.27: Teachers maintain accessible and accurate records of student achievement and analyze assessment data.</p>	<ol style="list-style-type: none"> 1. They diagnose and interpret their student language achievement. 2. They monitor student progress through analyzing assessment data and results. 3. They use the information they generate from this analysis/ diagnosis to improve teaching and assessment.

APPENDIX U**SAUDI EFL STANDARDS ATTAINED BY THE GUIDELINES**

Saudi EFL Standards	Standards Attained by the Guidelines
Standard 3.9.4 Teachers have thorough knowledge of the structure of English.	<ul style="list-style-type: none"> - Dialogue Journals - Instructional Conversation - Language Play
Standard 3.9.5: Teachers have general knowledge of the phonetics and phonology of English.	<ul style="list-style-type: none"> - Language Play
Standard 3.9.6: Teachers know and understand the morphology and syntax of English.	<ul style="list-style-type: none"> - Dialogue Journals - Instructional Conversation - Language Play
Standard 3.9.7: Teachers know and understand the semantics and pragmatics of English.	<ul style="list-style-type: none"> - Dialogue Journals - Instructional Conversation - Language Play
Standard 3.9.9: Teachers know and understand listening and speaking strategies.	<ul style="list-style-type: none"> - Collaborative Learning - Instructional Conversation - Language Play - Reciprocal Teaching - Scaffolding - Thinking Aloud
Standard 3.9.10: Teachers know and understand reading comprehension strategies.	<ul style="list-style-type: none"> - Collaborative Learning - Dialogue Journals - Instructional Conversation - Language Play - Reciprocal Teaching - Scaffolding - Thinking Aloud
Standard 3.9.11: Teachers know and understand the writing processes of English.	<ul style="list-style-type: none"> - Collaborative Learning - Dialogue Journals - Instructional Conversation - Language Play - Reciprocal Teaching - Scaffolding - Thinking Aloud
Standard 3.9.12: Teachers are familiar	<ul style="list-style-type: none"> - Sociocultural learning Theory

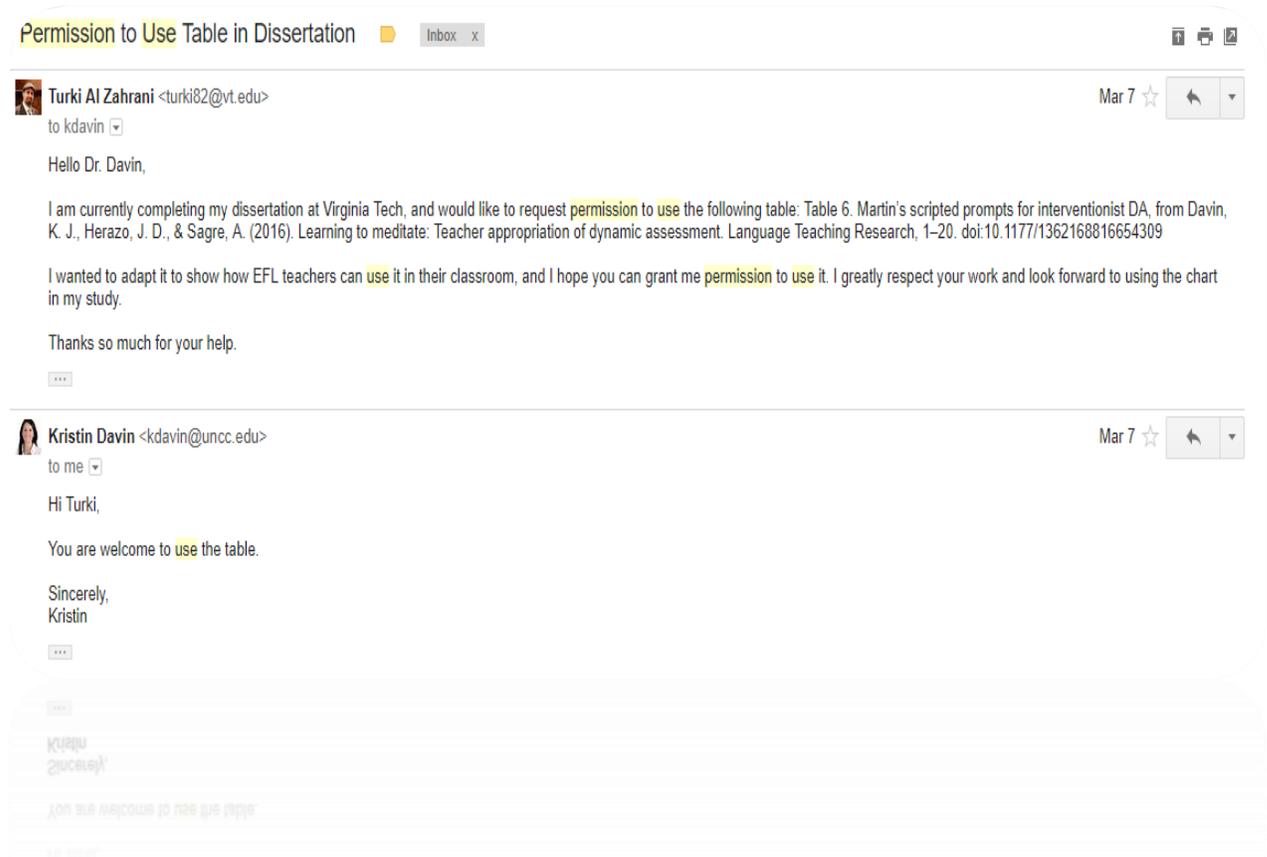
with the theoretical and methodological developments of TESOL.	
Standard 3.9.14: Teachers know the major concepts and issues related to Teaching English as a Foreign Language (TEFL).	<ul style="list-style-type: none"> - Sociocultural Learning Theory - Instructional Strategies (Collaborative learning, dialogue journals, instructional conversation, language play, reciprocal teaching, scaffolding, and thinking aloud). - Assessment (Dynamic assessment)
Standard 3.9.15: Teachers know a range of approaches, methods and strategies related to teaching and assessing EFL.	<ul style="list-style-type: none"> - Collaborative Learning - Dialogue Journals - Dynamic Assessment - Instructional Conversation - Language Play - Reciprocal Teaching - Scaffolding - Thinking Aloud - Instructional Technologies (CALL, CMC, MALL)
Standard 3.9.17: Teachers know how to plan learning activities relevant to EFL learning goals and curriculum requirements.	<ul style="list-style-type: none"> - Examples from Saudi EFL curriculum - Instructional Technologies (Activities)
Standard 3.9.18: Teachers know how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals.	<ul style="list-style-type: none"> - Dynamic Assessment - Instructional Technologies (Online assessment)
Standard 3.9.19: Teachers know how to access and design a range of appropriate learning resources related to EFL.	<ul style="list-style-type: none"> - Guidelines Resources - Instructional technologies (CALL, CMC, MALL)
Standard 3.9.20: Teachers plan language lessons that are appropriate to their student needs and backgrounds.	<ul style="list-style-type: none"> - Examples from Saudi EFL curriculum - Instructional Technologies (CALL, CMC, MALL)

<p>Standard 3.9.21: Teachers apply effective teaching methods and strategies based on second language acquisition theories and research.</p>	<ul style="list-style-type: none"> - Instructional Strategies (Collaborative learning, dialogue journals, dynamic assessment, instructional conversation, language play, reciprocal teaching, scaffolding, and thinking aloud).
<p>Standard 3.9.22: Teachers use a variety of teaching methods that promote student engagement in language learning</p>	<ul style="list-style-type: none"> - Collaborative Learning - Dialogue Journals - Dynamic Assessment - Instructional Conversation - Language Play - Reciprocal Teaching - Scaffolding - Thinking Aloud
<p>Standard 3.9.23: Teachers use and adapt a wide range of effective resources in language teaching.</p>	<ul style="list-style-type: none"> - Guidelines Resources - Instructional technologies (CALL, CMC, MALL)
<p>Standard 3.9.24: Teachers know a range of methods and tools of assessment of English as a Foreign Language.</p>	<ul style="list-style-type: none"> - Dynamic Assessment - Instructional Technologies (CALL, CMC, MALL) for assessment purposes.
<p>Standard 3.9.25: Teachers design, adapt and use a variety of EFL assessment methods and tools.</p>	<ul style="list-style-type: none"> - Dynamic Assessment - Instructional Technologies (CALL, CMC, MALL) for assessment purposes.
<p>Standard 3.9.26: Teachers provide their students with timely and constructive feedback.</p>	<ul style="list-style-type: none"> - Dynamic Assessment - Instructional Technologies (CALL, CMC, MALL) for assessment purposes.
<p>Standard 3.9.27: Teachers maintain accessible and accurate records of student achievement and analyze assessment data.</p>	<ul style="list-style-type: none"> - Instructional Technologies (Online portfolio)

APPENDIX V

PERMISSION TO USE MARTIN'S SCRIPTED PROMPTS FOR INTERVENTIONIST

DAS TABLE



Adapted from: Martin's scripted prompts for interventionist DA, from Davin, K. J., Herazo, J. D., & Sagre, A. (2016). Learning to meditate: Teacher appropriation of dynamic assessment. Language Teaching Research, 1–20. doi:10.1177/1362168816654309

APPENDIX W

GUIDELINES REVISED VERSION OF RESOURCES

Instructional Technologies Selection:

- Technology could be integrated as a way to show teachers how to use the strategy in their classrooms.
 - Technology could be used as a tool where students use to work on presenting information or managing tasks and roles through online software such as Google Docs, Microsoft word, and PowerPoint. In addition, to the use of electronic dictionary, smartboard, computers, iPads or search the internet for information and resources such as the Saudi Digital Library (SDL). 
 - Technology could be used to present authentic materials where students watch an educational video about specific lesson.
 - Technology could establish a collaborative environment for students to use Jigsaw strategies at any time through the use of programs such as Google Drive, Podio, TitanPad, Google Groups, Edmodo, Classdojo, Padlet, and GoSoapBox.
 - Technology could help teachers create Jigsaw activities templates, charts, rubrics and online assessment through the use of software such as Google Forms, Google Chart Tools, ClassMarker, Plickers, Quizizz, SurveyMonkey, Topgrade, QuestBase, socrative, and Hot Potatoes
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APPENDIX X

GUIDELINES REVISED VERSION OF BULLET FORMAT

- Some Ways to Process Group Interaction: (How did I / We Do?) Self-Assess.
 - A. Small Groups:
 1. What did your group do well today?
 2. What could you do better tomorrow?
 - B. Whole Class:
 1. What skills did we do well in working together today?
 2. What skills could we do even better tomorrow?

- Some Ways to Process Group Interaction (Group Processing Forms: All Must Do Every Time)
 - A. Individual (Self):
 1. What did you do well in helping your group today?
 2. What could you do even better tomorrow?
 - B. Individual (Other):
 1. Name one thing that a group member did which helped your group?
 2. Tell your group member that you appreciated their help.

Source: https://www.keansburg.k12.nj.us/cms/lib/NJ01001933/Centricity/Domain/163/Intro_to_Coop_Learning.pdf

APPENDIX Y

INSTRUCTIONAL CONVERSATION DISCOURSE IN A FOREIGN LANGUAGE

CLASS: FEATURE DESCRIPTION

TF	Thematic Focus	A topic is initiated by a question or comment, and develops with related subtopics throughout the discourse.
C	Connected Discourse	Multiple, interactive, connected turns Balanced turn-taking &: coherent topic development
DT	Direct Teaching	Provision or confirmation of linguistic or other factual information when necessary, in response to <ol style="list-style-type: none"> 1. Student request or use of English 2. Student stopping before completing idea 3. Student correction of form 4. Incomprehensible or inappropriate utterance
QU	Questions with Unpredictable Answers	Questions are open-ended or have unpredictable answers
PL	Promotion of Language and Expression	The teacher extends the quantity and quality of student production <ol style="list-style-type: none"> 1. open-ended invitation for information or opinion 2. repeating, rephrasing, or expanding her own utterance to elicit a response 3. suggesting an answer in an invitation to speak 4. prompting self-correction by repeating part of a student utterance 5. prompting use of Spanish
R	Responsiveness	The teacher responds to content <ol style="list-style-type: none"> 1. confirmation of the student's prior contribution, without reformulating 2. follow-up question that elicits new information

Source: Todhunter, S. (2007). Instructional conversations in a high school Spanish class. Foreign Language Annals, 40(4), 604-621. Reprinted by permission of Susan Todhunter.

APPENDIX Z**INSTRUCTIONAL STRATEGIES: EXPERT REVIEW FROM U.S RESULTS**

#	Theme	Survey Questions	Yes	No	Comments
1	Theoretical alignment	Are these instructional strategies based on sociocultural learning theory? If you select no, please explain?	3	0	
2	Strategies Appropriateness	Are these instructional strategies appropriate for teaching EFL skills? If you select no, please explain?	3	0	
3	Social interaction	Do these instructional strategies encourage social interaction? If you select no, please explain?	3	0	
4	Task-based activities	Do these instructional strategies encourage task-based activities? If you select no, please explain?	3	0	
5	Active learning	Do these instructional strategies encourage active learning? If you select no, please explain?	3	0	
6	Community of practice	Do these instructional strategies promote creating a community of practice in EFL classrooms? If you select no, please explain?	3	0	
7	Teacher-learner discourse	Do these instructional strategies promote creating discourse among teachers and learners? If you select no, please explain?	3	0	
8	Student-centered strategies	Do these instructional strategies support student center approach? If you select no, please explain?	3	0	
9	Technology integration	Do these instructional strategies promote using technology in EFL classrooms? If you select no, please explain?	3	0	
10	Feasibility	Can EFL teachers implement these instructional strategies? If you select no, please explain?	3	0	

APPENDIX AA**INSTRUCTIONAL TECHNOLOGIES: EXPERT REVIEW FROM U.S RESULTS**

#	Theme	Survey Questions	Yes	No	Comments
1	Appropriateness technologies for EFL	Does the tool provide appropriate technologies to teach EFL skills? If you select no, please explain?	3	0	
2	Technology support for strategies	Are these technologies appropriate to support using instructional strategies to teach EFL skills? If you select no, please explain?	2	1	Only if they are developmentally appropriate.
3	Authentic context for EFL strategies	Do these technologies provide authentic and meaningful context for learners to practice their EFL skills using these instructional strategies? If you select no, please explain?	3	0	
4	Technology for interaction	Do these technologies promote active interaction between learners? If you select no, please explain?	3	0	

APPENDIX BB
INSTRUCTIONAL STRATEGIES: EXPERT REVIEW FROM S.A RESULTS

#	Theme	Survey Questions	Yes	No	Comments
1	Theoretical alignment	Are these instructional strategies based on sociocultural learning theory? If you select no, please explain?	2	1	- Dynamic assessment strategy would add much burden on the teachers. Thinking aloud is not useful in large classes.
2	Strategies Appropriateness	Are these instructional strategies appropriate for teaching EFL skills? If you select no, please explain?	2	1	- Dynamic assessment involves much effort done by the teachers. This is considered cons especially in Saudi contexts where teachers have several duties beside teaching. - Thinking aloud maybe difficult to apply in large classes.
3	Social interaction	Do these instructional strategies encourage social interaction? If you select no, please explain?	2	1	- Reciprocal teaching is not suitable for shy students. - Dynamic assessment: I can't think of an example on how to use this approach to encourage social interaction.
4	Task-based activities	Do these instructional strategies encourage task-based activities? If you select no, please explain?	3	0	
5	Active learning	Do these instructional strategies encourage active learning? If you select no, please explain?	3	0	

#	Theme	Survey Questions	Yes	No	Comments
6	Community of practice	Do these instructional strategies promote creating a community of practice in EFL classrooms? If you select no, please explain?	2	1	- Dynamic assessment can be good to establish with teachers more than with students.
7	Teacher-learner discourse	Do these instructional strategies promote creating discourse among teachers and learners? If you select no, please explain?	3	0	
8	Student-centered approach	Do these instructional strategies support student center approach? If you select no, please explain?	2	1	- Dynamic assessment is a teacher approach.
9	Technology integration	Do these instructional strategies promote using technology in EFL classrooms? If you select no, please explain?	3	0	
10	Feasibility	Can EFL teachers implement these instructional strategies? If you select no, please explain?	1	2	- Reciprocal teaching: Students abilities may not help in doing it. - Dynamic assessment: Students abilities may not help in doing it. - Dynamic assessment: Because teachers follow school's rules and regulations strictly.
11	Saudi EFL standards	Do these instructional strategies meet the Saudi English language teacher's standards? If you select no, please explain?	2	1	- Dynamic assessment could meet the standards but the teaching load and other duties could prevent it from taken place.

APPENDIX CC

INSTRUCTIONAL TECHNOLOGIES: EXPERT REVIEW FROM S.A RESULTS

#	Theme	Survey Questions	Yes	NO	Comments
1	Appropriateness technologies for EFL	Does the tool provide appropriate technologies to teach EFL skills? If you select no, please explain?	3	0	
2	Technology support for strategies	Are these technologies appropriate to support using instructional strategies to teach EFL skills? If you select no, please explain?	3	0	
3	Authentic context for EFL strategies	Do these technologies provide authentic and meaningful context for learners to practice their EFL skills using these instructional strategies? If you select no, please explain?	3	0	
4	Technology for interaction	Do these technologies promote active interaction between learners? If you select no, please explain?	3	0	
5	Accessibility	Are these technologies accessible to teachers and learners in Saudi Arabia? If you select no, please explain?	3	0	

APPENDIX DD**INSTRUCTIONAL STRATEGIES: EFL TEACHERS RESULTS**

#	Theme	Survey Questions	Yes	No	Comments
1	Strategies appropriateness	Are these instructional strategies appropriate to use in teaching English language skills in Saudi Arabia? If you select no, please explain?	4	0	
2	Teaching methods appropriateness for EFL skills	Are these instructional strategies useful in teaching English language skills in Saudi Arabia? If you select no, please explain?	4	0	
3	Clarity of instructional strategies	Are these instructional strategies described clearly in the tool provided to you? If you select no, please explain?	4	0	
4	Benefits of instructional strategies	Does the tool explain why to use instructional strategies to teach English language skills in Saudi Arabia? If you select no, please explain?	4	0	
5	Application of instructional strategies	Does the tool explain how to use instructional strategies to teach English language skills in Saudi Arabia? If you select no, please explain?	4	0	
6	Usability	Does the tool provide examples on how to use instructional strategies to teach English language skills in Saudi Arabia? If you select no, please explain?	4	0	
7	Saudi EFL standards	Do these instructional strategies meet the Saudi teacher's standards? If you select no, please explain?	4	0	

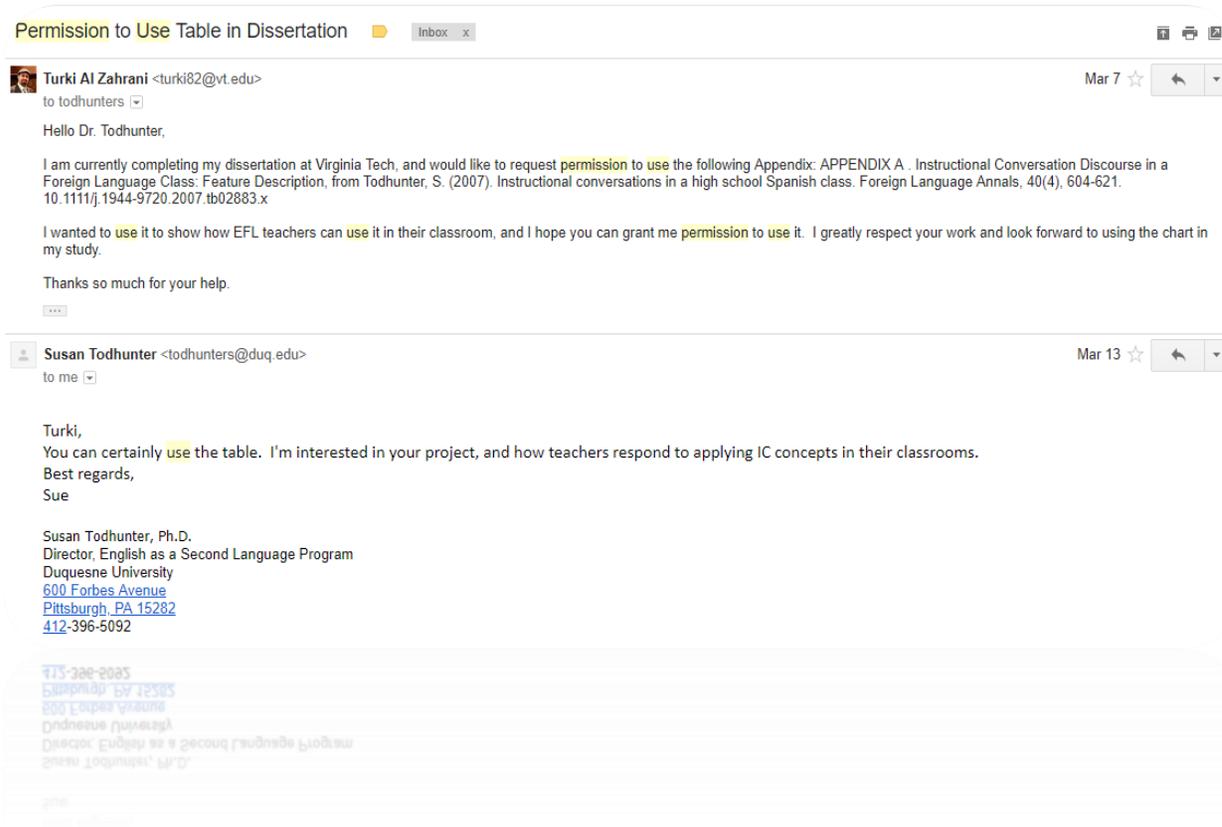
#	Theme	Survey Questions	Yes	No	Comments
8	Feasibility	Can English language teachers in Saudi Arabia implement these instructional strategies? If you select no, please explain?	3	1	Reciprocal Teaching: Most of the students have difficulties with the productive skills.
9	Active learning	Do these instructional strategies encourage active learning? If you select no, please explain?	4	0	
10	Community of practice	Do these instructional strategies promote creating a community of practice in English language classrooms? If you select no, please explain?	4	0	
11	Teacher-learner interaction	Do these instructional strategies promote creating discourse among teachers and learners? If you select no, please explain?	4	0	
12	Technology integration	Do these instructional strategies promote using technology in English language classrooms in Saudi Arabia? If you select no, please explain?	2	2	- Thinking Aloud and Instructional conversation can't be applied with younger kids as they don't have the minimum requirement of the language productive skills. - Scaffolding doesn't need to use technology.
13	Student-centered approach	Do these instructional strategies support student center approach? If you select no, please explain?	3	1	- Dynamic assessment is a teacher responsibility set by policy maker.

APPENDIX EE**INSTRUCTIONAL TECHNOLOGIES: EFL TEACHERS RESULTS**

#	Theme	Survey Questions	Yes	No	Comments
1	Appropriateness technologies for EFL	Does the tool provide appropriate instructional technologies to teach English language skills in Saudi Arabia? If you select no, please explain?	4	0	
2	Technology support for Strategies	Are these instructional technologies appropriate to support using instructional strategies to teach English language skills in Saudi Arabia? If you select no, please explain?	4	0	
3	Authentic context for EFL strategies	Do these instructional technologies provide authentic and meaningful context for learners to practice their English language skills using these instructional strategies? If you select no, please explain?	4	0	
4	Technology for interaction	Do these instructional technologies promote active interaction between learners? If you select no, please explain?	4	0	
5	Technology accessibility	Are these instructional technologies accessible to teachers and learners in Saudi Arabia? If you select no, please explain?	4	0	
6	Technology feasibility	Can you implement these instructional technologies in teaching English language skills in Saudi Arabia? If you select no, please explain?	3	1	It depends on the level we are teaching.
7	Technology integration	Do you use technology in teaching English language skills in your classrooms? If no, please explain?	4	0	

APPENDIX FF

PERMISSION TO USE INSTRUCTIONAL CONVERSATION DISCOURSE IN A FOREIGN LANGUAGE CLASS: FEATURE DESCRIPTION TABLE



APPENDIX FF. Instructional Conversation Discourse in a Foreign Language Class: Feature Description, from Todhunter, S. (2007). Instructional conversations in a high school Spanish class. Foreign Language Annals, 40(4), 604-621. 10.1111/j.1944-9720.2007.