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Abstract:
Kuwait has a very low rate of English proficiency and ranks 65 out of 70 in the global English foreign language proficiency index for schools. A number of factors account for this including the amount of time allocated to spoken English in the curriculum and the lack of students' interest and subject confidence by the time they reach Grade 5. This study uses the Research Onion methodology to explore the potential for using digital tools (Apps and tablets) to increase the motivation and engagement of 5th grade young Arab EFL learners in Kuwait, improve their levels of spoken English and expand their learning space beyond the classroom into the home and everyday activities. It adopts the mixed methods approach and uses sample groups of students, parents and teachers from one school in Kuwait, including an online quantitative survey and semi-structured qualitative oral interviews, to gain insights into the topic. The results showed that the digital tools can have a positive impact on EFL learners speaking proficiency, and the increase of their sense of motivation to communicate but the newness of the idea in the Kuwaiti context raises questions for some parents and teachers in relation to their expectations based on the traditional teaching methods and curriculum.

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The impact of digital tools on motivating young Arab EFL learners to improve their speaking skills

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Submitted in accordance with the requirements for the degree of MA TESOL, Teacher Education

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February, 2017
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Abstract

Kuwait has a very low rate of English proficiency and ranks 65 out of 70 in the global English foreign language proficiency index for schools. A number of factors account for this including the amount of time allocated to spoken English in the curriculum and the lack of students' interest and subject confidence by the time they reach Grade 5. This study uses the Research Onion methodology to explore the potential for using digital tools (Apps and tablets) to increase the motivation and engagement of 5th grade young Arab EFL learners in Kuwait, improve their levels of spoken English and expand their learning space beyond the classroom into the home and everyday activities. It adopts the mixed methods approach and uses sample groups of students, parents and teachers from one school in Kuwait, including an online quantitative survey and semi-structured qualitative oral interviews, to gain insights into the topic. The results showed that the digital tools can have a positive impact on EFL learners speaking proficiency, and the increase of their sense of motivation to communicate but the newness of the idea in the Kuwaiti context raises questions for some parents and teachers in relation to their expectations based on the traditional teaching methods and curriculum.
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ABBREVIATIONS AND ACRONYMS

AL  Arabic languages
ARCS  Attention (A), Relevance (R),
      Confidence (C), Satisfaction (S)
CALL  Computer Assisted Language Learning
EFL  English foreign language
EL  English language
ELF  English as a lingua franca
LL  Language Learning
L1  First language
L2  Second language
MALL  Mobile Assisted language learning
MSA  Modern Standard Arabic
P.P  pupil-to-pupil
TALL  Tablet Assisted Language Learning
TESOL  Teaching English to Speakers of Other Languages
YL  Young Learners
Chapter One: Introduction

Arabs living in Arab countries have problems communicating effectively in the English language (Arab Human Development Report, 2003), a situation worsened by the negative impact that regional instability has had on public education. Kuwait has a very low rate of English proficiency despite the government spending 13.4% of its total expenditure on education (Education Report for VOA Learning English, 2015). It ranks 65 out of 70 in the global English foreign language proficiency index for schools and ninth out of the 13 Middle East countries (EF EPI-UK, 2015). Part of the explanation lies in the social and cultural context of English foreign language (EFL) learning, the differences between spoken Arabic and spoken English and the way in which English is taught in Kuwaiti primary and secondary education.

1.1 Social and cultural aspects of Language learning in Kuwait

The challenges facing Kuwaiti EFL learners come from the social, cultural, linguistic and historical differences between spoken Arabic languages (AL) and the English language (EL). The diglossic nature of Arabic plays an important role. Primary school learners are taught Modern Standard Arabic (MSA) for reading and writing (Maamouri, 1998). MSA is only used in formal education. A diverse range of informal colloquial Kuwaiti Arabic is used for everyday verbal interaction, creating conflict in the first language (L1) and a major challenge for teachers, learners, and curricula (Maamouri, 1998).

Cultural aspects of religion also help to shape learning contexts in Kuwait. Colloquial forms of Arabic, which emerged from indigenous languages, colonial input and MSA, have some basis in religious issues (Watson, 2004. p.23). MSA is seen as the perfect form of the AL, being God-driven and derived from Qur’anic Arabic, and thus desirable as the primary language of acquisition. Kuwaiti society can be said to foster “two prestigious international languages,
Arabic and English, in a context of Islam as the dominant religion <...> where English is powerful and prestigious but is also seen by some as the diffuser of foreign cultures, values and interests” (Malallah, 2000, p19). Consequently, some parents may value EFL less and fail to encourage or support their children English Language learning efforts.

1.2 Impact of the differences between spoken Arabic and spoken English

Learning a foreign language is complex. A different linguistic structure in the second language can mean the native language “gets in the way” of L2 construction (Ellis, 1985, p.21) so learners may struggle. This seems to be the case between English and Arabic. English, derived from Greek and Latin, has no similarity to Arabic and the reading and writing systems differ creating some challenges to Arabs when reading and pronouncing English consonants that are similar in their written forms, such as /b/ and /d/.

Stress patterns are another difficulty. Predictable in Arabic, emphases are not fixed in English. Native English speakers frequently utilise elision, varying stress patterns according to the meaning they wish to express which Arabic speakers find difficult to master (Ibrahim, 2013; Al-Mutawa and Kailani, 1989). English and Arabic vocabulary and meaning are quite different and can be much more complex in English (Al-Mutawa and Kailani, 1989), making vocabulary acquisition a major challenge for Arabic learners of English (Masrai and Milt, 2015).

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1 About one-third of Arab EFL learners’ errors are caused by transferring their L1 habits to the target language (AbiSamra, 2003).
2 Arabic is written and is read from right to left, while English is written and read from left to right (Al Fadda, 2012).
3 the effective swallowing of some English sounds to ensure smooth speech
1.3 Young Kuwaiti EFL learners and challenges in EFL speech production
In Kuwait, language study is a compulsory subject for 12 years of primary and secondary education. Despite this, Kuwaiti EFL learners are underachievers in English, particularly in relation to speech and writing production skills (Al-Mutawa and Issa, 1986; Al-Mutawa, 1997). Osman (1996) suggested low levels of achievement were due to a combination of previous educational experiences and a lack of motivation, self-confidence and interest in learning English, a view confirmed by Al Othman and Shuqair (2013). By the age of ten, students have already established clear attitudes and beliefs towards learning and communicating in English. Where this view is negative, it impacts on their engagement and willingness to participate orally in the EFL classroom. Learners who are demotivated at this age can negatively affect their peers and teachers (Dashti, 2015).

Contextual factors may also underpin low levels of EFL attainment. Learning English is seen as a requirement for passing exams rather than an achievement in L2 competence (Almutawa, 1992, 1994). Arabic is the language of instruction in the EFL classroom, so student exposure to spoken English is limited, affecting their overall proficiency (Storch and Aldosari, 2010) and again contributing to negative attitudes towards EFL learning.

Encouraging increased L2 speech production is vital if Kuwaiti students are to achieve the levels of competency and achievement necessary for English use in the workplace (Malallah, 2000; Akram, 2015). Competency in EFL is best served by exposure and practice (Lightbown and Spada, 2006). Although some young Kuwaiti learners will have exposure to English outside of the classroom from television, movies and travel, many do not. This is likely to impact their motivation and desire to learn and practice spoken English and supports Al-Mutawa's (1997) findings that the majority of EFL learners in Kuwait are not
sufficiently skilled in orally communicating their ideas and thoughts with the use of L2 when they reach the secondary school level.

1.4 Personal experience and observations
My observations on EFL learning in Kuwait are based on my personal teaching experience in a Kuwaiti governmental primary school where EFL is taught for about three hours per week. The fifth-grade curriculum is designed to provide students with improved language skills. Teachers are required to use cooperative learning strategies within the classroom environment to encourage students to read, write, speak, and do listening activities in small groups and pairs (Ministry of Education, 2010) although this may not always happen in practice.

From personal experience of teaching fifth graders, I know that pupils have insufficient time to practice speaking skills during class hours. There are three ways learners practice L2 in these fifth grade Kuwaiti classrooms:

- by asking questions during the lesson for clarification, repetition, or permission to leave the class, though most prefer to do this using their mother tongue.
- through pupil-to-pupil (P.P.) interaction to ask and answer questions where one student reads the question from the course book aloud, and the other student tries to answer in a complete sentence.
- by orally presenting a topic of interest using at least five sentences, though some pupils prefer to read what they have prepared rather than actually ‘speaking’ it.

Two of these three speaking practices are not particularly effective and help explain young Kuwaiti learners’ lack of confidence and competence in spoken English. Traditional classroom rules and expectations play a role too. Students have limited freedom and are not allowed to speak to each other without the teacher’s permission, further limiting the scope for them to develop spoken language skills.
Many studies indicate that students learning a new language need as much language support as possible. They need to hear, write, speak a language and read it. My personal experience suggests that technology helps to both motivate children and increase their vocabulary experience. Pupils need to learn vocabulary in context and with visual clues to help them understand. Peer to peer learning combined with technology allows children to interact with each other in different ways, increasing verbal exchange as learning occurs. This makes technology a useful supplement to the traditional curriculum and a tool for promoting EL verbal and vocabulary skills.

During my experiences teaching EFL to Young Learners (YL), I noticed that while most of the learners were excited to participate in the activities and wanted to please the teacher even if they did not understand how to complete the work, this changed when the activity reached a point where they needed to communicate at L2. In line with the traditional teaching methods relying on the teacher and textbook as the primary sources of knowledge in an environment where the pupils are passive, and under pressure to complete the curriculum in time, most Kuwaiti teachers at L2 focus on the examination topics of writing and grammar rules. I believe this is a contributory factor to the development of negative attitudes to EFL at L2.

I also observed that learner collaboration during class time – with redirection and guidance from the teachers whenever necessary – could be highly effective. Students liked the idea of helping each other with the challenging parts of tasks that they are unable to solve individually and were acting as experts for each other in line with Bayer’s comments (1990, p10). This shows us that learning develops with children when they interact socially.
1.5 Statement of the research topic and application
The problem that I have identified in Kuwait that I wish to address through this research is the demotivation of fifth grade students in relation to attaining spoken English skills and engaging more fully with EFL lessons. This clearly links to the low rate of English proficiency in Kuwait referred to in the opening paragraph. As we have seen above, factors contributing to this problem include:

- Differences between Arabic and the English language that make the acquisition of spoken English skills more challenging for the YL.

- Cultural factors that may reduce parental interest in and support for the acquisition of spoken EFL skills by young Kuwaiti learners.

- The ripple effect of negative attitudes to EFL learning that can shape classroom experiences.

- Lack of exposure to English outside of the classroom for many YL.

- Traditional formal exam focused learning environments in the Kuwaiti education system which can limit pupil confidence in terms of spoken language skills.

Studies addressing aspects of the low proficiency levels and productive abilities in EFL in Kuwait and/or other Gulf States such as Al-Mutawa and Issa (1986), Al-Nouh, Abdul-Kareem and Taqi (2015) and Al Othman and Shuqair (2013) generally focus on the higher education sector. There has been much less interest in exploring the root causes of this problem at the primary education level.

We know that the learning environment, teaching approaches and teacher motivation and attitudes are all important factors to consider when studying young EFL learners (Bahous et al., 2011; Qashoa, 2006). Cameron (2001, p1) argues that classrooms based on “learner-centered teaching” produce better language learner outcomes rather than those that are “placing the subject or curriculum at the center” of the learning process.
One way of improving Kuwait’s ranking in the EFL proficiency index for schools may be to focus on YL at the primary school level and find ways to increase positive engagement and experiences in spoken EFL lessons so that the attitudes formed by learners by the age of ten may be more positive.

The factors identified above that contribute to low levels of EFL proficiency are difficult to change, but alternative teaching methods may offer a way forward as some of the issues in Kuwaiti EFL instruction and learning relate to the teaching environment and classroom attitudes towards learning.

This research builds on some of the ideas in my previous assignment where I discussed how technology may enhance Language Learning. My interest is in changing the traditional teaching method in Kuwait that relies on the teacher and textbook as the primary sources of knowledge in an environment where the pupils are passive. Instead, I am interested in ways of helping the pupils to become more active learners and oral communicators. My case study for my first assignment suggests that digital apps such as WhatsApp, My eBook, Sock Puppets and Puppet Pals H.D., and Instagram can help with this.

What I am hoping to find out through my research is that technology, particularly digital tools such as computers, tablets, and the Web-based Apps, can have a positive impact on young Kuwaiti EFL learners and increase their motivation to communicate using the EL both inside and outside of the EFL class. Integrating these technologies into the EFL learning environment is a new approach in governmental schools in Kuwait. Learners are likely to respond positively because of the relevance to their age group and interests and the more creative and fun aspects of the learning activities compared to traditional teaching methods.
This study’s primary objective is to examine whether young Kuwaiti learners of English aged between 9 and 10 in grade five are more motivated to improve their EL speaking skills in a classroom-based learning environment that uses web-based language education applications in addition to traditional teacher led instruction. Some of the issues I will be examining are:

- What are the teachers’ and parents’ views about the YL motivation to learn English?
- Do selected apps enhance children’s exposure to, and practice in, the target L2?
- Do the selected apps increase learners’ motivation for L2?
- What types of home-based support for speaking English do the YL have?
- Does the level of technology access and use at home make a difference?
- Is parental support for the use of technology an influencing factor?
Chapter Two: literature review

This literature review addresses three broad areas related to my research:

- Why the focus on speaking skills is important?
- How using technology adds value to EFL learning?
- What can be done to make the use of that technology effective?

Focusing on these three areas has helped me clarify my research topic and methodology and write my analysis of the survey and interview results. None of the literature reviewed relates directly to the Kuwaiti experience, but some of the references do relate to experiences in other Arabic speaking countries or in the same region. Even where this is not the case, it is possible to identify key insights and lessons and apply or adapt them to the Kuwait experience. My background and expertise in Kuwait have been a key factor in helping me do this in ways that I am confident will be relevant and useful to the Kuwait EFL learning context.

Most of the available literature reports on research undertaken in learning situations at the tertiary education level. Where I have found examples of literature based on research on students using technology in schools, I have included them. Similarly, the literature on technology use in education has not kept pace with actual technology development. Apps, for example, did not exist in the early 2000s when some of the articles on technology and EFL teaching were written. I-pads are a relatively new arrival and the scope to develop virtual reality versions and games did not exist until recently. However, the type of technology itself is not the main point. Apps and mobile platforms, like computers, are just tools. What matters is how they are used in the EFL learning context and the impact that is created. I have tried to show the basis of the different experiences and conclusions outlined in the literature so that I can apply it to the EFL classroom in Kuwait.
Each of these three broad areas reviewed below allows me to look at factors relevant to my research. Section one, on speaking skills, covers the role of speaking and motivation in EL development learning. Section two, looks at the value that using technology can bring to the EFL learning process and experience. Section three, on effective use of technology identifies some of the more important factors to be aware of when planning to use technology in the EFL classroom context.

2.1 Importance of speaking skill in EFL language learning and proficiency
Brown (1994) describes speaking as the most challenging skill for students to acquire because of the features characterising oral discourse–the contractions, vowel reductions and elision, the stress, rhythm and intonation, the use of slang and idioms and the need to interact with other speakers. This is especially true particularly when the learner is in a very different social and cultural context. In this section, I highlight the specific needs in developing speaking skills that using technology can help with, explore what fluency means in language development and look at what motivating learners mean in this context.

2.1.1 Role of speaking skills
Hsu (2014) points out that EFL learning is based on both language input (receptive ability, where students start storing the information about the language) and language output (productive capacity, or the application and use of language knowledge by the pupils). Listening and reading are receptive skills while speaking and writing are productive skills. Production is necessary for L2 fluency (Hwang et al., 2011).
Speaking in L2 demands a spontaneity that learners cannot always cope with, yet it is crucial to do so. As we speak for many reasons; to communicate, be social, request or respond to others request, or exchange ideas and information (Lindsay and Knight, 2006). However, speaking is not a matter of delivering words and chatting. Its more about how we produce certain sounds and stress on the pitch, tone, and intonation to express and interpret different meanings and translate feelings (Harmer, 2007).

So, speaking is probably the most important skill for students to acquire in EFL learning, and as we noted at the start of this dissertation, Kuwait currently has a very low rate of proficiency in English. This is partly a consequence of the fact that for some time now most Kuwait EFL students have low oral skills when they reach the secondary stage of schooling (Al-Mutawa, 1997). This makes the focus on speaking skills in my research very relevant.

Traditional-speaking activities in EFL teaching include discussions based on reading and listening, preparing speeches or presentations and role play of everyday situations, but for these to work the students must be actively engaged, especially in the few limited hours of teaching available in Kuwait. The teacher must take the students’ interests and needs into account, so spontaneous exchange in English is easier for them to practice.

Yu (2009) indicates that interaction in the classroom increases competence and confidence, and thus language development. As such, Language Learning (LL) should be both interactive and meaningful if the students are to have a positive experience (Brown, 2001; Ellis, 2008). This includes exposure to authentic materials and activities using native speech so that learners can listen to and then imitate natural-sounding speech and utterances (Bashir et al., 2015). If exposure to native speech is not available to students during class hours, but they are
exposed to it outside of school (in entertainment media or by communicating in English as a lingua franca (ELF), for example), students may unwittingly be exposed to incorrect language structure and pronunciation. However, young people, today love social media and the internet. This makes the use of apps and other technologies an interesting and new avenue for EFL teachers in Kuwait to explore.

A positive interaction in L2 requires “fluency, accuracy, and a sufficient lexico-grammatical repertoire” (Hinkel, 2006, p.114). Nation and Newton (2009) state that the essential purpose of speaking activities in class is to determine the learners’ negotiation and intervention ability. Fillmore (1979) explains that natural oral communication features, including expression, tone and tenses, can be practiced to acquire appropriate language proficiency. The proficiency occurs when pupils speak a foreign language without “stopping many times to think of what to say next or how to phrase it” (Filmore. 1979, p.93).

Teachers in a non-digital learning environment may not be able to recognise whether each learner is competent in speaking L2, as they often do not have time to interact with students individually. Therefore, using CALL (Computer Assisted Language Learning) and TALL (Tablet Assisted Language Learning) will assist YL and permit the tutor to evaluate the verbal language development of each student. Neri et al. (2008) suggest that digital tools support faster improvement in pronunciation than can be achieved by traditional speaking activities. This is partly explained by more one-on-one feedback, which is not often the case in many EFL classes (Chiu, 2007).
2.1.2 Importance of motivation
When talking about student motivation, some researchers differentiate between intrinsic and extrinsic motivation – in other words, motivation driven from within the student or by external reward factors. Ally (2004) however explains that the most suitable interactional approach should motivate YL and promote deep processing, develop the child's personality, encourage meaningful knowledge, support interaction, afford feedback, aid contextual learning and offer help through the learning process. Most importantly though, students should be stimulated to learn. It does not matter how efficient the digital materials are. If pupils are not motivated, they will not be involved or wish to take part in the learning process (Ally, 2004).

I have found Keller’s ARCS model of motivation a useful way of thinking about how to motivate learners. The ARCS model of motivation assumes that four categories of motivation - attention (A), relevance (R), confidence (C) and satisfaction (S) - are necessary conditions for a learner to be fully motivated. These categories are widely used as a solution to improve the motivational appeal of instructional materials (Keller, 2008). Attention means creating curiosity for learning; relevance refers to the meaningfulness of the content to the learner; confidence is the belief that one can succeed, and satisfaction means gaining satisfying outcomes of learning.

Keller (2008) argues that teachers are more likely to incorporate technology into their classroom teaching in order to assist instruction, gain attention, increase learner confidence and satisfy pupils in their learning. Thus, it can be argued that this model can be used in EFL classrooms with web-mediated apps to improve effectiveness, teaching and learner engagement. Whilst I agree with this approach, it is important to remember that there have been few studies regarding the application of the ARCS model in teaching a specific EFL skill in an e-
learning setting. So, it is still unknown what is the precise motivation influence of the web-based and digital training methods used in classroom training (Huizenga et al., 2009). Even so, motivation is a critical and needed aspect for student satisfaction, and it will be covered in my research. Adapting technology in teaching allows the learning process to be more student oriented and offers the learners freedom on how they can learn. It can be self-paced, relevant to the individual and self-sufficient, which leads to a high level of motivation to practice speaking (Oberg and Daniels, 2013).

The ARCS model can be applied to case studies to help provide an analytical framework for assessing their value. For example, Verdugo and Belmonte’s (2007) Spanish study examined the impact of digital stories on the understanding of spoken English to determine if digital tools can motivate YL to further their ESL speaking practice. The researchers used a pre-post-test design on a group of 6-year-old Spanish-English learners and tested their listening comprehension in an EFL classroom. This study found that the experimental group performed better than the control group in the final listening comprehension test administered (Verdugo and Belmonte, 2007). However, this study did not examine the level of pupils’ attention, the relevance of the content or their confidence and satisfaction, but other studies suggest that these characteristics might have been met. This study also did not assess the impact on other linguistic areas that digital media use had on EFL learners.

2.2 Value of adding technology to EFL teaching
The use of technology in EFL teaching is a promising research area that "can contribute to a better understanding of the current processes of learning and teaching” (Al-Mahrooqi and Troudi, 2014, p.3). Interest in this topic has really increased in recent years (Motteram, 2013; Tomlinson& Whittaker, 2013 cited in Al-Mahrooqi and Troudi, 2014, p.3). In this section I look at how using
technology for EFL learning can help expand the range of spoken English from the ‘classroom’ into the home and everyday activities. I also look at how the student-centered and fun aspects of apps can help make the EFL learning experience more engaging and positive for the students.

In their introduction to using technology in EFL teaching context, editors Al-Mahrooqi and Troudi (2014, p.1) suggest that to be "cost-effective", teaching institutions needed to reduce the time period required to learn the target language and employ instructional technologies. That “promise to motivate learners and to respond effectively to their needs.” Whilst they were referring to higher education institutions, the same points are relevant to the school environment. In Kuwait to add more than four EFL classes (three hours and thirty minutes) per week to the YL in context, will be impossible along with the other school subjects. Therefore, one potential solution to aid EFL learning is the use of web-based applications and digital tools both in and outside of the classroom.

Kukulska-Hulme (2012, p.10) asserts that LL can leave the typical traditional classroom where the "partly determine existing curricula” usually take place. As online connectivity and apps mean scholars can access multimedia and interactive learning activities such as games and practice their language skills. Richards (2015) recommends the use of internet based technologies and devices and social media networks outside of school hours, as they contribute more effectively to meaningful and authentic language than within the school (Richards, 2015 in Izadpanah, S and Alavi, 2016, p.854).

The use of computers in EFL learning increases practice opportunities and exposure to a wider range of materials. That allow “integration of sound, voice interaction, text, video, and animation in a self-paced interactive learning environment that could be used to enhance the classroom model of language
learning significantly” (Ehsani & Knodt 1998; Davis and Thiede, 2000 in Abal, 2012, p.18). CALL can also provide a “multitude of communication tools to connect learners in more authentic ways than the real classroom to the target language community and its speakers” (Schwienhorst, 2002, p.198). This focus is especially helpful for EFL settings since pupils do not have frequent and equal opportunities to use English either as ELF in the country or as a method of communication during family travel. CALL also offers underexposed EFL learners the chance for more interaction with native speakers (Schwienhorst, 2002).

Some researchers such as, Kukulska-Hulme, 2012; Roschelle et. al, 2005 and Traxler, 2013, suggest that using integrating mobile-assisted language learning (MALL) with language-learning curricula facilitates more ongoing exposure and continues LL resources. Learners have their devices with them most of the time and can practice their language wherever they are. Access to the apps outside of the classroom increases spontaneous access and thus repeated practice when students use portable devices (Kukulska-Hulme and Shield, 2007).

Today, tablets and smart phones are replacing computers as the popular IT tools of choice. YL are likely to be familiar with digital tools and capable of accessing content at any time (Hsu, 2013). The portable devices, not only adds excitement to the young learners but also it provides both teacher and pupils with flexibility in carrying them as daily tools in and out of school. An additional benefit is that students can upload and share information with peers or teacher at any time not just during the EFL class period (Celik, 2013).
2.2.1 Impact of technology on student engagement and learning

Researchers such as Riasati, Allahyar and Tan (2012) state that the use of technology and CALL in LL activities increases student motivation and engagement in learning activities especially in "accomplishing their tasks" (Riasatiet al, 2012, cited in Izadpanah and Alavi’s, 2016, p.855). Warschauer and Healey (1998) also noticed that CALL provided an authentic context for students to develop the main four language skills significantly (Warschauer and Healey, 1998 cited in Izadpanah and Alavi’s, 2016, p.855). It is noticed that using TALL, particular tablets in the learning environment brings joy for the language learner and enhances their engagement with the lessons and students’ motivation (Dundar and Akcayir, 2014; Ward et al., 2013 cited in Alhinty, 2015). Nguyen et al., (2014) states that tablets are one of serviceable "communication and presentation tool" (p.2).

Digital technologies also serve to stimulate and engage YL with visual and audial features that support their EFL learning and development. Interactive web-based apps center the students in the learning process and prevent them from becoming passive recipients of information in the EFL class. Marriott and Torres (2009) note that web-based activities are leading to more enjoyable learning atmospheres, particularly when associated with the memorization and drilling methods that learners use to practice. Along with satisfaction and fun, CALL and TALL and interactive-based activities have the ability to connect learned speech to real-life situations (Hertel and Millis, 2002 cited in Abal, 2012, p.6).

Izadpanah and Alavi’s (2016) study of high school EFL learners in Iran examined pupils’ understanding of how using TALL\ CALL had influenced and transformed their knowledge experience. These are some of the questions Ibid, and utilised as a part for my research. The statements that Izadpanah and Alavi (2016), (see Appendix A) asked the students to respond to included:
Q3: CALL makes lessons more interesting than traditional English instruction (56.6% agreed or strongly agreed compared to 37% disagreeing or strongly disagreeing)

Q6: CALL helps me improve my speaking skills (76.4% agreed or strongly agreed compared to 21.4% disagreeing or strongly disagreeing)

Q15: Using computer tools to learn English is a great advantage over traditional methods (67.3% agreed or strongly agreed compared to 29.5% disagreeing or strongly disagreeing)

Q20: Using a computer makes language lessons more interesting to me (72.9% agreed or strongly agreed compared to 26.4% disagreeing or strongly disagreeing)

The use of apps as an interactive medium can lead to extended learning opportunities and the active development of speaking confidence and ability. Yaverbaum et al. (1997) suggest that the integration of multimedia technologies into the learning environment serves to build and improve language recognition. (Yaverbaum et al. 1997 Cited in Al-Mahrooq and Navqui, 2014, p.2). Moreover, Apps connected to the internet may raise interactivity among some users (Cochrane, 2014; Comas-Quinn et al., 2009).

Al-Mahrooq and Navqui (2014) reviewed in their study the impact of students using digital tools in language lessons. They found that it effected positively; the LL opportunities, language proficiency, and pupils social and critical thinking skills. Also, the student-centered nature of technology uses in EFL teaching also can assist to reduce an adverse effect which is, LL anxiety. It provides the learners with the opportunity to practice the skills without the discomfort and shame of producing mistakes in front of their peers and teacher (Krashen, 1982,
Kozma (2001) claims that one of the qualities of digital tools is that they operate to produce real-life models and simulations for the student. McLellan (2004) claims that virtual reality, defined as computer-controlled multi-sensory language communication that interfaces technologies, allows more natural interaction with data and engages individual senses in different ways. In L2 acquisition, it can be seen as a more productive and creative way to interact with digital tools than the traditional interface that usually happens between the teacher and the students (Schwienhorst, 1998). If these virtual apps are developed, they can provide students with simulated face-to-face conversations. Not only does this increase the opportunities for speech practice with a native speaker outside the classroom. It also reduces the pressure of the classroom environment as EFL practice in a virtual environment eliminates the fear of making mistakes in front of peers or the teacher (Mayer et al., 2006; Ono et al., 2015). The safe learning environment offered by virtual apps and CALL and TALL technology allows pupils to practice alone, thereby reducing anxiety and promoting the self-regulated speaking preparation that leads to increased confidence (Bueno Alastuey, 2011). Another study related to digital tools is (Demouy and Kukulska-Hulme’s, 2010) MALL study. This indicated that not only did pupils’ speaking skills improve with the use of MALL apps but so did their motivation and confidence. Comparable outcomes were achieved by Lys (2013) with the use of iPads.

These studies highlight the value of using affordable digital tools in the classroom for YL in the Kuwaiti context. Also, support my observations in my earlier TELL assignment that students who are given the opportunity to use these technologies can record their speech and play it back to increase their understanding of where mistakes are being made and where their production is not in line with given
models. Another effect of recording and listening to spontaneous language production that I observed was an increase in confidence, competence and motivation in the classroom. Not all outcomes of technology use will have educational benefits of course. For example, while Donato (1994) asserted that the interactivity of digital tools facilitated learning input because children actively engaged in understanding a foreign language story, Liu (2005) found that children read more selectively when using web-based sources. They also spent less time on in-depth reading, and the use of digital media decreased the attention span of participating children. Haddad and Jurich (2002) suggest there is insufficient empirical research on the effects that web and digital-based technologies have on improving children’s basic language skills like listening and speaking. When educational apps are introduced in instructional settings, particularly EFL classrooms, it is not always clear how they can increase children’s curiosity and satisfaction in learning the language. Clearly, more research needs to be done in this area, but my experience leads me to believe there is sufficient evidence to suggest that adding technology can bring positive benefits to the Kuwaiti EFL learning and teaching environment.

2.3 Effective use of technology in the EFL learning environment
Part of the challenge of using MALL and CALL in the school environment is embedding it within an appropriate pedagogical context. Chinnery (2006) suggests “the effective use of any tool in language learning requires the thoughtful application of second language pedagogy” (p. 9) so it is important to assess the educational applications of the technology being used.

the teachers background training, behaviours and opinion towards the use of technology in the learning environment is a key determinant of effective integration and use of technology in the curriculum (Albirini, 2006; Al-Senaidi et, al. 2009; Pirani, 2004; O’Neill et, al. 2004; Baylor and Ritchie, 2002 cited in Al-Mahrooqi and Troudi, 2014, p.2).
Further Boukadi (2014) highlighted the significant effect of consulting teachers in pedagogical decisions. Al-Mahrooqi and Troudi (2014) note however that “top-down models of educational management do not allow for (the) teachers’ voice in pedagogical matters” (p.4).

There is an ongoing debate on whether it is the value of a particular digital tool or the form of the guidance that enhances learning (Clark, 2001; Kozma, 2001). Meta-analysis research on media analysis has revealed that pupils attain significant learning advantages when learning from audio-visual or digital tools as opposed to a set structure (Clark, 2001). The same investigations suggest the basis of those advantages is not the medium of instruction but the instructional tactics integrated into the learning materials. Therefore, the use of technology in EFL classes is not enough.

Digital tools are not a replacement for educators. Teachers need to determine which skills they wish to teach their students, choose the best apps and websites to achieve this and provide clear instructions to learners on the proper use of these resources. Importantly, to develop the learners’ thinking ability using digital tools, educators must plan challenging exercises that encourage pupils to acquire meaningful information and link new knowledge to old (Bonk and Reynolds, 1997 cited in Ally, 2004). Ally (2004) explains how the evolution of efficient online teaching-learning apps should be based on verified and true learning theories. Kop (2011) suggests knowledge is achieved through active engagement on digital platforms with learning sources and information. The success of any particular method depends on how far the activity can help learners develop their knowledge, awareness, and language skills. Well-developed skills will help students notice, comprehend, compare and apply common and uncommon language and word strings. These are the types of learning outcomes that hopefully the technology will help the Kuwaiti pupils achieve.
Chapter Three: Methodology

3.0 Introduction
When planning a research program, most researchers are asking a question or discussing a problem (Saunders and Tosey, 2012/2013).

In my case, I am doing both. The problem is the low level of English speaking skills in Kuwait generally, low levels of student motivation, the traditional non-speaking focus of the curriculum and the restricted timetabled lessons available to teachers to be able to help the students attain the required levels of competence.

The question I am asking is this: might using technology apps in EFL Grade 5 teaching contribute to alleviating the situation in Kuwait by broadening the learning context beyond the classroom and providing pupil-friendly speaking tasks and activities that improve their motivation, confidence and speaking skills? Therefore, the focus of my research is on the role technology plays in increasing the levels of confidence, motivation, and EL speaking skills of Grade 5 students in Kuwait.

3.1 The research onion as a metaphor for research design
Webb (2002) suggests a research philosophy is a framework and pattern within which the work will be undertaken. I have found Saunders et, al. (2012) concept of the ‘research onion’ helpful in designing my research. The onion layers are used as a metaphor to explain the elements involved in the process of designing a research program. The five ‘onion’ layers starting at the outer layer and moving to the core are as follows:

- the research philosophy
- research approaches (or methodological choices)
- research strategies
- time horizons
- data collection methods.
The two diagrams below show the development of the research onion concept from 2009 to 2012. The first is based on the work of Saunders et al. in 2009. The second one, in which the methodological choices are more clearly outlined, can be found in Saunders and Tovey (2012/2013 p.59). The value of the onion research framework is that it can be adjusted to almost any kind of study methodology and can be applied in many different types of contexts (Bryman, 2012). Saunders and Tosey (2012/2013) highlight the importance of coherence in research design. This is what I am hoping to achieve in my application of the onion research framework methodology as outlined below.

*Figure 1: Saunders Research onion diagram*
3.1.1 Layer 1: Research philosophy
Saunders et al. (2009, p.106) define research philosophy as "the development of knowledge, and the nature of knowledge". Saunders and Tosey (2012/2013, p.58) propose that the understanding of a specific research question and associated design is considerably oriented by the researcher's view of the world. His expectation of man's knowledge and expected facts, which mean the investigator's perspective matters and the main influence for considering what might be useful and valuable data.
This is true in my case. My experience of the Kuwaiti education system and of teaching EFL to Grade 5 school students has certainly shaped my thought, opinions and assumptions about developing L2 English speaking skills and motivating the students in the Kuwaiti context. I am particularly aware of the influence that parental opinion can have on the successful introduction of new
practices in the classroom, and for this reason, I have decided to take parental views into account in my research. I am also aware of the curriculum and timetabling constraints that Kuwaiti teachers must work within, and the pressures that exist to focus on written examinations and so decided that I must factor this into my research design as well.

The three research philosophies included in Saunders et. al.’s (2012/2013) research onion diagram are positivism, realism and interpretivist. Positivism uses a high form and measurable data to test and appraise theories after proposing and using ‘scientific method’. If the results of the research do not back up the theory, then a revision of the theory must take place. A big amount of quantitative data and ‘statistical hypothesis testing' is required for a Positivism research.

Realism is also based on 'scientific enquiry'. As it suggests that "reality exists independent of the mind" (Saunders and Tosey, 2012/2013, p.58). A researcher experience can modify and senses the truth from his own experience and opinions. A direct realism approach as Ibid, argues that our "senses provide an accurate representation" (p.58). In contrast, (Saunders and Tosey, 2012/2013, p.58) explain that a critical realism approach suggests "that what is experienced through the senses is then processed subjectively by the mind <...> so researchers must consider the underlying complexity of the structures"(p.58). Realist research can involve a range of quantitative and/or qualitative research methods and qualitative data collection.

Interpretivism relates to the research of "social phenomena in their natural environment" with the researcher selecting "an empathetic stance in order to understand different social worlds from the participants’ point of view” (Saunders and Tosey, 2012/2013, p.58).
that means What is being investigated and examined links to a given situation in a fixed time, so "data collection and analysis" are typically "involved qualitative data from small sample in-depth investigations" (Saunders and Tosey, 2012/2013, p.58).

My research project falls somewhere between a realist and interpretative approach. As stated above, the focus of my research is on the role technology plays in increasing the levels of confidence, motivation, and EL speaking skills of Grade 5 students. To a certain extent, my research fits the criteria for the realism approach. Based on my experience, I sense that my research findings will indicate that students are more motivated and engaged when using technology to help develop their L2 English speaking skills and that their confidence will increase. This is definitely influenced by my experience and background in EFL teaching in Kuwait. However, I am not thinking of it in terms of scientific enquiry. I am also not adopting a critical realist approach or seeking to explain the complexities of all the underlying structures and relationship. Both quantitative and qualitative methods of data collection and analysis suit the realism philosophical framework, so I will keep this in mind while considering the interpretivist research philosophy options.

As far as the interpretivist approach is concerned, I meet the criteria for conducting research on people and adopting an empathetic stance. I feel empathy with the situations and aims of both the students and the teachers that I am collecting data from. I understand the needs and motivations of both, as well as the context within which the EFL teaching takes place. The study surely reflects the value not just of myself, but also the values embedded in the Kuwaiti schooling system and curriculum development, along with the values shown in parental expectations. So probably my research falls more into this category. This
means that small sample qualitative in-depth investigations might be the most appropriate research method to follow.

There is no best way for undertaking research (Saunders et al. 2009). None of the three research philosophies in this layer of the onion research framework fit the context of my research exactly, and so on consideration, I have decided to adopt the philosophy of pragmatism. As Saunders and Tosey (2012/2013 p.58) state, for researchers adopting this approach, “the importance of the research is in the findings’ practical consequences.” In this case, the research design should “enable credible, reliable and relevant data to be collected that support subsequent action” (p.58). Pragmatic researchers view the research question to be more valuable and influential than either the method or the sample that underlies it. Pragmatism is a very useful form of applied research and resolutions about methodology, and data collection are entirely dependent on the research question. Adopting a pragmatic research approach also allows me to use both qualitative and quantitative data collection tools without having to address any questions of incompatibility between the two types of outcomes. This means I can incorporate aspects of the realism and interpretivism philosophies as appropriate.

3.1.2 Layer 2: Research approaches or methodological choice

Research studies can be inductive or deductive. This research project has a clear inductive approach as it begins with an assumption rather than a theory that digital tools and apps can improve speaking skills in Kuwaiti EFL learners. Figure 2 above has six different methodological choices in this layer. I have decided to use the ‘mixed method simple’ as I think this is the most appropriate way to

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4 The deductive approach runs from a top down perspective with the identification of a theory about the population or sector under investigation, which is then, through exploration narrowed to develop a hypothesis for testing. Where on the other hand, the inductive approach is a bottom-up focus, which works from observations, generation of theory and then a presentation of the hypothesis.

5 Mono method quantitative, mono method qualitative, multimethod quantitative, multimethod qualitative, multimethod qualitative, mixed method simple and mixed method complex.
undertake this particular research project. Many authors “propose pragmatism as the best paradigm for justifying mixed method research (Cameron 2015, p15; Denscombe, 2008, pp. 273-280). Examples of mixed methods being applied to the education research field include Mertens (2005) and the Special Issues on Mixed Methods in Education in International Journal of Multiple Research Approaches (2012) and the International Journal of Education Research (2008).

Aditionly Cameron (2015) brings us a handy brief of some area of the mixed method research. It includes several steps in one study, such as "collecting, analysing and interpreting quantitative and qualitative data in a single study" (Leech and Onwuegbuzie, 2008 in Cameron 2015, p.3). A cording to Creswell et al,. (2007) when quantitative and qualitative methods are used together, they can contribute a fair understanding of research obstacles rather than use one method, and that is the ground idea of the mix method research. As for the data collection, for the mixing method, it can be done either together or in parallel (Vicki Plano et, al. 2014). The purpose is to extract the strengths and reduce the weaknesses of both methods in one study. What is gained from using mixed research, that it allows for stronger outcomes, "can answer research questions that other methodologies cannot and allows for a wider range of different views" (Cameron 2015, p.30).

Mixed sorts of quantitative and qualitative approaches, if applied to the same question, it "will lead to complementary and convergent findings" (Neal et al., 2006; Cameron, 2015, p. 32-33) as shown in Figure 3 below. It is also a way of triangulating the results – that is, by cross-checking the finding of various research methods in used, and the final outcomes are more likely to be convincing and accurate.
The researcher must investigate the most suitable methodological approach when pointing at a certain research plan and if it can answer the research question and explain the rationale for adopting such methodology (Andrew & Halcomb, 2006 cited in Cameron, R. 2015). The methodology is the system of how the research should be undertaken. In my case, I am adopting a practical philosophy as outlined above. Methods are the techniques and procedures used to get the data which form the core of the onion. There is value in using both quantitative and qualitative techniques in my research. By broadening the learning context beyond the classroom and providing pupil-friendly speaking tasks, and activities that enhance their motivation, confidence and speaking skills I need to combine in-depth qualitative interviews with a sample of teachers and parents with a quantitative survey designed to get a wider picture of what is happening.

Having decided this, I considered what type of mixed method study and approach would best suit my research focus. Saunders et al. (2009) argue that three core ways can guide this approach - exploratory, descriptive, and explanatory. Given that this study is not aiming to explain why digital tools apps lead to an improvement in the Kuwaiti EFL students speaking ability, or to describe the overall process of using the apps, the approach is best explained as an exploratory
one. Afterwards, it is aimed that a small participant population will be chosen to be capable of providing a greater insight into parents’ educational preferences and perspectives. So I would describe my approach as a mixture of exploratory and confirmatory following the same following sequence as shown in Figure 4 below.

![Sequential Mixed Model](image)

*Figure 4: Sequential Mixed Model. Source Cameron (2015), p 41.*

3.1.3. Layer 3: Research Strategies

Once the methodological choice layer in the research onion has been peeled back, the next layer of research strategies is revealed. The onion research method diagrams show that "researchers can use one or more strategies within the research design"(Saunders and Tosey, 2012/2013, p.59). Some research approaches are associated with specific research philosophies, but it is important to note that “the boundaries between them are often permeable” (Saunders and Tosey, 2012/2013, p.59).

My research will involve four types of research strategies: action research, quantitative survey, qualitative interviews and case study. Action research refers to investigations carried out in the area of an activity or profession, for instance, in the field of education it is used to improve and change the methods, plans, system, and approach of those involved. This applies to my
research subject in so far as I will be working collaboratively with my teacher colleagues to improve the practice of Grade EFL teaching in the school and reflecting critically on the process and results. The research problem – low level of EFL speaking skills and student motivation – has been identified largely by observing the current situation in the Kuwaiti EFL classroom rather than by extending or finding a gap in the existing literature. The literature review noted the lack of relevant material specifically related to Kuwait. My sample groups for both the survey and qualitative interviews will come from the broader school community of students, teachers and parents. My reasoning will be inductive rather than deductive as there are no specific theories directly linking the greater use of technology with improved speaking skills. Instead, there are observations and patterns based on experiences in other countries that can be interpreted as supporting this idea (see section 2.2 and 2.3 in the literature review). My conclusions and recommendations will be based on the outcomes of my data collection and my observations. They will have practical not theoretical significance. It will follow the action research cycle of plan> act (conduct research) > observe > reflect > plan (suggest recommendations for improvement).

A case study is a beneficial tool or choice for conducting in-depth investigations of particular situations or circumstance and is usually correlated with interpretivism. It is a useful concept for my research because it fits the scale of my study and allows me to focus on the particular characteristics of Grade 5 EFL lessons in one school rather than attempting to research a wider and more generalised type of study. I am not seeking to be able to apply my research findings to all Arabic EFL school students and curricula practices. I am looking for some useful practical results that will help improve the teaching of EFL speaking skills in the one school that I have been teaching in. At the same time, if these results could prove helpful to teachers’ in other schools, that is a positive thing.
3.1.4 Layer 4: Time horizons
The fourth layer in the research onion model is the time horizon. My research is addressing a particular problem that is occurring at present, and this combined with the time constraints associated with this dissertation, means the time horizon will be cross-sectional, not longitudinal. As such it is appropriate to make use of such strategies as a survey or case study (Saunders and Tosey, 2012/2013, p.59).

3.2 The Core
The core of the research onion is the data collection and data analysis. Using the research onion approach has helped me to develop a logical coherent methodological approach to my research. The research questions and primary aim are focused on identifying whether web-based applications can motivate YL and support their development of English speaking skills in Kuwaiti EFL context. My mixed methods pragmatic research approach involves collecting data via an online quantitative survey to parents and a small sample of in-depth qualitative interviews with teachers, and parents, as well as information from assessment, input from web-based apps and re-assessment.

3.2.1 Sampling
The sampling approach was purposive as it focused on one primary school in the Kuwaiti capital (Al.Asima) educational zone which had agreed to participate in the study. The student samples were three classes of young Kuwaiti learners. Each class on average had 24 learners who were assessed for their English speaking skills using the oral evaluation sheet that was used regularly for the curriculum to assess the work before starting the intervention and after (See Appendix B).
The sample group for the parents was selected by asking the school social worker to contact the parents of the three nominated 5th grade classes to explain the research project and to distribute a survey to the parents who were interested in participating. The small sample of teachers was determined by being EFL 5th grade teachers in the selected school, interested in the field of digital tools and LL and their willingness to participate.

3.2.2 Technology selection
The teachers were free to choose the websites and Apps that they believed would benefit each class. They were asked to make choices that were relevant to improving the confidence and receptive ability of the students. However, for the productive ability (speaking) the teachers were informed that three specific Apps must be given to all three classes (Puppet Pals – Sock Puppet- Keynote).

Puppet Pals and Sock Puppet were selected for the productivity and speaking skill because they allowed the pupils to record themselves either by saying the same phrases and words they heard, or to retell a story using their favorite character. Each learner would be able to have a turn to demonstrate their EFL ability without worrying about everyone having to participate in front of the class. In addition the first trial of these apps within a technology enhanced LL context in one Kuwaiti classroom suggested they were popular.6

3.2.3 How the technology was used in the classroom
The class teachers involved added the connectives learning-teaching theory to the integrated teaching methods they regularly used in the traditional class. The aim was to create a more interactive learning environment that increases the learners’ motivation to speak more competently via the four categories of the ARCS

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6 More information, and a description and evaluation of these apps can be found in my TELL assignment - EDUC5256M.
model. Appendix C provides teacher feedback on the model. The students were provided with roughly one-month’s access to a variety of Web Apps which they were encouraged to use both inside and outside of the classroom.

“Puppet Pals and Sock Puppet” are both apps that can be downloaded onto the tablets which children are allowed to bring into the classroom and use. A range of virtual characters stimulate interaction with the user or with multi users and can be used between two or more pupils to create a collaborative interaction. The use of “Keynote app” was also demonstrated in class to show how it can help students to create, edit, and deliver presentations. However, this app can only be downloaded on iPhone, iPod touch, and iPad and it functions as PowerPoint.

The apps with virtual characters provided a means for children to lip sync, encouraging the imagination, stimulation, and interests of the child as well as the opportunity to practise spoken English. The students also listened to samples of natural English speech using other apps and websites that support language input such as the FluentU, storytelling, storybook and Duolingo apps, the star fall-website and reading app, YouTube and many others. Each learner would have a turn to demonstrate their EFL ability without the teacher directly focusing on them or the student having to speak in front of all the class. There was not a close control upon the samples of EFL input or what specific output they need to produce based on the instructions on how learners must use the EFL speaking skill and how to evaluate their performance. It is worth remembering the three ways Kuwaiti school learners practice L2 mentioned in Section 1.4. and the way using these apps might help students overcome their disinterest or lack of confidence. Teachers and students could also look closely at the recorded samples of speech and be able to help them address mistakes.
3.2.4 Survey instrument and interview design

The questionnaire to parents was developed specifically for the research and incorporated a range of issues including:

- levels of acceptance of digital tools
- views on whether using digital tools in the EFL classroom improve their child’s speaking skills
- perspectives on how digital tools and web based apps may improve EFL speaking activity.

The structure and form of the survey was varied. Section One was multiple choice questions to gather personal information. Section Two used a rating system based on a series of statements which the parents could rank. This allowed statistical data to be gathered for coding and analysis. Section Three contained multiple choice questions and some open ended questions to allow for the collection of more specific and precise details.

The semi-structured interview for the teachers also incorporated questions about their views on technology usage in the classroom to support learning as well as the benefits and disadvantages they see in relation to the use of digital tools or web based apps to support speaking practice. The aim was to gather information about how positively the teachers may view the practice as this will influence its potential future implementation.

The semi-structured interview to the parents incorporated questions about their views on the apps used in their children’s classes and their opinions upon the selected apps and whether it enhanced their children’s exposure to, and practice in, the target L2.
Chapter Four: Data collection

4.0 Introduction
The students’ speaking ability was assessed at the start of the research and then re-assessed using the same apps and activities to present an oral presentation from their choice at the end of the trial. The aim was to identify any improvement on their initial scores following exposure to the Apps. One issue came up at this stage because the Ministry of Education asked all the primary stage schools to wrap up the curriculum and start the final assessment one month earlier than usual. So the last teaching and regular class day was the beginning of May and the final assessment took place on a non-teaching day where the students just came for the assessment for about an hour. Unfortunately, not all of the 72 learners attended that day. Appendix C provides information on the grades.

4.1 Teacher and parent input
Two teachers at the school were interviewed using a semi-structured interview process to identify their views on using web-apps and how they felt this might help or hinder the development of speaking skills. The interviews were conducted in Arabic. A copy of the types of questions asked and English translation transcript can be found in Appendix B.

Initially a questionnaire was to be given to the parents of the students to assess their views on the use of digital tools and web-based apps in the classroom, how they viewed the progress (if any) made by their children in terms of their English speaking skills, and their confidence in speaking English following the intervention. However, the social worker or the teachers were not able to distribute the questioners to the learner’s parents. Therefore, the parents’ survey upon specific views and opinions regarding the use of digital tools in the context
of EFL learning was gathered by using an online monkey survey. The response rate to this was good. A copy of the survey and collected data can be found in Appendix C.

4.2 Implications for data collection
The early school closing made this study a bit challenging. The final assessment had to take place on a non-school day and parents and teacher interviews had to be done via a video call using the app (Viber) during the early summer break. While having an online-survey gave me a good parent response rate with about 400 participants, it also forced me to ask more general questions. It was distributed using WhatsApp so some answers came from parents living in other areas with children at schools outside the specific Al.Assima zone. However, this became less of a problem because I had three parents from the specific school for the video call interviews which helped me to get the more in-depth information that I needed (as I indicated in my discussion about Layer 2 of the Research Onion). Overall though, it is fair for me to say that finding the most efficient way to collect the data was hard to achieve but I tried to use the best available tools to overcome my difficulties.
Chapter Five: Data analysis and findings

Over four hundred parents responded to the core questions for this study. Three parents were asked to participate in a short interview and this forms the backbone of this data analysis section. From those who partook in the questionnaire, the vast majority (99.09%) owned sufficient numbers of digital tools within the family environment, and 88.13% of children in families have one digital tool for their personal use. This gives the potential for the children to practise their English skills independently or in an autonomous manner. This goes along with what was mentioned in the literature that digital tools can provide a “multitude of communication tools to connect learners in more authentic ways than the real classroom to the target language community and its speakers” (Schwienhorst, 2002, p.198).

From those who did participate there is a strong set of results that indicate that 77.5% of this cohort believe that technology can advance LL. This is supported by actions during the class, where the teachers said that the majority of learners did bring their devices to school upon their request. The parent survey results backed up what the teachers stated and showed that 70.75% of them would allow their children to bring their tablets to school upon the teacher’s demand. Furthermore, 95% of the parents also be willing to download free EFL web-based applications on to their child’s digital device. 85% of this cohort is also ready to purchase EFL web-based applications for their child’s digital device on the

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7 see the survey results in Appendix C

8 As a side issue it is also to be noted that all parental respondents held higher academic qualifications and even if this is not a fixed issue, one can argue that their perspectives are based upon a higher level of academic capability and aptitude. Therefore, it is also possible to argue that a different set of findings could be created from a variant set of participants and respondents.
recommendation of the teacher, despite the reality that purchasing digital devices may have an adverse impact on the family's budget.

The research that has been conducted for this paper indicates that using digital tools in this way can help the child to practice and develop communication skills and also reinforce classroom learning in an environment that lies outside of the traditional educational setting. For example, participant PA’s child can continue using the L2 at home “by using the IPad” as well as in restaurants and other areas where usually adult interaction tends to take control. Participant PA described how applications such as Starfall and Puppet Pals are of increased benefit to the child because it gives them the opportunity to “repeat the words and sounds”. When the same participant was asked if the app helped the child to improve their pronunciation, the response was “Yeah of course because there was lots of repetition.” Participant PB said that her both children use the apps and online website to “play with the words and try to repeat the pronunciation” and “if they want to build up a story”.

This is comparable to what Neri et al. (2008) noted when they suggested that digital tools support faster improvement in pronunciation than can be achieved by traditional speaking. This can be a solution for learners who are struggling to learn and practice the language in the traditional class such as participant: PC’s child who “doesn’t like” and “doesn’t know how to learn in big groups”. It also relates to what Bueno Alastuey (2011) explained about the safe learning environment offered by digital tools that enable pupils to practice alone, thus reducing anxiety and promoting the self-regulated speaking preparation that leads to increased confidence.
However, it is also important to note that the questionnaire showed that 46.21% of the participants said that their children need to take extra language classes out of school hours. When they were asked which skill they need to be helped with, 59% of the participants said it is the speaking skill. On further investigation of this matter of EFL weakness, the three participant parents stated that the issue is with the curriculum that the child is following. For instance, participant: PA did not go into detail about any perceived flaws and lacks in the school’s EFL policy, but said “the curriculum is so simple. As a parent, if I see my daughter can do her homework, and all her class books are checked and with no adverse notice, also the assessments the learners are taking are so easy and simple, so they are showing their parent's high marks. But what the parents need to do is give their children some story books or any piece of writing and ask them to read... they will not be able to so. or if they travel or go out to a restaurant or a cinema also parents will be shocked that they are not using the language correctly or may not be able to communicate in English.”

Sometimes parents were not aware of how the school was using technology in the EFL lessons or who was responsible for looking after the technology. Participant: PB said that “I did not know they were using it in class.” She thought it was introduced to them by their “older sisters who are using it in a private school.” Participant PA commented, “Since the class teacher asked for it ... then it’s her responsibility to keep it safe .. she should collect them at the beginning of the day and lock them up until the end of the school day”. She also stated that “if the teachers keep showing my daughter different ways of using the device and using various apps... it won’t be boring”. In response, this participant has taken upon herself to continue the child’s EL education via direct investment, as well as assuring that the child has access to EFL and digital tools when out socialising. It is also of note that the participant: PB, also encourages their child when at home.
Participant: PB and PC argue that their children are supported to use English when communicating with domestic helpers in their home settings. For PB, this participant benefits from access to a wide range of EL usage that probably also includes real life association and activities. To prove this, she said “when we go to the restaurant they order in English. Also, they used to go to a summer club where all the workers are British” and that the domestic servant communicates in English too. Indeed, there is a correlation between all three parent participants when aiming to use socialisation as a tool for practising EL speaking skill. Two parent participants see restaurants, cinemas and English speaking locations as tools for advancing the education and learning of their child.

Participant PB has a different standpoint, saying that “some parents think when their children can order from a restaurant, or watch an English Carton, and able to use the computer and IPad that means that they are so good. When I compare my views with other parents, I found that some parents are not good at all with English, so they do not consider the teachers’ remarks and feedbacks are relevant or valid because to them they will believe what they see and hear from their children<…>The other thing I noticed is some parents are majoring their children language competency based on the speaking continuation with the house workers (nanny’s – drivers – gatekeepers...). When this participant was asked about the level of EL the domestic helpers can produce, she said: “She has a highs school degree and is not that fluent, but she can communicate and use the basics.”

One can argue that for a primary stage child, being able to communicate with an adult in a foreign language by using the basic keys of communication is a real matter, and that means more exposure to L2 and an opportunity to produce the language out of the school setting. This may explain why 63.25% of the parents said that their children have the chance to speak English after school on a daily basis.
The main difference in the perceptions of parents and trained teachers to this study can be summed up through the perceptions of participant teacher One who stated: “From my point of view, children cannot differentiate between the virtual and real life situations, so yes digital tools and apps reflect real life communication.” Yet this approach remains subject to parental criticism.

Participant PB is also critical of the school procedures, primarily via “when the teachers are sticking to the curriculum, they are not giving the child an opportunity to enrich their lexical items. Moreover, in return they cannot write properly, they do not try to read anything out of the schoolbooks, and in classes, they barely read three sentences in a day as an individual activity.” In its entirety, this participant believed that the EFL course that their child is enrolled upon does not offer a full academic benefit that can be found elsewhere in society. Consequently, it is arguable that a phenomenological factor is an issue here but which is in line with the perspectives of Hinkel (2006, p. 114) who argues that “fluency, accuracy, and a sufficient lexico-grammatical repertoire” is essential for a more solid knowledge and skill of the EL. For participant PB this is partially achieved with the digital tools as she said she downloaded some apps so can the children “play with phonics, sounds, words”. However, the same participant showed a strong tendency to encourage her children to be engaged in face-to-face human interaction. Overall, it is fair to assess that this participant had not been persuaded by the benefits of technological based EFL Education and preferred the traditional way of learning.

For the participant teachers, the use of tablet and ICT technology provides an advantage about classroom management. This is an issue that has been raised by the teacher participants to this study as they are not provided with adequate classroom management strategies. One teacher out of the three that were
interviewed has been trained on classroom management and how to deal with YL. However, the three teachers do have an international computer drive license (ICDL). Teacher participant One is noted as saying that the training received was inadequate and that as a consequence there was a need to visit “other teachers’ classes and how they are dealing with YL, I learned the basics of class management and it was not enough.” So, the teachers here do not have an issue with using the digital tools, but they have an issue with dealing with YL.

From a classroom management perspective, teacher participant One argued that, overall, technology in the classroom, via the digital tools “makes teaching much easier in class and learners are about 90% paying more attention”. This is only a temporary issue because this participant argues, “after using the same app many times, they get bored but it is not a problem because the App store is full of alternatives and the learners helped a lot in discovering new apps whenever needed.”

This perspective indicates a level of incongruence across the teaching discourse because teacher participant Two argued that “it is not the technology that made the difference, it is the students' motivation to practice the speaking in and out the class that made the difference. In the beginning, it was not easy to have new lesson plans. I was not sure if these apps will work in an education and language context. After understanding the use of the different apps and discussing and planning with other teachers, it turned out to be so easy. We need to practice the same activity with a different topic and a different app. I want to deliver a certain thing within a different app. Also, they had to deliver a certain speech within a different app. It made my speaking time less and their class tasks more”. Overall, digital tools can be used within the educational environment to help further learner outcomes. Teaching participant One argues that “it’s not about me enjoying the tools and apps, it’s about how they facilitate teaching and learning
– it organised my ideas and the flow of the lesson – it also made more quality time in class in practising the language”.

Teacher participant Two believes that the incorporation of technology, such as the IPad, into the classroom is beneficial for a number of issues, including the above-mentioned classroom management issue. She believes that “Learners are motivated to use the IPad in class. So, for them to do so, they need to present some thing or create a topic using the mentioned apps the more they want to hold the I pad, the more topics they need to present, and that means they need to present different topics and different Vocabulary to participate in every time”.

The actual evidence of the efficacy of the digital tools in EFL classes is seen via the following improvement in grades that are evidenced by the before and after testing that has taken place for this study (see class grades before and after in Appendix C). This approach sees a direct correlation in the application, and use of technology as an educational aid and it is possible to suggest that digital tools and apps are beneficial to the EFL speaking sector. Even so, the three participant teachers showed diverse opinions regarding the teaching method compared to the actual face-to-face practice of English with those who speak the language, which is something that technology cannot offer.
Chapter Six: Conclusion and recommendation

In conclusion, this paper estimates that there is a double-edged weapon present when considering the impact of digital tools on motivating young Kuwaiti EFL learners to improve their speaking skills. There seems a clear correlation between parents’ acceptance of technology within the learning process- parents are encouraged to provide and support technologically based EL education, but dissatisfaction remains evident regarding the actual curricular approaches that are in use. Also, there are a wealth of apps, and digital tools support and aids children in their learning.

Digital tools can be used to their maximum potential by creating space for children and teachers to operate in a collaborative educational approach so that all learners benefit from their language experiences that occur outside of the classroom. Additionally, while evidence exists that these technical tools motivate children, it is fair to suggest that they are more driven by the novelty of being able to take handheld devices into school, as opposed to the actual learning that occurs.

Any real assessment of the impact of these devices upon learners is undermined by the combination of the domesticated or social interaction learning that occurs outside of the classroom. In this sense, it is hard for the educational organisation to claim approvals for increasing children’s speaking skills and EFL knowledge when the actual practice of the language occurs outside of their control. Arguably were parents to refuse to co-operate with the schooling system and refuse to take tools into class, or where they do not promote the usage of English in the family environment, the impact of the digital tools and strategies could be isolated from other influences.
As a consequence, therefore when assessing the level of access to digital tools at home and the potential impact on the child’s learning and skills development in spoken English, it is difficult to develop an objective set of conclusions. Overall, it is safe to suggest that parental support for the use of digital tools and Web apps remains an influencing factor in the permanency of the digital tools strategies for YL in the primary stage of governmental schools in Kuwait. Without parental support, it would be difficult for the schooling system to claim any success in this area. Therefore, when considering the impact of digital tools on motivating young EFL learners to improve their speaking skills, it is safe to suggest that this cohort is sufficiently motivated. However, the factors that help teachers to create a positive learning environment extend beyond the school to include not only the teaching organisation and educational system, but also parents, technology itself, and the social systems that allow for the practice of the EL speaking skill to happen.
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Appendix

Appendix A: The statements that Izadpanah and Alavi (2016) asked their students in Iran.

Table I

**Descriptive Statistics of Questionnaire Items**

| Question Items                                                                 | Strongly Agree | Agree | Disagree | Strongly Disagree | Total |
|--------------------------------------------------------------------------------|----------------|-------|----------|-------------------|-------|
| 1. Computer is a useful tool to access various types of English materials for  | 93             | 139   | 25       | 16                | 273   |
| reading.                                                                        | 12.7           | 48.9  | 8.8      | 5.6               | 95.1  |
| 2. CALL helps me improve my listening skills.                                   | 121            | 115   | 51       | 13                | 280   |
|                                                                                | 42.6           | 40.5  | 10.9     | 4.6               | 98.6  |
| 3. CALL makes lessons more interesting than traditional English instruction.    | 70             | 91    | 71       | 34                | 266   |
|                                                                                | 24.6           | 32.0  | 25.0     | 12.0              | 93.7  |
| 4. Computers make English learning easier for independent learning.              | 41             | 126   | 84       | 28                | 279   |
|                                                                                | 14.4           | 44.4  | 29.6     | 9.9               | 98.2  |
| 5. Computers make English learning easier in the classroom.                     | 65             | 148   | 59       | 15                | 278   |
|                                                                                | 22.9           | 52.1  | 17.6     | 5.3               | 97.9  |
| 6. CALL helps me improve my speaking skills.                                    | 82             | 135   | 45       | 16                | 278   |
|                                                                                | 28.9           | 47.5  | 15.8     | 5.6               | 97.9  |
| 7. Computer is a useful tool for developing writing tools.                      | 48             | 108   | 75       | 41                | 272   |
|                                                                                | 16.9           | 38.0  | 26.4     | 14.4              | 95.8  |
| 8. Like learning a new language by computer.                                    | 67             | 102   | 67       | 40                | 276   |
|                                                                                | 23.6           | 35.9  | 23.6     | 14.1              | 97.2  |
| 9. I can get more useful feedback in CALL lessons.                              | 45             | 138   | 71       | 25                | 279   |
|                                                                                | 15.8           | 48.6  | 25.0     | 8.8               | 98.2  |
| 10. I can get more useful feedback in CALL lessons.                             | 66             | 149   | 44       | 11                | 274   |
|                                                                                | 23.2           | 52.5  | 16.9     | 3.9               | 95.5  |
| 11. I am confident about working with computers.                                | 58             | 134   | 63       | 16                | 271   |
|                                                                                | 20.4           | 47.2  | 22.2     | 5.6               | 95.4  |
| 12. I often use computers to do my English assignments.                        | 23             | 58    | 117      | 76                | 274   |
|                                                                                | 8.1            | 20.4  | 41.2     | 26.8              | 96.5  |
| 13. CALL helps me enlarge my vocabulary knowledge.                              | 80             | 134   | 47.2     | 47                | 277   |
|                                                                                | 28.2           | 47.2  | 16.5     | 5.3               | 97.5  |
| 14. It is essential for English language learners to master computer skills.   | 61             | 130   | 68       | 23.9              | 275   |
|                                                                                | 21.5           | 45.8  | 23.9     | 5.6               | 96.8  |
| 15. Using computer tools to learn English is a great advantage over traditional |
| methods.                                                                        | 67             | 124   | 61       | 21.5              | 274   |
|                                                                                | 23.6           | 43.7  | 22.2     | 7.7               | 96.5  |
| 16. CALL is a stress-free environment to learn English.                         | 23             | 84    | 103      | 68                | 278   |
|                                                                                | 8.1            | 29.6  | 36.3     | 23.9              | 97.9  |
| 17. Learning English through computers is not necessary.                       | 9              | 21    | 137      | 115               | 282   |
|                                                                                | 3.2            | 7.4   | 48.2     | 40.5              | 99.3  |
| 18. I find that using computers does not help my English learning.             | 69             | 158   | 39       | 13.7              | 277   |
|                                                                                | 24.3           | 55.6  | 13.7     | 3.9               | 97.5  |
| 19. The use of computers can help improve my communication skills.             | 60             | 147   | 56       | 19.7              | 282   |
|                                                                                | 21.1           | 51.8  | 19.7     | 6.7               | 99.3  |
| 20. Using a computer makes language lessons more interesting to me.            | 43             | 121   | 78       | 27.5              | 271   |
|                                                                                | 15.1           | 42.6  | 27.5     | 19.2              | 95.4  |
| 21. CALL helps me develop my grammar.                                           | 13             | 29    | 102      | 110               | 277   |
|                                                                                | 4.6            | 10.2  | 44.0     | 38.7              | 97.5  |
| 22. CALL makes me feel tense and uncomfortable.                                | 36             | 124   | 74       | 26.1              | 277   |
|                                                                                | 12.7           | 43.7  | 26.1     | 15.1              | 97.5  |
| 23. Communicating by e-mail is a good way to improve my English.               | 27             | 87    | 96       | 68                | 278   |
|                                                                                | 9.5            | 30.6  | 33.8     | 23.9              | 97.9  |
| 24. I need training in using language learning software programs.               | 114            | 140   | 31       | 10.9              | 279   |
|                                                                                | 40.1           | 40.1  | 10.9     | 7.0               | 98.2  |
| 25. Chatting with native English speakers on the internet is helpful for learning |
| English.                                                                       | 56             | 153   | 46       | 21                | 276   |
|                                                                                | 19.7           | 53.9  | 16.2     | 7.4               | 97.2  |
| 26. I can cover more material on my own when I study English with computers.   | 58             | 106   | 69       | 24.3              | 275   |
|                                                                                | 20.4           | 37.3  | 24.3     | 14.8              | 96.8  |

Note: F: Frequency, %: Percentage.

Appendix A: The statements that Izadpanah and Alavi (2016) asked their students in Iran.
Appendix B: Documents and forms.
B1 Speaking assessment sheet.

| No. | Name | Date | Topic | Appropriate voc. Suits the topic (2) | Use tenses appropriately (2) | Speak clearly and correctly (2) | Speak using accepted pronunciation (2) | Using 5-6 sentences when communicating (2) | Total Mark 10 | Note |
|-----|------|------|-------|-------------------------------------|-----------------------------|----------------------------------|------------------------------------------|------------------------------------------|--------------|------|
| 1.  |      |      |       |                                     |                             |                                  |                                          |                                          |              |      |
| 2.  |      |      |       |                                     |                             |                                  |                                          |                                          |              |      |
| 3.  |      |      |       |                                     |                             |                                  |                                          |                                          |              |      |
| 4.  |      |      |       |                                     |                             |                                  |                                          |                                          |              |      |
| 5.  |      |      |       |                                     |                             |                                  |                                          |                                          |              |      |
| 6.  |      |      |       |                                     |                             |                                  |                                          |                                          |              |      |
| 7.  |      |      |       |                                     |                             |                                  |                                          |                                          |              |      |
| 8.  |      |      |       |                                     |                             |                                  |                                          |                                          |              |      |
| 9.  |      |      |       |                                     |                             |                                  |                                          |                                          |              |      |
| 10. |      |      |       |                                     |                             |                                  |                                          |                                          |              |      |
| 11. |      |      |       |                                     |                             |                                  |                                          |                                          |              |      |
To whom it may concern in Lulwah Alrabiah primary school,

My name is Asmaa Ahmad Mohammad, and I am a postgraduate student in TESOL, Teacher Education at the University of Leeds, in the UK. In cooperation with the English language teachers: Miss. Alaa Aljanahi, Mrs Fatimah Alsaifar, and Miss Munerah Alhadad from “Lulwahs” school. They are going to conduct an intervention when teaching their fifth-grade classes to explore the impact of the interactive learning environment (digital Tools – Apps- web sites) on motivating the young learners to improve the EFL speaking skill.

The study is approved by the University of Leeds, and it is supervised by Dr. Martin Lamb.

Information about the research

The teaching will take place in Lulwah Al Rabiah primary school, Al. Surra area- Kuwait. The teachers who were named earlier will use the alternative teaching activities (digital tools- Apps- Website) to create an interactive learning environment during their regular classes from (4th – 28th April 2016). Three (5th grade) classes will be involved.

As I am proposing a new education methods and tools in teaching the subject of English. The teacher will stick to the syllabus. No extra time will be required after class that may affect the previous or next subject, or overload the EFL teacher with extra responsibilities or working overtime. The teachers will have total freedom in choosing the website and Apps. For the language input (receptive ability) however, for the productive ability (speaking) three specific Apps must be given to all three classes (Puppet Pals – Sock Puppet- Keynote). Moreover, the evaluation will be on May 3rd 2016 from 9,40am -10,30am learners’ where the school will not hold any classes. Therefore, students’ participation and attendance to this session are optional.

The aim of the study:

- Enhancing the speaking skill by using interactive Apps and websites.
- Offering alternative activities for the learners to present their oral presentation or ask and answer activities during class.
- Decreasing the level of worriedness that some learners may experience when having face to face interactions when speaking the foreign language.
- Motivating the students to use digital tools out of school hours to have more practice and reach a higher level of accuracy and fluency when communicating by using the English language.
Procedure:

- Giving the young learners three alternative ways in producing their speaking activities, by using puppet apps. = socks app. Keynote.
- Giving the pupils a choice, whether they would like to work (individually/ pairs/ group/ or prefers to stick to the traditional way).
- Making sure that every learner has the chance to participate and use the digital tools.
- On the evaluation day, teachers will be waiting for participants who are willing to take a part of this exploration and their materials will be collected and evaluated for research purposes, and the teachers’ judgment will not be announced to the students.
- Afterword’s, Skype or phone interview will be held with the teachers based on their preference and will be recorded for research purposes.
- Regarding the sudden early school closing for the summer holiday, online surveys will be used to significant importance of parents’ point of view in enriching the research.

Declarations

Regarding the above-mentioned exemplary of the interactive teaching/learning environment it is declared that:

- The participation of the teachers was optional, and they volunteered to take apart of the research if they are feeling stressed and can’t proceed further with digital activities they may withdraw from it anytime.

- The participation of the of the students in attending the extra assessment class is optional, and if they are not willing to participate, they may withdraw from it anytime.

- The performance of the students in using digital tools or Apps will not affect the scores of students in the subject of English.

- There is no risk to either of Students or Teachers. This study is a deductive approach to show that (Digital Tools-Apps- websites) can motivate and enhance 5th grade EFL speaking kill. It does not suggest that this teaching method is better than what the teachers used to do.

- The material of the learners activates, and teachers interview recording will be used for research purposes only, will be securely stored and will be deleted after the end of the investigation.

If you need any further information, please contact me on 0044721039595 phone, or email me on nayazick@hotmail.com
School administration approval
Head of English department
Name and Signature _______________________________________
Date: ______________________

Declaration of consent

I ___________________________ volunteer to use the interactive teaching activities using (digital Tools-Apps) in teaching class __________________ of the subject of English to explore the young learners impact of using technology on motivating the speaking skill. I will participate in holding an extra class on May 3rd 2016 to evaluate the learners, if they desire to attend. I even allow to hand the EFL class activities and export them to the researcher. If I take a picture or video of any of the learners Declaration of consent will be signed from the parent. I understand that all material and interview recording will be used for the purposes of the experiment only, and will be securely stored and will be deleted after the end of the investigation.

Name and Signature of the Teacher _______________________________________
Date: ______________________
Parents’ Survey

Dear parent:

My research examines the impact that an interactive and digital learning environment has on motivating young Arab EFL learners in Kuwait to improve their speaking skills.

I have prepared this online survey, titled “The impact of an interactive learning environment on young learners in primary school”, in order to satisfy the requirements of obtaining a Master Degree in Postgraduate Studies for the program Teaching English to Speakers of Other Languages (TESOL), supervised by Dr Martin Lamb in the University of Leeds.

Your perspective on and observations of your child’s study of the English language and use of digital devices will greatly enrich our research. For this reason, we kindly ask you to complete the survey below by answering all questions objectively. The purpose of this survey is to identify the parents’ opinion on the use of an interactive and digital language learning environment. It should be noted that the information below is provided for the purpose of scientific research only and is highly confidential. Your answers will be viewed only by me and my research team and your identity will remain anonymous.

Thank you in advance for your cooperation.

Best regards,

Asmaa Ahmad Mohammed
Researcher,
B3 Parents survey questions.
4. Governorate

☐ Jahraa
☐ Hawalli
☐ Capital
☐ Fanawiyyah
☐ Ahmadi
☐ Mubarak Al Kabeer

5. How many children do you have?

☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6+

6. How many digital devices are available for your family to use at home?

☐ 0
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6+
7. What types of digital devices are they?

- smartphone
- iPad
- iPod
- tablet – other
- desktop computer
- laptop
- other
- not applicable

8. How many digital devices does your child have for his/her exclusive use?

- 0
- 1
- 2
- 3
- 4+
Section Two: rating scales

Below is a set of statements that aim to identify the potential benefits of using digital devices such as (tablet, computer, smartphone, laptop, iPod etc.) in teaching and developing EFL speaking skills for primary education in public schools in the State of Kuwait.

Please select the correct statement that best reflects your opinion:

* 9.
My child is motivated to learn English

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|-------------------|---------|----------------------------|-------|---------------|
|                   |         |                            |       |               |

* 10.
I encourage my child to learn English

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|-------------------|---------|----------------------------|-------|---------------|
|                   |         |                            |       |               |

* 11.
My child has the opportunity to read in English after school on a daily basis

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|-------------------|---------|----------------------------|-------|---------------|
|                   |         |                            |       |               |
| 12. | My child has the opportunity to write in English after school on a daily basis |
|-----|--------------------------------------------------------------------------------|
|     | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|     | ○                 | ○        | ○                           | ○     | ○              |

| 13. | My child has the opportunity to speak English after school on a daily basis |
|-----|--------------------------------------------------------------------------------|
|     | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|     | ○                 | ○        | ○                           | ○     | ○              |

| 14. | Digital tools can give greater exposure to the English language after school |
|-----|--------------------------------------------------------------------------------|
|     | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|     | ○                 | ○        | ○                           | ○     | ○              |

| 15. | My child has easy access to the internet outside of school |
|-----|----------------------------------------------------------------|
|     | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|     | ○                 | ○        | ○                           | ○     | ○              |

| 16. | I allow my child to bring his/her digital device to school upon the teacher’s request |
|-----|------------------------------------------------------------------------------------------------|
|     | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|     | ○                 | ○        | ○                           | ○     | ○              |

| 17. | I would download free EFL web-based applications to my child’s digital device on the recommendation of his/her teacher |
|-----|-------------------------------------------------------------------------------------------------------------------|
|     | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|     | ○                 | ○        | ○                           | ○     | ○              |
18. I would purchase EFL web-based applications for my child's digital device on the recommendation of his/her teacher

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|-------------------|----------|----------------------------|-------|---------------|
|                   |          |                            |       |               |

19. The use of digital devices and apps motivates my child to learn

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|-------------------|----------|----------------------------|-------|---------------|
|                   |          |                            |       |               |

20. The use of digital devices makes learning easier for my child

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|-------------------|----------|----------------------------|-------|---------------|
|                   |          |                            |       |               |

21. The use of digital devices increases my child's creativity

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|-------------------|----------|----------------------------|-------|---------------|
|                   |          |                            |       |               |

22. The use of digital devices helps my child to practice and develop communication skills

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|-------------------|----------|----------------------------|-------|---------------|
|                   |          |                            |       |               |

23. The use of digital devices facilitates communication between the teacher and my child outside of the classroom

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|-------------------|----------|----------------------------|-------|---------------|
|                   |          |                            |       |               |
**24.**
The use of digital devices can affect my child’s behaviour positively

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|-------------------|---------|----------------------------|-------|---------------|
|                   |         |                            |       |               |

**25.**
The use of digital devices can affect my child’s behaviour negatively

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|-------------------|---------|----------------------------|-------|---------------|
|                   |         |                            |       |               |

**26.**
Purchasing digital devices affects my family’s budget and costs more money than I am willing to spend

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|-------------------|---------|----------------------------|-------|---------------|
|                   |         |                            |       |               |

**27.**
Digital devices are an affordable learning tool in my family

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree |
|-------------------|---------|----------------------------|-------|---------------|
|                   |         |                            |       |               |
The impact that an interactive and digital learning environment has on motivating young Arab EFL learners in Kuwait to improve their speaking skills

Section Three: Multiple chose question

* 28.
Does your child take English language classes outside of school hours?

- No
- Yes

If yes, where does he/she go to learn?



* 29.
Does your child need to take extra language classes out of school hours to keep up with his/her schoolwork?

- No
- Yes

If you answered yes, why did you think he/she needed it? In any particular skill lies the weakness (reading - writing - speaking)



* 30.
Do you have a reliable Internet connection at home that is available at all times?

- Yes
- No
31. Do you know which web-based apps your child uses?
   - No
   - Yes
   If yes, please list some of the softwares

32. On average, how many days per week does your child use a digital device at home?
   - 1 day per week
   - 2 days per week
   - 3 days per week
   - 4 days per week
   - 5 days per week
   - 6 days per week
   - 7 days per week
   - daily
   - never

33. On average, after school, how many hours per day does your child use a digital device?
   - 1-2 hours per day
   - 2-4 hours per day
   - 4-6 hours per day
   - more than 6 hours per day.
**FORM Two: Critical Study Ethical Approval Form**

| STUDENT NAME          | Asmaa Ahmad Mohammad |
|-----------------------|----------------------|
| STUDENT NUMBER        | 200987594            |
| PROGRAMME             | MA - TESOL           |
| DATE FORM SUBMITTED   | 29/04/2016           |

**Title of the Critical Study**
The impact of the interactive learning environment on motivating Arab EFL young learners in Kuwait to improve the speaking skill.

**Will the participants be from any of the following groups?** (answer Yes or No as appropriate)
1. Children under 16 **Yes**
2. Those who could be considered to have a particularly dependent relationship with the investigator **Yes**
3. Other vulnerable groups **Yes**

*If you have answered ‘yes’ any of 1-3 above, please justify the inclusion of these participants, explaining why the research has to be conducted with them.*

- The research is related to young learners aged (10-11); therefore, I need to try out some interactive Apps within a learning environment, particularly 5th-grade students. **I may need to interview a group of teachers and parents.**

A Disclosure and Barring Service (DBS) check will be needed for researchers working with children or vulnerable adults in the UK (see [www.crb.gov.uk](http://www.crb.gov.uk))

**Do you currently have a DBS enhanced disclosure? YES/NO**

**How recently was it conducted?**
- Click here to enter text.

**What are the aims of the study?**
*To investigate whether an interactive learning environment using web-apps can increase the motivation of Kuwaiti learners of English for increased proficiency in speaking. **To identify the challenges facing teachers in motivating young Kuwaiti learners to speak.*
FORM Two: Critical Study Ethical Approval form

English. *To identify what levels of interaction through technology currently exist within the Kuwaiti public education system *to identify the teachers' perception on the use of technology to encourage young learners to speak English *To make recommendations in regards the use of technology to improve speaking skill in young Kuwaiti learners of English.

Describe the design of the research.
Using a mix methodology specifically (The onion frame work)

What will the participants be asked to do in this study? (e.g. number of visits, time, travel required, interviews etc.)

1- Young learners will be asked to try out some apps. As an alternative way of the traditional teaching method to improve the EFL speaking skill. (I do not need to travel back to the country, as each class teacher will apply and use the apps with her young learners). 2-Class teachers will be interviewed by using Skype or Viber to have further understanding of the (experience- feedback- views – recommendations.. etc.) 3-parents maybe asked to fill up some questionaries.

What are the main ethical issues with the research?
Click here to enter text.

• How will the potential participants be recruited?

A college from the English Language department in a primary school where the research is being held will be in charge of explaining the aim of the study, giving explicit instructions, and collecting the data.

• How will you make sure that participants understand the information you provide about the project?

1- Clear instructions will be given orally and by a written form. 2-further explanation will be made by using the participants L1, to ensure that there are no misunderstanding. 3-contact details will be available for any further clarification the participants may need.

• How will you gain access to and informed consent from the participants?

Distributing consent papers for all parties beginning with the school administration, English language department teachers, parents... etc..

• Will interviews/questionnaires discuss any topics or issues that might be sensitive, embarrassing or upsetting? If yes, how?

It might be a bit sensitive issue for some young learners that haven’t got the Tablets and learning tools that are required. And also, it may be upsetting for some parents, as they disagree with the new methodology. They may refuse to equip their kids with the necessary tools.

• What are the potential benefits and risks for participants?

Potential benefits: adding new skills, learning experience and raise motivation and self-esteem.

• Does the research involve any risk to you as a researcher? If yes, what is the risk?

Not at all

• How will you ensure confidentiality and/or anonymity of the participants?

Names and identities are not required in questionaries.

• What will you do to keep the personal information you collect as secure as possible?
FORM Two: Critical Study Ethical Approval form

No personal information may affect individuals. However, to be more cautious after evaluating the collected data and research aim is achieved, all the data gathered from the participants will be disposed of.

A paper or electronic version of the completed form should be uploaded on the VLE after the supervisor has signed it and by 13 July at the latest.

A signed copy of this form must be included in an appendix to your critical study.

Supervisors who are unclear about whether to give the project ethical clearance may consult with the School of Education Ethical representatives or the post-graduate tutor Dr Richard Badger (R.G.Badger@education.leeds.ac.uk).

| I agree to adhere to the procedures outlined in this plan. | Date: 29/04/2016 |
|----------------------------------------------------------|------------------|
| Student signature:                                       |                  |
| I give permission for the research outlines in this plan to go ahead | Date: 20/01/2017 |
| Supervisor signature:                                    |                  |
| If the supervisor is also the programme manager, this form also needs to be approved by either one of the School of Education’s Ethical representatives or the post-graduate tutor. | Date: Click here to enter a date. |
| I give permission for the research outlines in this plan to go ahead |                  |
| Ethical representative/Postgraduate tutor:               |                  |
Appendix C: Data
C1 Teachers feedback on ARCS model and the interview transcript.

All the participants are 5th grad teachers in the classes where the intervention took place:
A= interviewer
TA= Participant A
TB= Participant B

The first interview:
TA and ARCS model: (what the teacher had to say about the model)

| Attention     | Used apps the learners were not familiar with and used the iPad in class to grab the student’s attention. They felt it was something new that they wanted to use. The kids had a chance to work on the apps and tools individually or in groups, so they became more alert in class, even if was just to use the digital tool or to be in charge of holding the device. |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Relevance     | The iPad and TV used in class are digital tools that they are familiar with out of school. So what I try to do is to choose apps that can make the language learning applicable both to what they learn at school and outside of school.                                                                                           |
| Confidence    | I raise the learner’s confidence in many ways. When using apps that encourage P.P interaction such as socks puppet or puppet pals, each pupil is engaged in the learning experience and able to complete the task. When pupils are working on the tasks, I can see how they are encouraging each other, teaching each other and to some extent, challenging one another. All these affects the learners’ confidence positively. When I see that a group of learners are working so hard and putting more effort into it, I make sure that they realise that I noticed their hard work. I also let the other learners see that. The apps we work on in class give the learners a chance to record their conversation and performance so they seem happy, proud, and their self-esteem is raised when they listen back to themselves or watch themselves on video. |
| Satisfaction  | As long as the iPad is in their hand and they have got a variety of apps to use to help them with speaking the language, the children feel that they have been provided with a new opportunity to apply the knowledge they have gained. However, children need to be rewarded to be happy and satisfied, so it depends on the kind of effort they put into learning and speaking the language. For example, routine tasks in class such as ask and answer questions or simple conversations will be rewarded with stars on a star chart in class. However, when a group of learners work on acting out a story-book, or doing a play, or finding new apps, and sharing this with the class. I give the learners the opportunity to choose their rewards such as going to the cinema or going bowling with me. Moreover, this may happen once a month with a limited number of students (about 10). |
Teacher’s age: 27
Teaching experience: 4 years
Educational background: Kuwait University, College of Art- English and Linguistic department.

Did you have any teaching training on how to deal with young learners’ characteristics? No
How did you manage dealing with the young learners without having training? Especially when you are supposed to teach a foreign language to young learners?
I started visiting other teachers’ classes and how they are dealing with young learners. I learned the basics of classroom management but was not enough. So, I went to the internet and learned from different L2 learning websites - getting ideas and reading about the teaching and learning methodologies.

What Types of speech the children were using during the daily class? (Before the intervention): learners were only able to use the ask and answer questions method because of the lack of class time and limited teaching materials.
(but after): There was more space for creativity because the children were engaged with the digital tools that provided them with clip art pictures, animations, videos, sounds, etc. It gave the learners more opportunities to be active in class and to discuss ideas and opinions and make suggestions.

Did the speech activities using digital tools and apps reflect real life communication? How?
From my point of view, the children cannot differentiate between the virtual and real life situations, so yes digital tools and apps reflect real life communication. The apps are giving the learners the chance to take turns in practising speech. Also, the kids are used to listening to different speech on TV out of school and this is reflected in their behaviour and speech in school, therefore the same can be true vice versa.

In terms of vocabulary – was it extended through using the Apps – examples?
Sure it was. When I started teaching it was not at all easy to get them to understand each word and to make sure they remembered it. I had to use flash cards and let them repeat it like a drill many times or they would forget it the next day.
The apps helped a lot as they provided sound and images and so the students are using and learning the words in context itself rather than in isolation.
So, whenever I needed to remind them of some word I just needed to imitate a sound or give them a hint of what we saw or use a hand gesture.

Long-term versus short-term vocabulary recall – do you think the technology makes any difference to long term recall?
Yes, I saw this. When we discussed any topic, some learners were able to recall different words and were able to proceed in conversations as they became able to recall different vocabulary that they had heard instead of only sticking to that day’s list of words.

Did you enjoy/ or find it easy to integrate the app into the lesson?
It’s not about me enjoying the tools and apps, it’s about how they facilitate teaching and learning – it helped me organise my ideas and the flow of the lesson – it also created more quality time in the classroom for practising the language.

Did you see it as too much extra work to develop these kind activities?
Yes, it is extra work out of class but it makes teaching much easier in class and the learners are about 90% more attentive and I find it much better than having less work out of class and not being able to achieve my goals in class. **How did you see your role in these lessons? Were you comfortable with the change from the normal traditional teaching methods?**

Technology did not replace me in the classroom. It played the role of facilitator and instructor. Also it positively catered to the needs of the learners and expanded the learning process so that they were responsible for searching for the information, discussing it and asking other learners about it.

**Do you think other EFL teachers will accept adding new teaching methods and using digital activities in their classes?**

This issue was raised in the English department. Most of the teachers came from different nationalities, generations, experience and learning backgrounds.

Some refused the idea of the new teaching method and tools as they said they don’t see the reason for the extra work and that they are satisfied with the traditional way of teaching.

Some started to count the disadvantages and negative issues that connecting to the internet in class and using tablets may cause during school hours.

Older generation teachers do not know how to use the new digital tools like smart phones and tablets and they refuse to try to learn.

Others don’t have a problem. They discuss new methods and what new apps they have found and how they applied it in the classroom.

**What about the impact of 1 session compared with impact of several sessions of using apps in the EFL lesson? How they feel after?**

After using the same app many times, they get bored but it is not an issue because the App store is full with alternatives and the learners helped a lot in discovering new apps whenever needed.

**The 2nd interview:**

**TB and ARCS model: (what the teacher had to say about the model)**

| Attention | I grabbed their attention by showing them a new way of learning English and a different way of completing a class task. And a new, fun way to present their speaking skills. I grabbed their attention by using the Ipad. |
|-----------|--------------------------------------------------------------------------------------------------|
| Relevance | I made sure when teaching them the speaking skill that the teaching objectives and perspective would not conflict with the learners’ interests, especially out of school. Puppet Pals – Socks Puppet are interesting Apps that are age and interest relevant. They also can be related to the curriculum topics and also they are easy to access in and out of school. |
| Confidence | The Apps that we have chosen to use are so easy and accessible, so all learners will succeed in completing a speaking activity. Also, the playback and saving option in the apps gave the learners the opportunity to see and have an opinion on their work, or in other words, to evaluate their performance especially with the show and talk or presentation activity as they became able to count how many sentences they had produced and if they were using different words or repeating the vocabulary. |
| All these options in the apps are positive feedback opportunities for the learners that help to raise their confidence. |
|---|
| Satisfaction |
| I made sure to reward them in two ways: Giving them super star certificate in the morning assembly. Or handing them simple gifts in the class. |

Teacher’s age: 27
Teaching experience: 4 year
Educational background: Kuwait University, College of Art- English and Linguistic Department.
Did you have any teaching training or how to deal with young learners’ characteristic? - - Yes, one-month training in the school. Not an intensive training and nothing about the young learners, just about school rules and classroom management.

What types of speech were the children using during the daily class? (Before the intervention):
They were not motivated to interact or speak in English so most of the time learners ask me in Arabic what do you mean? Or what do you want us to say? They seemed lost with almost most of the speaking activities.
They are supposed to break down different types of speech in each class but it’s not easy to do so with the lack of time and learners’ attitude towards the language class.
   (but after):
They seemed more motivated to speak in English even if they were making mistakes.
They seemed to be having more fun compared with how they regularly do speaking tasks.
I saw a positive change in their attitude towards the subject.

Did the speech activities using digital tools and apps reflect real life communication? How?
From my point of view, only when they do the task in groups or pairs might it reflect real life communication.
But in terms of individual use of the apps, it depends on the child’s personality. It requires imagination skills to be able to complete tasks and activities using socks puppet or puppet pals.

So how do you deal with learners who are not able to work with individual tasks with the apps?
I don’t force them to do something they are not capable with.
I give them a chance to try and if I find them struggling then I engage them with other learners.
Or I switch them to another App.

In terms of vocabulary – was it extended through using the apps – examples?
Yes, it was for many reasons:
Learners are motivated to use the iPad in class. So, for them to be able to do so, I asked them to present something or create a topic using the mentioned apps. The more they wanted to use the iPad, the more topics they need to present, and that means they need to present different topics and different voc. to participate in every time.
Using the Puppet Pal and Socks Puppet Apps is not enough in terms of extending the vocabulary as the students were using them more after already learning the vocabulary. They are good for evaluating whether they are using the correct lexical items in the correct context, but not really for language input or to increase the learners’ vocabulary and extend their knowledge:

I cannot rely on only the school book or – the two mentioned Apps. I need to let them use more apps such as star fall, fluent U and Dilingo, especially out of school hours.

The more Apps and language input I surround the learners with, the more vocabulary they will have in their minds. That’s because they are not learning the words quickly on a flash card. They are learning it within a sentence in a specific context and understanding how to pronounce it with an intonation.

Long-term versus short-term vocabulary recall – do you think the technology makes any difference to long term recall?
It’s not the technology that made the difference, it’s the students’ motivation to practice the speaking in and out of the classroom that made the difference.

In terms of PP interaction, do you think children enjoyed the activity? Examples?
Some did, confident speakers don’t have a problem working with others. Close friends like working together. Kids who love to play the role of a teacher also enjoyed the pp interaction. Low achievers also seemed comfortable with interacting with a friend behind the device rather than speaking in front of the whole class.

Did you notice any difference in the learners’ type of speech?
It was a short period so I know that there was a difference in their willingness to participate, but I can’t be certain about the type of speech.

What about the impact of 1 session compared with impact of several sessions of using apps in the EFL lesson? How they feel after?
In session 1 the learners’ motivation was so high. Learners showed a high level of interest in using the digital tools in most of the sessions. The language class was the only class that they were allowed to use these devices, so it’s a change of routine compared with the other 7 subjects during school hours.
To keep the level of excitement high, we had to introduce other new apps.

Did you enjoy/ or find it easy to integrate the app into the lesson?
Yes, it was easy and I enjoyed it.

Did you see it as too much extra work to develop these kind activities?
At the beginning it wasn’t easy to have new lesson plans.
I was not sure if these Apps would work in an education and language context. After understanding the use of the different apps and discussing and planning with other teachers, it turned to be so easy. We needed to practise the same activity with a different topic and a different app. I wanted to deliver a certain thing in a different app and they had to deliver certain speech using a different app. It made my speaking time less so that more time was spent on their class speech tasks.
How did you see your role in these lessons? Were you comfortable with the change from the normal teaching methods?
Yes, I was happy, more relaxed with the new methods in teaching during class.

Do you think other EFL teachers will accept adding new teaching methods or using digital activities in their classes?
Not all of them, but maybe most of them. The facility is available in class, there is essay access to the internet and the tools are available. That means, all teachers are able to use the technology if they want to.
C2 Pupils’ grades before and after the intervention.

C2.1 Grades before the intervention:

| Date      | Topic | Appropriate voc. Suits the topic (2) | Use tenses appropriately (2) | Speak clearly and correctly (2) | Speak using accepted pronunciation (2) | Using 5-6 sentences when communicating (2) | Total Mark 10 | Notice                       |
|-----------|-------|--------------------------------------|------------------------------|---------------------------------|----------------------------------------|------------------------------------------|---------------|------------------------------|
| 18 March  |       | 1½                                   | 1                            | 1                              | 1                                      |                                          | 5½            | Didn’t want to present      |
| 9 March   |       | 2                                     | 2                            | 2                              | 1½                                     |                                          | 9             |                              |
| 17 March  |       | 1½                                    | 1½                           | 1                              | 1½                                     |                                          | 6½            | Didn’t want to present in class |
| 1 March   |       | 2                                     | 2                            | 2                              | 2                                      |                                          | 10            | Excellent presentation      |
| 15 March  |       | 2                                     | 1½                           | 2                              | 2                                      |                                          | 9½            |                              |
| 13 March  |       | 1½                                    | 1½                           | 1                              | 1½                                     |                                          | 7             |                              |
| 10 March  |       | 2                                     | 2                            | 1½                             | 1½                                     |                                          | 8½            | Didn’t want to present in class |
| 9 March   |       | 2                                     | 2                            | 2                              | 2                                      |                                          | 10            | Great materials giveaway     |
| 8 March   |       | 2                                     | 2                            | 1½                             | 1½                                     |                                          | 9½            |                              |
|           |       | 1                                     | 1                            | 2                              | 2                                      |                                          | 8             | V. Good                     |
|           |       | 2                                     | 2                            | 1                              | 2                                      |                                          | 8             | No understanding of topic   |
| 2 March   |       | 2                                     | 2                            | 2                              | 2                                      |                                          | 10            | Interesting Top             |
| 2 March   |       | 2                                     | 2                            | 2                              | 2                                      |                                          | 10            |                              |
| 1 March   |       | 2                                     | 2                            | 2                              | 2                                      |                                          | 10            | Excellent memoryizing       |
|           |       | 2                                     | 2                            | 1½                             | 1½                                     |                                          | 9½            | Very shy                    |
| 1 March   |       | 2                                     | 2                            | 1½                             | 1½                                     |                                          | 7             |                               |
|           |       | 2                                     | 1½                           | 1½                             | 1½                                     |                                          | 6             |                               |
| 3 March   |       | 2                                     | 2                            | 1½                             | 2                                      |                                          | 9½            | Didn’t want to present in class |
| 2 March   |       | 2                                     | 2                            | 1½                             | 1½                                     |                                          | 9½            |                               |
| 1 March   |       | 1½                                    | 1½                           | 1                              | 1½                                     |                                          | 7             |                               |
|           |       | 1½                                    | 1½                           | 2                              | 1½                                     |                                          | 8             | Memorized                  |
|           |       | 1½                                    | 1½                           | 2                              | 1½                                     |                                          | 8             |                               |
|           |       | 1½                                    | 1½                           | 2                              | 1½                                     |                                          | 8             |                               |
### Oral Fluency Evaluation Sheet

| Date   | Topic | Appropriate voc. suits the topic (2) | Use tenses appropriately (2) | Speak clearly and correctly (2) | Speak using accepted pronunciation (2) | Using 3-6 sentences when communicating (2) | Total Mark 10 | Notice                        |
|--------|-------|--------------------------------------|------------------------------|---------------------------------|----------------------------------------|---------------------------------------------|---------------|-------------------------------|
| 13 Mar |       | $1\frac{1}{2}$                       | 1                            | 1                               | 1                                      | $5\frac{1}{2}$                              |               | Didn't want to present (C.P.) |
| 15 Mar |       | 2                                     | 2                             | $1\frac{1}{2}$                  | $1\frac{1}{2}$                        | 9                                           |               |                               |
| 2 Mar  |       | $1\frac{1}{2}$                       | 1                             | 1                               | 1                                      | $5\frac{1}{2}$                              |               | Didn't want to present (C.P.) |
| 2 Mar  |       | $1\frac{1}{2}$                       | 2                             | $1\frac{1}{2}$                  | $1\frac{1}{2}$                        | 9                                           |               |                               |
| 1 Mar  |       | 2                                     | 2                             | 1                               | 1                                      | $5\frac{1}{2}$                              |               |                               |
| 6 Mar  |       | $1\frac{1}{2}$                       | 2                             | 1                               | 1                                      | $5\frac{1}{2}$                              |               |                               |
| 10 Mar |       | 2                                     | $1\frac{1}{2}$                | 1                               | 1                                      | $5\frac{1}{2}$                              |               |                               |
| 9 Mar  |       | 2                                     | 2                             | $1\frac{1}{2}$                  | $1\frac{1}{2}$                        | $7\frac{1}{2}$                              |               |                               |
| 17 Mar |       | $1\frac{1}{2}$                       | 2                             | $1\frac{1}{2}$                  | 1                                      | $5\frac{1}{2}$                              |               |                               |
| 3 Mar  |       | 2                                     | $1\frac{1}{2}$                | 2                               | 2                                      | $9\frac{1}{2}$                              |               |                               |
| 2 Mar  |       | $1\frac{1}{2}$                       | 2                             | 1                               | 1                                      | $5\frac{1}{2}$                              |               | Didn't want to present (C.P.) |
| 13 Mar |       | 2                                     | 2                             | $1\frac{1}{2}$                  | 1                                      | $5\frac{1}{2}$                              |               |                               |
| 8 Mar  |       | $1\frac{1}{2}$                       | $1\frac{1}{2}$                | 2                               | $1\frac{1}{2}$                        | $7\frac{1}{2}$                              |               |                               |
| 10 Mar |       | 2                                     | $1\frac{1}{2}$                | 2                               | $1\frac{1}{2}$                        | $7\frac{1}{2}$                              |               |                               |

School Year 2015/2016
Term:  
Period:  

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Note: In the table, the scores are marked as fractions, where the numerator is individual scores and the denominator represents the total possible score for that category. The total mark is calculated by summing up the individual scores across all categories. Comments such as "Didn't want to present (C.P.)" or "Excellent present" are indicated alongside the scores.
### Oral Fluency Evaluation Sheet

| Date       | Topic | Appropriate voc. Suits the topic (2) | Use tenses appropriately (2) | Speak clearly and correctly (2) | Speak using accepted pronunciation (2) | Using 5-6 sentences when communicating (2) | Total Mark 10 | Notice                                      |
|------------|-------|-------------------------------------|-------------------------------|---------------------------------|----------------------------------------|------------------------------------------|---------------|--------------------------------------------|
| 1/3/2016  | 2     | 2                                   | 2                             | 2                               | 2                                      |                                          | 10            | Excellent choice of                        |
| 1/3/2016  | 2     | 2                                   | 1                             | 1                               | 1.5                                    |                                          | 7             | Mute to be more clear in speaking         |
| 1/3/2016  | 2     | 2                                   | 2                             | 2                               | 2                                      |                                          | 10            | Very good                                  |
| 1/3/2016  | 2     | 2                                   | 2                             | 1                               | 2                                      |                                          | 9             |                                             |
| 1/3/2016  | 2     | 2                                   | 2                             | 2                               | 2                                      |                                          | 10            | Didn't want to participate                |
| 1/3/2016  | 2     | 2                                   | 2                             | 2                               | 2                                      |                                          | 10            | Very good                                  |
| 1/3/2016  | 2     | 2                                   | 2                             | 2                               | 2                                      |                                          | 10            |                                             |


| Date       | Topic | Appropriate voc. Suits the topic (2) | Use tenses appropriately (2) | Speak clearly and correctly (2) | Speak using accepted pronunciation (2) | Using 5-6 sentences when communicating (2) | Total Mark 10 | Notice                                      |
|------------|-------|-------------------------------------|-------------------------------|---------------------------------|----------------------------------------|------------------------------------------|---------------|--------------------------------------------|
| 8/3/2016  | 2     | 2                                   | 1                             | 2                               | 1.5                                    |                                          | 8.5           | Didn't want to participate                |
| 8/3/2016  | 2     | 2                                   | 2                             | 2                               | 2                                      |                                          | 10            | Great job!                                 |
| 8/3/2016  | 2     | 2                                   | 2                             | 2                               | 2                                      |                                          | 10            | We disapproving of                        |
| 8/3/2016  | 2     | 2                                   | 1.5                           | 2                               | 2                                      |                                          | 9             |                                             |
| 8/3/2016  | 2     | 2                                   | 1.5                           | 2                               | 2                                      |                                          | 9             |                                             |
| 8/3/2016  | 2     | 2                                   | 1.5                           | 2                               | 2                                      |                                          | 9             |                                             |
| 8/3/2016  | 2     | 2                                   | 1.5                           | 2                               | 2                                      |                                          | 9             |                                             |
| 8/3/2016  | 2     | 2                                   | 1.5                           | 2                               | 2                                      |                                          | 9             |                                             |
C2.2 Grades after the intervention:

| Date  | Topic | Appropriate voc. Suits the topic (2) | Use tenses appropriately (2) | Speak clearly and correctly (2) | Speak using accepted pronunciation (2) | Using 5-6 sentences when communicating (2) | Total Mark 10 | Notice |
|-------|-------|--------------------------------------|------------------------------|---------------------------------|----------------------------------------|--------------------------------------------|---------------|--------|
| 05/16 |       | 2                                    | 2                            | 2                               | 2                                       | 2                                         | 10            | Good   |
| 01/16 |       | 2                                    | 1                            | 1                               | 1                                       | 1½                                        | 7½            | Poor   |
| 06/16 |       | 1                                    | 1                            | 1                               | 1                                       | 1½                                        | 7½            | Poor   |
| 05/16 |       | 2                                    | 2                            | 2                               | 2                                       | 2                                         | 10            | Perfect |
| 06/16 |       | 2                                    | 2                            | 2                               | 2                                       | 2                                         | 10            | Excellent |
| 05/16 |       | 2                                    | 2                            | 2                               | 2                                       | 2                                         | 10            | Perfect |
| 05/16 |       | 2                                    | 2                            | 2                               | 2                                       | 2                                         | 10            | Excellent |
| 05/16 |       | 2                                    | 2                            | 2                               | 2                                       | 2                                         | 10            | Perfect |
| 05/16 |       | 2                                    | 2                            | 2                               | 2                                       | 2                                         | 10            | Excellent |
| 05/16 |       | 2                                    | 2                            | 2                               | 2                                       | 2                                         | 10            | Perfect |
| 05/16 |       | 2                                    | 2                            | 2                               | 2                                       | 2                                         | 10            | Excellent |
| 05/16 |       | 2                                    | 2                            | 2                               | 2                                       | 2                                         | 10            | Perfect |
| 05/16 |       | 2                                    | 2                            | 2                               | 2                                       | 2                                         | 10            | Perfect |

Ad of Dent. E.I.T Supervisor
# Oral Fluency Evaluation Sheet

| Date | Topic | Appropriate voc. Suits the topic (2) | Use tenses appropriately (2) | Speak clearly and correctly (2) | Speak using accepted pronunciation (2) | Using 5-6 sentences when communicating (2) | Total Mark 10 | Notice |
|------|-------|--------------------------------------|-----------------------------|-------------------------------|------------------------------------------|-------------------------------------------|---------------|--------|
| 1    | 1     | 1 ½                                   | 1                          | 1                             | 1                                        | 1                                         | 7             | Didn't attend |
|      | 2     | 2 ½                                   | 1                          | 1                             | 1                                        | 2                                         | 9½            | Good Pair w/ No. 6 |
|      | 3     | 1 ½                                   | 1                          | 1                             | 1                                        | 2                                         | 8             | Engaged using the app |
|      | 4     | 2 ½                                   | 1                          | 1                             | 1                                        | 2                                         | 9½            | Great Pair w/ No. 8 |
|      | 5     | 2 ½                                   | 1                          | 1                             | 1                                        | 2                                         | 9½            | Enjoyed using the app |
|      | 6     | 2 ½                                   | 1                          | 1                             | 1                                        | 2                                         | 9½            | Great Job |
|      | 7     | 2 ½                                   | 1                          | 1                             | 1                                        | 2                                         | 9½            | Excellent Pair w/ No. 11 |
|      | 8     | 2 ½                                   | 1                          | 1                             | 1                                        | 2                                         | 9½            | Enjoyed using the app |
|      | 9     | 2 ½                                   | 1                          | 1                             | 1                                        | 2                                         | 9½            | Great Job |
|      | 10    | 2 ½                                   | 1                          | 1                             | 1                                        | 2                                         | 9½            | Excellent Pair w/ No. 18 |
|      | 11    | 2 ½                                   | 1                          | 1                             | 1                                        | 2                                         | 9½            | Didnt attend |
|      | 12    | 2 ½                                   | 1                          | 1                             | 1                                        | 2                                         | 9½            | Used Powerpoint |
|      | 13    | 1 ½                                   | 1                          | 1                             | 1                                        | 2                                         | 9½            | Enjoyed using different media |
|      | 14    | 1 ½                                   | 1                          | 1                             | 1                                        | 2                                         | 9½            | Great Job |
| Date     | Score | Notes                                                      |
|----------|-------|------------------------------------------------------------|
| May 2016 | 2     |                                                           |
|          | 1     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 9     |                                                           |
| May 2016 | 2     |                                                           |
|          | 2     |                                                           |
|          | 1     |                                                           |
|          | 1     |                                                           |
|          | 2     |                                                           |
|          | 8     |                                                           |
| May 2016 | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 10    | Pair work w/ No. 8                                         |
| May 2016 | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 10    | Pair work w/ No. 11                                        |
| May 2016 | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     | 10 Great Job                                               |
| May 2016 | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 7     |                                                           |
| May 2016 | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 9.5   | Great pair work w/ No. 21                                  |
| May 2016 | 2     |                                                           |
|          | 1     |                                                           |
|          | 1/2   |                                                           |
|          | 1     |                                                           |
|          | 2     |                                                           |
|          | 7     | Enjoyed using the app                                     |
| May 2016 | 2     |                                                           |
|          | 1     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 8     | Used puppet poetry                                        |
| May 2016 | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 10    | Excellent pair w/ No. 18                                   |
| May 2016 | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 10    | Great materials                                           |
| May 2016 | 2     |                                                           |
|          | 1/2   |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 1/2   |                                                           |
|          | 9     | Enjoyed using different materials                          |
| May 2016 | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 2     |                                                           |
|          | 10    | Great jobs                                                |

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C3 parents interview transcript

- All the participants are 5th grad parents in the school that the intervention took place:
- A = interviewer
- PA = Participant A
- PB = Participant B
- PC = Participant C

**The first interview:**

A: on a scale from 1-10, How do you rate your child’s ability in using English as a foreign language?
PA: mmm 5 or 6.
A: Why did you rate her with these numbers? Where do you think is her weakness?
PA: I believe that it’s in the curriculum.
A: Why ... what does she need help with?
PA: She needs help with everything especially writing and speaking.
A: Do you think she has the opportunity to use English after school?
PA: mm ya at home using the iPad and doing games.
A: Aha and is there any chance that she speaks using English after school?
PA: he tries in the restaurants
A: Ok .. your daughter experienced using digital tools and speaking Apps within her EFL class with her teacher. The following apps were used recently to motivate and enhance your child’s speaking ability. (Puppet Pals – Socks Puppet – FluentU – Delingo – Starfall and many others). Do you recognise any of these Apps?
PA: I think I have come across Puppet Pal. A: any others? PA: no .. yes .. Starfall.
A: What did she do with Starfall? PA: She repeats the words, sounds...
A: Do you think it helped her to get any better?
PA: Yeah of course because there was lots of repetition.
A: Did your child move from solo use of an app to using the app with a friend at home, or with her brother, or any relative?
PA: She might have done this .. but I am not sure I have seen her do it.
A: Was any home study or homework set involving the Apps? Or the iPad? Perhaps involving a family member?
PA: Yeah it happened... they asked her to prepare a presentation and bring it to school, but they didn’t mention that they needed her to present it on a particular App so she used the photo gallery and it was so simple.
A: Even if it was simple... did she enjoy it?
PA: she enjoyed taking the iPad to school and sharing some pictures while presenting to her friends, rather than in the traditional way. It was a fun new way.
A: How many times she took the iPad to school? PA: just once.
A: Do you think if she takes it to school regularly it will still be fun to her?
PA: If the teachers keep showing my daughter different ways of using the device and using various apps .. it won’t be boring.
<...> A: Do you accept and agree to your daughter’s personal iPad being used out of the house, and being taken regularly to class?
PA: No, I do not. Since the class teacher asked for it ... then it’s her responsibility to keep it safe.. she should collect them at the beginning of the day and lock them up until the end of the school day.
A: You did the parents online survey, right? Many parents said that their kids are competent with English and they are able to speak, write and read. However as a teacher and based on class results... the children are not so competent as their parents think there are... Why do you think they believe so?

PA: aaaa ...well... the curriculum is so simple. As a parent, if I see my daughter can do her homework, and all her class books are checked and with no adverse notice, also the assessments the learners are taking are so easy and simple so they are showing their parent's high marks. But what the parents need to do is give their children some story books or any piece of writing and ask them to read... they will not be able to so, or if they travel or go out to a restaurant or a cinema also they will not be able to communicate in English.

The second interview:

<...> A: I have been told that you are a mother of twins in the same class is that correct?
Pb: yes.
A: on a scale from 1-10, can you rate your child’s ability in using English as a foreign language? Pb: Hawraa 9 and Diaa is 8.
A: Why did you rate them with these numbers?
Pb: because when I try to assist them with their homework I notice that they are facing some difficulties with reading and spelling.
A: So are they good with communicating and speaking English? Pb: yes, they are so good.
A: Where are they speaking and how did you evaluate them?
Pb: We have a Pilipino domestic helper that lives with us at home, and she does not speak Arabic at all. I listen to them speak to her most of the time in English and also when we go to the restaurant they order in English. Also, they used to go to a summer club where all the workers are British, and I saw how they communicate with them.
A: What is the nanny’s educational level and is she good at speaking English?
Pb: She has a high school degree and not that fluent, but she can communicate and use the basics. <...> A: You rated your children so high 9/10. I must ask was it a result of the well-designed curriculum or the teacher’s effort or they are motivated to learn a foreign language?
Pb: I do not think I can answer this question. My children were born and finished the first two primary stages in the UK. So in their case English was their first language then they learned Arabic.
<...> A: After being back in Kuwait and in the national school for about 3-4 years, do you think their level in English is still the same?
Pb: Regarding understanding the language... they’re the same. However, I noticed that they do not take any spelling practices. Regarding reading, the teachers are sticking to the course books so I noticed that my children are memorising the specific words they have in it. They are not able to read any additional stories out of school. So I think that when the teachers are sticking to the curriculum, they are not giving the children an opportunity to enrich their lexical items. Moreover, in return they cannot write properly, they do not try to read anything out of the school books and in classes they barely read three sentences in a day as an individual activity. From my perspective, my children are relying on repeating what the teacher is saying and drilling.
A: You seem to be a thoughtful parent in relation to your children’s education and language learning. How are you supporting them out of school to keep their level in English?
Pb: They access the TV. Also, their iPad on which most of the programs and activities are in English.
A: Did your children ever ask you to if they could take their iPad to school? Pb: no, they haven’t. A: If they do, will you allow them to? Pb: If I receive a written form from the teacher, yes of course.
A: Do you think your children will take the responsibility for returning the devices back home or are they likely to lose it? Pb: My daughters are of an age to be able to take direct responsibility for their belongings.
A: Your daughters experienced using digital tools and speaking apps within the EFL class with their teacher. The following Apps were used recently to motivate and enhance your child’s speaking ability. Puppet Pals – Socks Puppet – FluentU – Delingo – Starfall and many others. Do you recognize any of these Apps?

PB: Yes, Starfall but I did not know they were using it in class.

A: Then, from where do they know it? PB: From their older sisters who are using it in an American school (a private school).

A: How do they use it? PB: they use the online website, and they play with the words and try to repeat the pronunciation. Also, they use this site if they want to build up a story. <…>

A: Mrs Fatimah told me that you did the parents online survey right? Many parents said that their kids are competent with English, and they can speak, write and read. However as a teacher and based on class results ... the children are not so qualified as their parents think there are... Why do you think they believe so?

PB: Yes, I did, well how I see it is the kids, in general, are being exposed to the English language from many places not only schools. So they do understand how to use the language and know the essential basics, but they do not know how to use it in an academic context. For instance, they do not know what the correct grammar they need to use is, where should they use the formal English or the informal that they hear on TV... from my point of view some parents think when their children can order from a restaurant, or watch an English cartoon, and are able to use the computer and iPad that it means that they are good at English. When I compare my views with other parents, I found that some parents are not good at all with English so they do not consider the teachers’ remarks and feedbacks are relevant or valid because to them they will believe what they see and hear from their children, not some school grades. The other thing I noticed is some parents are measuring their children’s language competency based on the speaking conducted with the house workers (nannies – drivers – gatekeepers...) <…>

A: Schools are closed this year for more than four months what do you think will help your children not to lose the language and at the same time keep their interest in learning at home?

PB: I have new born baby so I do not have a chance to take them daily to summer clubs but what I have done is order some books to let them practise vocabulary, spelling and grammar for about half an hour every day to keep their memory refreshed.

A: Kids are so attached to iPads so didn’t you download any fun apps that are age relevant?

PB: Oh yes I did, I downloaded a flash card.

A: What are flash cards? What do they do with them?

PB: Flash cards is the name of the App. It is a game where they play with phonics, sounds and words.

A: Did you see any enhancement after using the app?

PB: Definitely, they had many problems with asking questions - for example (what, why, where) it was not easy for them to choose when to use them and how to pronounce them properly. <…>

A: If your child comes and ask you to help her with her homework using a specific App, will you feel encouraged to get involved in your child’s learning or it will put you off? For instance, you may not feel confident using the technology or app?

PB: I do not mind being involved with any new tools and technology especially if these will benefit my children in any way. However because I am a working mother with night shifts in a hospital. I would need the teachers to give my child at least a week to complete such activities. What’s bothering me is that they send them homework for the same day, and I am not around to help them, and the teacher does not explain to them what exactly they need to do or give clear instructions. If the teachers give us sufficient time and I wasn’t able to assist my children, I would not get bothered, but I would ask other parents and friends to explain to me what to do and how to it, or I might give the school teacher a visit. <…>
The third interview:

A: On a scale from 1-10, can you rate your child’s ability in using English as a foreign language?
PC: mmm Jory is 5.
A: Why did you rate her with a 5?
PC: She is not able to read... ahh she doesn’t know how to learn in big groups, maybe if there was a teacher that focuses on Jory on what to do and show her how to do it, she would improve to a 7. <...> A: What about her speaking ability in English? Is she fluent, accurate, and able to communicate?
PC: I can’t describe her as fluent, but she can do basic conversation, ask simple questions, and name some items. That’s what she does when she speaks with the domestic helper. <...>

A: Children are exposed to the English language for about 4 hours a week, and it seems like it is not enough. So as a parent, how or what can you do to help your child practise and learn the language out of school hours?
PC: Honestly I am not good with English, and I am not able to assist her in the EFL learning process at all. Some institutions teach English to young children, but I know that my daughter doesn’t like learning in groups. If I know any private teachers that accept giving us house visits I won’t hesitate in contacting her. <...>
A: Does your child like learning a second language?
PC: A lot ... a lot she considers the English subject as her favourite. But every child has their own ability, and she is trying her best.
A: Do you think it’s important for children to learn and speak English at this age?
PC: Yes, of course.
A: Why?
PC: We visit many places that require them to speak English. For example they can’t order from a restaurant, or a café, ask for what they need from any shop if they don’t know how to speak English. Go to any place in the country and foreigners don’t speak Arabic. How will she deal with her simple needs during her daily life if she can’t talk? I am not saying she’s going to companies but if she needs to speak English to communicate as it became a must in life routine.
A: your daughters experienced using digital tools and speaking apps within her EFL class with their teacher. The following apps were used recently aiming to motivate and enhance your Child’s speaking ability. (Puppet Pals – Socks Puppet – FluentU – Delingo – Starfall and many others). Do you recognise any of these Apps?
PC: Yes, I am not sure about all the apps she uses, but I know she downloaded keynote for school use.
A: What did she do with it?
PC: She did very basic and straightforward things with it. Jory loves coffee, so I remember that she went online to search for some pictures and information and made beautiful slide shows to present in school. Also, she made a video. I don’t know what the name of the App is, but it was about accessories and things she likes such as rings, nail polish, things she likes but not forced on her to talk about. She kept doing this many times later - not for the class purpose but for her own enjoyment. There was also a time where she asked her sister to join her in doing another video - she was like doing a play or a scene she saw on TV.
A: Where is she learning about these Apps?
PB: From her English teacher.
<...> A: If your child comes and ask you to help her with her homework using a particular app, will you feel encouraged to get involved in your child’s learning or will it put you off? For instance, you may not feel confident using the technology or app?
PC: To be honest I do not know English, I had to put my phone setting in Arabic as I can’t understand the basic words. However, I don’t want my children to struggle. Each one of my kids has their own device and they are all set in English. I am trying my best to expose them to the language as much as I can, but I am not able to help them. The only way I can assist them is to give the class teacher a visit to show me exactly what to do then I will try my best in helping them. <...>
A: Can you explain how your daughter felt about using apps for the speaking skill compared with what she usually did with the traditional way of teaching?
PC: As I said before my daughter is weak with the English language. So whenever she had a presentation all the pressure was on us as parents - we need to write the topic, buy her some materials such as posters, pictures, objects, and presents for the children just to help her stand and present. We as parents were trying so hard just to let her do the speaking assessment, noticing she has to go through this evaluation 4 times in a year. Presentations were a must for her but with the app and IPad for her final assessment, the pressure was gone from us as parents. We didn’t help her with anything. She chose what she liked, designed and created her slides, decorated them as she wanted and searched for the vocabulary and information online. She didn’t need to stick to the course book topics or use the same words listed in her books. I saw her so happy searching and translating words she needed in her presentation. It was entirely a personal effort from Jory <...>.
A: You did the parent’s online survey right? Many parents said that their kids are skilled with English, and they can speak, write and read. However, as a teacher and based on class results ... the children are not so qualified as their parents think there are... why do you think they believe so?
PC: mmm I am not sure but you need to know that there are some sensitive parents. Not everyone will accept saying that their child has some weakness in a particular area, especially with the English subject and language as it’s more prestigious to say that my kids are capable of speaking a second language. I don’t know, but this is what I noticed some parents were doing during family gatherings. For instance who will ask you to prove that your child is good and competent in English? I think the same idea with answering your questions - people may choose to say what they would like to happen.
C4 The survey data set, tables and graphs.

The impact that an interactive and digital learning environment has on motivating young Arab EFL learners in Kuwait to improve their speaking skills

**Q1 Gender**
Answered: 438  Skipped: 0

| Answer Choices | Responses |
|----------------|-----------|
| Male           | 9.13%     |
| Female         | 90.87%    |
| Total          | 438       |

**Q2 Age**
Answered: 438  Skipped: 0

| Answer Choices | Responses |
|----------------|-----------|
| Under 30       | 15.80%    |
| 30-39          | 49.21%    |
| 40-49          | 28.08%    |
| 50+            | 16.73%    |
| Total          | 438       |
Q3 Education:
Answered: 413  Skipped: 25

| Education Level      | Responses |
|----------------------|-----------|
| Diploma              | 20.34%    |
| Bachelor             | 64.89%    |
| Postgraduate Diploma | 1.45%     |
| Masters              | 11.14%    |
| PhD                  | 2.19%     |
| Total                | 100%      |

Q4 Governorate
Answered: 438  Skipped: 6

| Governorate         | Responses |
|---------------------|-----------|
| Jahraa              | 4.78%     |
| Haerani             | 30.14%    |
| Capital             | 29.91%    |
| Farwaniyah          | 12.56%    |
| Ahmadi              | 8.90%     |
| Mubarak Al Kabeer   | 13.72%    |
| Total               | 100%      |
Q5 How many children do you have?

Answered: 438  Skipped: 0

| Answer Choices | Responses |
|----------------|-----------|
| 1              | 16.21%    | 71        |
| 2              | 13.91%    | 67        |
| 3              | 20.78%    | 91        |
| 4              | 22.37%    | 98        |
| 5              | 15.75%    | 69        |
| 6+             | 11.87%    | 52        |
| Total          | 438       |

Q6 How many digital devices are available for your family to use at home?

Answered: 438  Skipped: 0

| Answer Choices | Responses |
|----------------|-----------|
| 0              | 0.91%     | 4         |
| 1              | 1.80%     | 7         |
| 2              | 5.71%     | 25        |
| 3              | 13.01%    | 57        |
| 4              | 14.16%    | 52        |
| 5              | 13.24%    | 58        |
| 6+             | 51.37%    | 225       |
| Total          | 438       |
Q7 What types of digital devices are they?

Answered: 438  Skipped: 0

| Answer Choices       | Responses |
|----------------------|-----------|
| smartphone           | 89.50%    | 392       |
| iPad                 | 91.16%    | 399       |
| iPod                 | 23.97%    | 105       |
| tablet – other       | 16.89%    | 74        |
| desktop computer     | 31.99%    | 136       |
| laptop               | 79.45%    | 348       |
| other                | 6.39%     | 28        |
| not applicable       | 0.46%     | 2         |

Total Respondents: 438
Q8 How many digital devices does your child have for his/her exclusive use

Answered: 438  Skipped: 0

| Answer Choices | Responses |
|----------------|-----------|
| 0              | 11.87%    | 52        |
| 1              | 58.23%    | 220       |
| 2              | 22.83%    | 100       |
| 3              | 7.76%     | 34        |
| 4+             | 7.31%     | 32        |
| Total          | 100%      | 438       |

Q9 My child is motivated to learn English

Answered: 400  Skipped: 38

|                      | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|----------------------|-------------------|----------|----------------------------|-------|----------------|-------|------------------|
| (no label)            | 1.50%             | 5.00%    | 16.25%                     | 45.75%| 31.92%         | 400   | 4.01             |
|                      | 6                 | 20       | 65                         | 183   | 126            |       |                  |
**Q10 I encourage my child to learn English**

Answered: 400  Skipped: 38

|                  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|------------------|-------------------|----------|----------------------------|-------|----------------|-------|------------------|
| (no label)       | 1.00%             | 0.25%    |                            | 1.50% | 37.75%         | 50.00%| 400              | 4.54             |

**Q11 My child has the opportunity to read in English after school on a daily basis**

Answered: 400  Skipped: 38

|                  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|------------------|-------------------|----------|----------------------------|-------|----------------|-------|------------------|
| (no label)       | 3.50%             | 16.25%   |                            | 21.25%| 43.00%         | 16.00%| 400              | 3.52             |
### Q12 My child has the opportunity to write in English after school on a daily basis

Answered: 400  Skipped: 38

|                | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|----------------|-------------------|----------|---------------------------|-------|----------------|-------|------------------|
| (no label)     | 4.50%             | 18.00%   | 22.75%                    | 39.75%| 15.00%         | 400   | 3.43             |

### Q13 My child has the opportunity to speak English after school on a daily basis

Answered: 400  Skipped: 38

|                | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|----------------|-------------------|----------|---------------------------|-------|----------------|-------|------------------|
| (no label)     | 3.25%             | 17.00%   | 16.50%                    | 43.25%| 20.00%         | 400   | 3.60             |
Q14 Digital tools can give greater exposure to the English language after school

Answered: 400  Skipped: 38

| (no label) | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|-----------|-------------------|----------|----------------------------|-------|---------------|-------|------------------|
| 2.00%     | 12                | 26       | 13.00%                     | 53.75%| 23.75%        | 400   | 3.89             |

Q15 My child has easy access to the internet outside of school

Answered: 400  Skipped: 38

| (no label) | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|-----------|-------------------|----------|----------------------------|-------|---------------|-------|------------------|
| 2.00%     | 12                | 35       | 10.50%                     | 59.22%| 18.50%        | 400   | 3.81             |
Q16 I allow my child to bring his/her digital device to school upon the teacher's request

Answered: 400  Skipped: 38

|                      | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|----------------------|-------------------|----------|----------------------------|-------|----------------|-------|------------------|
| (no label)           | 5.50%             | 13.25%   | 10.50%                     | 54.00%| 16.75%         |       |                  |
|                      | 22                | 53       | 42                         | 216   | 87             | 400   | 3.63             |

Q17 I would download free EFL web-based applications to my child's digital device on the recommendation of his/her teacher

Answered: 400  Skipped: 38

|                      | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|----------------------|-------------------|----------|----------------------------|-------|----------------|-------|------------------|
| (no label)           | 1.25%             | 1.80%    | 2.75%                      | 57.50%| 37.50%         |       |                  |
|                      | 6                 | 4        | 11                         | 230   | 150            | 400   | 4.29             |
Q18 I would purchase EFL web-based applications for my child’s digital device on the recommendation of his/her teacher

Answered: 400  Skipped: 38

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|-------------------|----------|-----------------------------|-------|---------------|-------|------------------|
| (no label)        | 1.75%    | 3.59%                       | 0.75% | 14.75%        | 30.25%| 400              | 4.08             |

Q19 The use of digital devices and apps motivates my child to learn

Answered: 400  Skipped: 38

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|-------------------|----------|-----------------------------|-------|---------------|-------|------------------|
| (no label)        | 1.00%    | 6.25%                       | 14.50%| 53.75%        | 24.50%| 400              | 3.94             |
Q20 The use of digital devices makes learning easier for my child

Answered: 400  Skipped: 38

| Weighted Average | Total | Strongly agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|------------------|-------|----------------|-------|----------------------------|----------|-------------------|
| 3.97             | 400   | 24.50%         | 58.00%| 12.75%                     | 8.25%    | 1.63%             |

Q21 The use of digital devices increases my child's creativity

Answered: 400  Skipped: 38

| Weighted Average | Total | Strongly agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|------------------|-------|----------------|-------|----------------------------|----------|-------------------|
| 3.53             | 400   | 16.25%         | 42.55%| 23.50%                     | 13.50%   | 4.25%             |
Q22 The use of digital devices helps my child to practice and develop communication skills
Answered: 400 Skipped: 38

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|-------------------|---------|---------------------------|-------|---------------|-------|-----------------|
| (no label)        | 11      | 29                        | 71    | 212           | 77    | 400             | 3.79 |

Q23 The use of digital devices facilitates communication between the teacher and my child outside of the classroom
Answered: 400 Skipped: 38

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|-------------------|---------|---------------------------|-------|---------------|-------|-----------------|
| (no label)        | 10      | 37                        | 77    | 202           | 74    | 400             | 3.73 |
Q24 The use of digital devices can affect my child's behaviour positively

Answered: 400  Skipped: 38

|          | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|----------|-------------------|----------|---------------------------|-------|----------------|-------|------------------|
| (no label)| 3.25%             | 22.00%   | 42.00%                    | 27.50%| 5.25%          | 400   | 3.10             |

Q25 The use of digital devices can affect my child's behaviour negatively

Answered: 400  Skipped: 38

|          | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|----------|-------------------|----------|---------------------------|-------|----------------|-------|------------------|
| (no label)| 2.00%             | 15.25%   | 43.00%                    | 32.25%| 7.50%          | 400   | 3.28             |
Q26 Purchasing digital devices affects my family's budget and costs more money than I am willing to spend

Answered: 400  Skipped: 38

|                      | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|----------------------|-------------------|----------|-----------------------------|-------|----------------|-------|------------------|
| (no label)           | 2.00%             | 28.56%   | 32.00%                      | 31.50%| 6.00%          | 400   | 3.11             |
|                      | 8                 | 114      | 129                         | 126   | 24             |       |                  |

Q27 Digital devices are an affordable learning tool in my family

Answered: 400  Skipped: 38

|                      | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly agree | Total | Weighted Average |
|----------------------|-------------------|----------|-----------------------------|-------|----------------|-------|------------------|
| (no label)           | 1.00%             | 3.00%    | 9.00%                       | 62.50%| 24.00%         | 400   | 4.05             |
|                      | 4                 | 12       | 38                          | 250   | 96             |       |                  |
Q28 Does your child take English language classes outside of school hours?

Answered: 383  Skipped: 55

| Answer Choices | Responses |
|----------------|-----------|
| No             | 73.11%    | 280       |
| Yes            | 26.89%    | 103       |
| Total          |           | 383       |

Q29 Does your child need to take extra language classes out of school hours to keep up with his/her schoolwork?

Answered: 383  Skipped: 55

| Answer Choices | Responses |
|----------------|-----------|
| No             | 53.79%    | 206       |
| Yes            | 46.21%    | 177       |
| Total          |           | 383       |
Q30 Do you have a reliable Internet connection at home that is available at all times?
Answered: 383  Skipped: 55

| Answer Choices | Responses |
|----------------|-----------|
| Yes            | 93.99%    | 360       |
| No             | 6.01%     | 23        |
| Total          |           | 383       |

Q31 Do you know which web-based apps your child uses?
Answered: 383  Skipped: 55

| Answer Choices | Responses |
|----------------|-----------|
| No             | 33.16%    | 127       |
| Yes            | 66.84%    | 256       |
| Total          |           | 383       |
Q32 On average, how many days per week does your child use a digital device at home?

Answered: 383  Skipped: 55

| Answer Choices     | Responses |
|--------------------|-----------|
| 1 day per week     | 2.61%     |
| 2 days per week    | 8.88%     |
| 3 days per week    | 9.48%     |
| 4 days per week    | 4.70%     |
| 5 days per week    | 4.44%     |
| 6 days per week    | 1.31%     |
| 7 days per week    | 3.66%     |
| Daily              | 63.71%    |
| Never              | 1.31%     |
| Total              | 383       |
Q33 On average, after school, how many hours per day does your child use a digital device?

Answered: 383  Skipped: 55

| Answer Choices               | Responses |
|------------------------------|-----------|
| 1-2 hours per day            | 26.37%    |
| 2-4 hours per day            | 35.77%    |
| 4-6 hours per day            | 24.80%    |
| more than 6 hours per day    | 13.09%    |

Total 383