Saudi EFL Teachers Perspectives of Using Technology for Teaching Writing

By:

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Abstract

This study aimed to investigate Saudi EFL teachers' perspectives towards using technology in teaching writing. Data were collected form 10 male teachers in different Saudi secondary schools. The researcher has made interview with all participants. The interviews aimed to answer three questions, regarding whether the teachers use the technology or not, the advantages of using technology in teaching writing, and the disadvantages of using technology in teaching writing based on their own perspectives. All the interviews were conducted individually and freely. After each session, the results were written immediately and `then the researcher has examined them. Because of the nature of the process, which is qualitative, the discussions in the interviews went deeper to get more significant details. The results showed remarkable opinions and valuable observations. Also, the results revealed that most of the teachers believe in the benefits of using technology in teaching writing theoretically, but not practically. The researcher recommends that Saudi EFL teachers should take an applied course in using technology in teaching the writing skills.

Keywords: EFL teacher, teaching methodology, perspectives, writing, technology

Chapter One
Introduction

1.1. Introduction

It is to be remarked that technology makes generally a multiple difference in individual`s lives. In teaching, many schools have transferred their curricula to contain what is known as Electronic Learning. No doubt, technology assists in the teaching process in multiple methods. So, some organizations, such as Ministry of Education in Saudi Arabia, have begun to present training programs and seminars on the importance of appearing technology in teaching.

In teaching languages and on these days, technology could be deemed as the most suitable and appropriate environment for teaching and learning a language. Because of ability of technology to let learners communicate with others form different countries, many private institutions and academies depend on technology to teach on-line.

1.2. Context of the Problem

To start with, teachers' beliefs reflect their level. Any studies have explained that utilizing technology facilitates the process of learning and teaching. That is why most of the organizations which are responsible for curriculum development and development are looking forward to elevating technology in the process of education. To show and express the point, if developers want to engage technology in education, they should examine the teachers' beliefs about that. There should be more effort to change a teacher's belief (Al-Suhaibani, 2012).

1.3. Statement of the Problem

The level of Saudi learners in secondary schools should be improved and elevated in English writing. According to the researcher's observation, most of the Saudi EFL learners are not stimulated anymore because of the traditional method of teaching writing. Frankly speaking, EFL learners discover real audience and actual feedback when they use their technical devices on the process of writing. But the problem of mistake is still clear. For that, it deems that the time of fulfilling technology in the way of teaching writing has clear on these days.

1.4. Significance of the Study

The present study was projected to shed light on the level of knowledge and information of the Saudi English teachers about utilizing technology in teaching process. Also, the study attempts to reveal how technology can be utilized to facilitate and improve the process of learning the skill of writing.

1.5. Research Questions

This study aimed to reach at answers to the following three questions:

1- To what extent do Saudi EFL teachers use technology in teaching writing?

2- What are the advantages of using technology in teaching writing in the Saudi EFL teachers' opinions?

3- What are the disadvantages of using technology in teaching writing in the Saudi EFL teachers' opinions?

Chapter Two
Literature Review

2.1. Introduction

This chapter sheds light on using of technology in teaching writing. Then, it moves to show and express the advantages of using technology in teaching writing. This is followed by looking at the barriers and obstacles of using technology in teaching writing. Furthermore, the study is extended to discuss previous studies which have been conducted in Saudi Arabia.

2.2. The Use of Technology in Teaching Writing

In these years, using of technology in the process of education has become a basic topic of a lot of research. Many studies, articles, and textbooks have discussed the topic of using technology, or its numerous tools and devices, in teaching the skill of writing. Technology as a term is used loosely, but it can be defined in the education disciplines. Januszewski and Molenda (2008, p.2), defines technology as:

> *Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources.*

Hopper and Rieber (1995) mention a more elaborate definition for technology in education. They divide it into two types. The first is labeled by "product technologies" which include hardware technologies (i.e. computers, CD-ROM, Recorders, etc.) and software technologies (i.e. computer-assisted instruction), while the second type is labeled by "idea technologies" which is represented through some

product technologies such as simulations that try to give people experiences not generally possible (e.g. travel back in time) (Hopper & Rieber, 1995).

Multiple studies have examined different technological tools and devices that aim to the same objective which is elevating and facilitating learning of writing skill. Weblogs, or logs, have been investigated in two isolated studies, and both of them reach at positive findings. While Forotan et al., (2013) are recommending using weblogs as an appropriate tool of teaching writing as the result of its role and task in increasing learners' autonomy which coincides with the student- centered learning, Jones (2006) has used blogs since a sufficient time ago because of its results that have been found in teaching the writing process approach.

There are many other tools that have been inspected in different studies around the world. One of them is a Malaysian study which examines the impact of using Information and Communication Technology in teaching writing.

Parker and Chao (2007) discuss wiki as a teaching tool. They mention how it is helpful and collaborative. Further, they explain how wikis are useful to be utilized in writing assignments, because it strengthens the learners' skill of writing through a collaborative way (Parker & Chao, 2007). The use of Facebook and the use of Edmodo have been presented in two separated studies (Hussin &Shukor, 2015) and (Al-Kathiri, 2015). Both of those technological devices are prepared and created as social platforms, which means that the students can be learned on collaborative way.

Actually technology has acquired a step further to assist students who have special difficulties in learning writing. Dave's study (2013) explains and shows the topic of finding tools which can help students with learning disabled, LD, to improve

their own writing skill. The researcher refers to that the disabilities may have an influence on some skills such as spelling or handwriting, and he recommends educators and parents to keep looking for the most effected tool. Besides, there is another study examines the effect of using technology to improve the skill of writing for students who have low proficiency in English.

2.3. The Advantages of Using Technology in Teaching Writing

So far, technology is recommended to be integrated with the process of education because of its advantages that have been discovered obviously. Of course, that is considered strong evidence with the advocators of educational technology. Actually, some studies find the same advantages of the present study, but some other studies have discovered other notable benefits.

One of the most crucial advantages is the collaboration. Many studies show that as an effective benefit. Jayakumar (2013) agrees that technology makes students better collaborators. In the same study, forty percent of the participants in the study agree that using blogs, wikis or websites lead students to work together. Similarly, Al- Kathiri (2015) agrees, in her study, that also Edmodo allows users to participate collaboratively rather than working alone.

Another common advantage that is mentioned in many studies is the motivation. Aljumah (2012) examines the advantages of the learners' perspectives towards using blogs teaching writing. The study shows more than ninety percent of the participants agree that blogs motivate them, because they find some satisfaction to express their opinions in a better way than in face-to-face classrooms. According to one of the participants, Jayakumar (2013) refers to the technology motivates learners to write because it's ease to be shareable and the ease of self-publishing.

Regarding to Aydin's (2007) point of view, the communication with natives allows learners to practice their skills, and that is considered as a motivated factor. Ghahri et al. (2015) point out that using technology in ESL classrooms increase the learners' motivation and can improve their writing skill. Further, Hussin and Shukor (2015) state that learners those using Facebook in learning writing can improve their spelling and vocabulary and benefit from some features that Facebook provide.

There are many other advantages described in some studies. To name but a few, Aydin (2007) describes that technology can change the responsibility of the educational process to make it a student-centered process. That would elevate the self- confidence of learners. Moreover, the researchers remark that using ICT can attract learners' attention. There is, also, another benefit was examined by Ghahri et al. (2015). They compare the proficiency of learners who using different sites related to writing with learners are not using any kind of technology. The results point out that technology learners' proficiency is better and notable. The last point, McIntyre (2013) shows how to use the online storage. The researcher expresses that online storage makes teachers and learners save, share and edit files smoothly.

2.4. The Barriers of Using Technology in Teaching Writing

Technology is prepared to assist individual, particularly educators (Wilson & Nativio, 2002). According to that, appearance of barriers does not lead to stop using technology. On the other hand, while there is hugely agreement that technology develops the process of learning and teaching, the work on solving problems is essential and important. Some drawbacks of using technology in education have been discovered in some studies. They are limited, but they should be discussed and taken seriously. The

neglect of solving problems could lead to negative conclusions. Consequently, the problems of technology that have been found might be classified to; technical, administrative, and pedagogical.

Regarding to technical aspect, any computer or an online connection can be an obstacle. Aydin (2007) clarifies how that the internet accessibility is not available all around the world because of certain factors. Thus, that shows the difficulty of some poor countries to use the internet in their public objectives, not only education. The author, also, expresses that technology is not easy to be adapted with. For that, incompetent teachers and learners should be trained (Aydin, 2007). The same issue is proved by Alduwairej (2014). The researcher reaches at the hardware problems, whether simple or complicated, can stop the process of learning in the classroom.

The pedagogical aspect could be taken into consideration more than anything else, because of its close relation to teachers' objectives. Wilson and Nativio (2002) remark that plagiarism is the first problem they encounter. Because of the easiness of the access and the result of numerous websites, students do not encounter any problem to copy others' writings. The subject of plagiarism is also discussed in another study. In Jayakumar's (2013) study, it is showed out some teachers' fear of the plagiarism issue. According to the study, thirty percent of the participants indicate that sharing wikis and blogs are guiding learners to edit one another's writing, and then the absence of the intellectual property is raised (Jayakumar, 2013).

2.5. Literature review in Saudi Arabia about Using Technology in Teaching and Learning L2 Writing

Some Saudi studies conclude and prepare the topic of using technology in Saudi schools. Comparatively, few of them focus on examining and investigating the issue of teaching and learning the writing skill. For that, there are only few Saudi studies are reviewed in the following paragraphs, because they could be considered as appropriate supports. According to the researcher's knowledge, there is no study that has discussed the Saudi EFL teachers towards using technology in teaching writing, and that what the present study aims to achieve.

It is better to start with two studies discussing the problems of Saudi EFL learners' writing in some separated local colleges. The first study is performed by (Aljafen, 2013). The researcher attempts to discover the source of learners' anxiety in writing English. The study examines around three hundred students in three different colleges which are; preparatory year, engineering, and pharmacy, at Qassim University. What is worth to say is that the first factor of those learners' weakness is related to their past English education. The other study is done by Javid, and Umer (2014) at Taif University. The researchers make fruitful effort to seek the writing issues of around two hundred EFL and look for the solutions. Learners' problems are classified under several subjects.

The last study is about Edmodo, which is a social platform that "assist of connecting all learners with the individuals and resources they need to reach their comprehensive potential" (edmodo.com). According to the researcher of the present study, the topic of Edmodo is quite interesting because that it has been using in Saudi schools since the last few years. Al-Kathiri (2015) explains the attitudes and challenges

of integrating Edmodo in Saudi secondary school's instruction. The study examines forty-two of participants' perceptions towards the effect of using Edmodo. The participants are divided into two groups; one is instructed by using Edmodo while the other is taught in the traditional way. The study shows some advantages such as; the motivation and confidence are elevated because of the chat features, the overcoming of shyness for those students who do not feel comfortable to face-to-face manners, facilitating the way of storing and uploading and other valuable features that Edmodo provides as a system, the ability of access all the time, the ability to facilitate the development of English skills, and the use of Edmodo as a tool to activate the learner-centered process. On the other hand, the same study results some challenges such as; the need of a high speed internet sometimes, the absence of problem-solving skills, and the lack of training.

Chapter Three
Method and Procedure

3.1. Introduction

This chapter focuses on the method utilized in this study. It starts by offering the sample of the study to the reader. This is followed by offering the data collection and the procedure utilized. Also, the verification of validity and reliability are explained. At the end of this chapter, the limitations of the present study are carried out.

3.2. Participants

Since this study aimed to obtain Saudi EFL teachers' perspectives, all the participants of this study were selected from different secondary schools in Saudi Arabia. They were ten male EFL teachers, and they were pragmatically and purposively selected. Most of them work in Riyadh, had different experiences, and spent variable periods of time in teaching (table 1). Permission was acquired teachers to be interviewed. Each participant was taken a pseudonym for the purpose of anonymity.

Table 1: *Participants' Information*

Pseudonym	Area	Teaching Experience (Year)
Masoud	Riyadh	30

Mohammad	Riyadh	21
Ahmad	Riyadh	11
Fahd	Riyadh	10
Yussif	Riyadh	5
Abdulaziz	Riyadh	4
Bandar	Riyadh	18
Saad	Riyadh	9
Tariq	Jubail	15
Khalid	Riyadh	6

3.3. Data Collection

For reaching at the purpose of the study, all participants were interviewed. To obtain deep understanding of teachers' perceptions, this study is qualitative in nature. All interviews questions were prepared to answer the research questions which are,

1- Do Saudi EFL teachers prefer to utilize technology in teaching writing?

2- What are the advantages of using technology in teaching writing in the Saudi EFL teachers' opinions?

3- What are the disadvantages of using technology in teaching writing in the Saudi EFL teachers' opinions?

3.4. Procedure

A debriefing group reviews my established themes and categories of comprehensive data to measure the credibility. After a comprehensive review, the debriefing group realized that themes and categories were valid identifiers.

3.5. Research Tool

To ensure the reliability of the interview questions, the draft was piloted on two English teachers. The piloting showed the clearness of the words, and no problems were appeared.

All the interviews were implemented and carried out in English in October 2015. The interviews lasted for about 15 to 30 minutes and they were audio-recorded. During the sessions, the main points that were described were jotted down. Immediately after the session finished, the researcher transcribed what interviewees said verbatim to avoid missing any important data that might be important to the results of this research. After that, the researcher contacted the interviewees to confirm the accuracy of the transcriptions.

This study was limited to be generalized. Furthermore, this study did not cover all English teachers in Saudi Arabia. In fact, only ten teachers who were interviewed, and all of them were males.

Chapter Four

Results

The basic results of the study are displayed based upon the following themes:

4.1. Using technology in teaching writing

The first research question was: Do Saudi EFL teachers utilize technology in teaching writing?

The data of this result were divided into two sub-categories; which are; the use of technology by Saudi EFL teachers nowadays, and using of technology by Saudi EFL teachers previously.

4.1.1. The use of technology by Saudi EFL teachers nowadays

The results pointed out that four teachers use technology (during the interviews), while the other six teachers do not. Two of the teachers who use technology utilize smart boards provided with software programs, while the other two teachers use emails (see Table 2). Mr. Tariq has a special additional tool. He said: "In my school, there is a formal website for each teacher. That lets students connect us all the time. "

Table 2: *Participants' Current Use of Technology*

Masoud	No
Mohammad	No
Ahmad	Yes (Email)
Fahd	No
Yussif	No
Abdul-Aziz	No
Bandar	Yes (smart board)
Saad	No
Tariq	Yes (Email) and (formal web site)
Khalid	Yes (smart board)

4.1.2. The use of technology by Saudi EFL teachers previously

Based on the findings, nine of the teachers have utilized a type of technology once at least in their professional lives. Using email was the most shared technological tool, six teachers have used it. Furthermore, there were some other used technological tools, like; Edmodo, smart board, Email, and MC Office programs (see Table 3). Mr. Abdul-Aziz was taking his pupils to the lab and asking them to use MC

Office programs. He said, "From time to time, I take them to the lab. Then, I ask them to use Microsoft Word program. I can notice a very good impression."

Table 3: *Participants' Use of Technology in the Past*

Masoud	(Email)
Mohammad	(Email)
Ahmad	(Email)
Fahd	(smart board)
Yussif	(Edmodo)
Abdulaziz	(Email) and (MC Office programs)
Bandar	(Email)
Saad	No
Tariq	(Email)
Khalid	(smart board)

4.2. Advantages of using technology in teaching writing

The results showed many shared advantages. The most shared advantage is the consideration of technology as an assisting device for learning and teaching EFL writing. For more clarification, all the resulting advantages were classified into the following sub-themes:

4.2.1. Help

Mostly, all the participants explained that technology as a quite helping medium of learning and teaching EFL writing in various ways. Mr. Masoud thought that using emails in the way of teaching writing prepares students to utilize that tool for academic purposes.

In addition, there are some other perspectives about considering technology as a helping medium of learning and teaching English writing.

Others say that technology can assist in creating a good impression among learners. Mr. Abdul-Aziz referred that technology makes learners feel a great positive influence.

4.2.2. Simplification

The results revealed that technology simplifies the achievement of teachers' objectives in teaching learners the way of EFL writing. One of the most shared points was the familiarity of learners with technology. Mr. Masoud and Mr. Mohammad agreed that learners have a good background about how to use technology. Thus, Mr. Mohammad believed that the more knowledge the learners have about technology, the more they prefer it.

In addition, it was described that technology can simplify the method of preparing information. Mr. Fahd and Mr. Abdul-Aziz confirmed that learners can use the internet and benefit from the numerous sources in the huge world of internet. Mr. Fahd said, "Sometimes, students want to write but they need some ideas. Technology can help them for that."

4.2.3   Interaction

The third shared advantage was about the ability of technology to create interaction among learners. Based on his experience in using Edmodo, Mr. Yussif discovered that learners could use the group for chatting. That created a full opportunity to use English through interacting with others in a free time.

Moreover, some teachers thought that using social media platforms create and prepare remarkable interaction among students. Mr. Tariq pointed out that most of his pupils are using Twitter, Facebook, or WhatsApp applications, and they are chatting with foreigners via them. By the same token, Mr. Bandar considered that WhatsApp application can let learners cooperate in a work group.

4.2.4   Enhancing the learner-centered method

Whilst the learner-centered method elevates the self-dependence of learners, technology can play a basic role in that. The results revealed that half of the participants believed in that role. They explained how technology promotes the way of self-learning in many ways.

One of the most shared points was the auto-correction feature. Four of the teachers thought that auto-correction is beneficial. Mr. Mohammad expressed that self-correction would strengthen the learner-centered method.

Mr. Ahmad talked about the point from a different aspect. He instructed how learners can benefit from the multiple sources in the internet to get some information. He said: "When a learner surfs the internet, he will find a very good resources better than the school's textbook."

4.2.5   Pleasure

The last shareable advantage is regarding to the consideration of utilizing technology in learning English writing as a kind of entertainment. Three of the participants believed that the process of learning should be funny and enjoyable. They thought that was missed in the traditional way of teaching.

4.3. Disadvantages of using technology in teaching writing

The results revealed many remarkable disadvantages. As there were some shared points, there were some unique. For more explanation, the findings were classified into four sub-themes.

4.3.1.   Pedagogical

The most shareable benefit by participants in utilizing technology for teaching EFL writing was related to pedagogy. Seven of them described some problems that technology reasons on the pedagogical process. The teachers, in general, considered the pedagogical drawbacks are the most important because of the basic objective of their job is teaching.

The other pedagogical disadvantage of using technology was about the use of traditional writing by learners. It was explained that some participants thought that learners utilize informal method of writing when they utilize technology because of the shortage of supervision.

There was another remarkable finding which was about plagiarism. Three of the participants agreed with that Saudi learners utilized to copy others writings without citing reference. Mr. Mohammad considered all that because of their weak background. He, also, explained that would influence their academic future. In addition, Mr. Fahd

believed that when pupils utilizing papers in writing is better than using a tool of technology. He added that pupils depend fully on their own ideas when they are away from technology. From a different angle, Mr. Ahmad thought that it is based on a social issue. He believed that Saudi students talk the same topics, so that makes them unable to think of a new topic. Furthermore, he said, "I can see that our students don't have the techniques of paraphrasing. And that's what makes me worry."

In addition, Mr. Saad explained another note. It was related to his belief. He thought that technology cannot help in developing writing, but it can improve other skills like reading and listening. Traditionally, he believed in importance of the attendance of the human supervision. Additionally, Mr. Tariq could not believe in the ability of technology for improving writing.

4.3.2. Administrative

The results revealed some shareable administrative drawbacks. Four participants thought that the administration did not assist them to use technology in comfortable methods. Actually, the interviewees found their selves stuck.

First of all, Mr. Khalid informed some important points according to his point of view. He thought that some programs those are used in teaching and learning writing, such as Microsoft Word Program, are not programmed for educational purposes. For that, he stated: "I think that the Ministry of Education should produce or adopt some educational applications, because most of the applications are personal efforts."

In addition, Mr. Khalid showed specifically a point about using of technology for teaching writing. He considered that teaching writing needs independent lessons, because it is demanding.

On the other hand, Mr. Mohammad searched for the process of using technology in writing needs special types of equipment. He added that classrooms should be provided with smart boards, projectors and an internet connection. He considered that as the job of the Ministry of Education.

Finally, Mr. Bandar noticed something different. He considered that some computers in the lab are not suitable for some students, because of their screen size. He said: "Some learners have low-vision, so the size of screens is not convenient."

4.3.3. Technical

The third shareable disadvantage was about the technical limitations. Two of the participants thought that technology appears some problems. Mr. Masoud faced one of those barriers. He said that the internet connection should be worked all the time. He discovered that some very bad connection can stop the process of utilizing technology. On the other hand, Mr. Bandar was struggling as well. He considered the availability of electricity is a must. He thought that the chargers should be available too.

4.3.4. Discipline

The following shareable drawback was about discipline. Two of the teachers thought this point as a disadvantage. Mr. Khalid considered the way of utilizing technology, itself, is time consuming. Unlike the traditional way, Mr. Khalid thought that the preparation and implementing of using technology takes a long time which makes the process of teaching very tiring. On the other side, Mr. Yussif had an experience with using e-mails. He said: "I remarked that some of my students were using my e-mail for different purposes, no one of them served the educational objective."

According to the advantages of using technology in teaching EFL writing, this study explains some similarities in results to other previous research. In the consideration of technology as a promoting tool for interaction among students, the present results show similarity to what is pointed out in (Aljumah's, 2012), (Jones, 2006), (Ghahri et al., 2015), (Hussin & Shukor, 2015). Also, technology is described as a simplification tool in (McIntyre, 2013), (Yunus et al., 2013), (Foroutan et al., 2013) and (Yunus et al., 2012). In addition, Aydin's study (2007) agrees with the present results about considering technology as an enhancing tool to the learner-centered process.

Furthermore, these results show that no one of the participants is interested in the role and task of technology to motivate learners to learn EFL writing, whereas (Aljumah, 2012), (Jayakumar, 2013), (Yunus et al., 2012) and (Ghahri et al., 2015) discuss this point in detail. On the other hand, whilst the present results talk about the use of technology for pleasure, the previous research works did not discuss that topic extensively.

For disadvantages, the results show huge similarity to the previous research. The only noticeable difference is, the present results concern more about pedagogical problems, not in technical as in (Aydin, 2007), (Alduwairej, 2014), (Yunus et al., 2012) and (Aljumah, 2012).

Chapter Five
Discussion and Recommendations

5.1. Introduction

In this chapter, the results are explained. Also, the findings are assessed by the researcher. Then, it is concluded with some recommendations and some suggestions for further research.

5.2. Discussion

Due to this study is qualitative; the results grant a type of deep description for the Saudi EFL teachers' perceptions toward using technology in teaching writing. There are some remarkable observations explained according to the opinion of the researcher in the following paragraph.

First of all, the answers to the research questions are explained. Starting with the first question, it is discovered that all of the participants, except only one, are utilizing or have used technology for teaching writing. Regarding the second and third questions, the results explain that the participants indicate around forty positive advantages of using technology, compared with around twenty-seven negative restrictions about using technology for teaching writing. Traditionally, there is a point flying around what was described formerly. It shows that most of the EFL teachers agree fully with using of technology theoretically, but not practically. In other words, they know that technology can make a difference in the modern way of teaching, but they do not use it.

The other point that should be explained is about the lack of information. According to the results, it is remarkable that there are some inconsistencies in opinions towards the feature of auto-correction. The results reveal four out of the ten participants find it useful, while five teachers consider it not useful. The other missing information is about the finding of real audience to read what the students write. According to the researcher, this feature elevates the process of learning writing. Also, technology provides this feature easily and immediately, compared with the traditional way of using papers in the classroom. In the present study, it is discovered that only two teachers who talked about the importance of finding a real audience. In general, it is remarked that there is a distinction in the informatics backgrounds among all the teachers. Consequently, that leads to a perception that some teachers keep looking for new information, while others still maintain their own old non- refreshed minds.

5.3. Recommendations

Based on the findings of this study, the researcher recommends as follows:

1- Saudi EFL teachers should be trained practically for using technology in teaching writing. In other words, Saudi EFL teachers should be trained in how to apply technology in teaching writing.

2- The Saudi Ministry of Education should provide schools with fully equipped laboratories, connected with the internet.

3- It is worth suggesting that smart phones and laptops of the learners should be utilized for educational purposes.

Suggestions for Further Research

1- This study could be duplicated quantitatively.

2- There should be a Saudi study that is conducted to discover the use of technology in teaching all the four language skills, and to find which skill is the most preferable.

5.4. Conclusion

The present study aimed to explore English teachers' perspectives on writing skills in Saudi Arabia with regard to (1) their perceptions of this concept, (2) their beliefs regarding their responsibility for developing learner writing, (3) their evaluations of their learners' writing, and (4) the constraints and barriers that they perceive as barriers to deployment of learner writing.

The study significantly contributed to the literature by identifying Saudi EFL teachers' beliefs in relation to learner writing. The study findings revealed that these teachers regarded learner writing as a learner attribute that enables him/her to learn independently (with the teacher's support) by the means of psychological, social, technical, and electronic orientations. The results further referred that teachers' teaching practices in Saudi Arabia were primarily traditional. In this respect, participating teachers reported that they controlled most of the learning-teaching process in their classes and that they accordingly evaluated their students.

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Appendix

The Interview

Name (optional)	
Years of Experience	
Does he use technology?	
His perceptions about advantages	
His perceptions about disadvantages	
Extra Information	