

Appendix 2

Distribution of students' population with respect to the independent variables:

| Age | Educational Region | Place of Residence | Sex | | Total |
|--------------|----------------------|--------------------|------|--------|-------|
| | | | male | female | |
| 18- 29 y | Gaza and Khan Younis | city | 2 | 3 | 5 |
| | | village | 2 | 3 | 5 |
| | | camp | 1 | 10 | 11 |
| | Ramallah | city | 2 | 2 | 4 |
| | | village | 0 | 23 | 23 |
| | | camp | 2 | 0 | 2 |
| | Bethlehem and Hebron | city | 0 | 9 | 9 |
| | | village | 1 | 10 | 11 |
| | Nablus and Salfeet | city | 0 | 9 | 9 |
| | | village | 1 | 10 | 11 |
| | | camp | 1 | 0 | 1 |
| 30- 39 y | Gaza and Khan Younis | village | 0 | 2 | 2 |
| | | camp | 0 | 4 | 4 |
| | Ramallah | city | 0 | 2 | 2 |
| | | village | 0 | 3 | 3 |
| | Bethlehem and Hebron | city | 0 | 1 | 1 |
| | | village | 1 | 3 | 4 |
| | | camp | 0 | 1 | 1 |
| | Nablus and Salfeet | city | 0 | 3 | 3 |
| village | | 3 | 3 | 6 | |
| Above 40 | Ramallah | city | 2 | 0 | 2 |
| | Nablus and Salfeet | village | 0 | 1 | 1 |
| | Gaza and Khan Younis | city | 0 | 2 | 2 |
| Total | | | 18 | 104 | 122 |

Appendices

Appendix 1

Distribution of academic supervisors' population with respect to the independent variables:

| Region | Academics | Experience | Qualification | Sex | | Total |
|--------------|------------|---------------|---------------|------|--------|-------|
| | | | | Male | Female | |
| Bethlehem | Full- time | 6- 11y | M.A | | 2 | 2 |
| | | more than 12y | M.A | 1 | | 1 |
| | | | Ph.D | 2 | | 2 |
| | Part- time | 1- 5y | M.A | | 1 | 1 |
| Ramallah | Full- time | 6- 11y | M.A | 1 | | 1 |
| | Part- time | 6- 11y | M.A | 1 | | 1 |
| | | more than 12y | M.A | 1 | | 1 |
| Khan Younis | Part- time | 6- 11y | M.A | 2 | | 2 |
| | | more than 12y | M.A | 1 | | 1 |
| Gaza | Full- time | 1- 5y | M.A | 2 | | 2 |
| | Part- time | more than 12y | Ph.D | 1 | | 1 |
| Nablus | Full- time | 6- 11y | Ph.D | 1 | 3 | 4 |
| | Part- time | 6- 11y | M.A | 4 | | 4 |
| | | 1- 5y | M.A | 1 | | 1 |
| Salfeet | Full- time | 1- 5y | M.A | 1 | | 1 |
| | | | Ph.D | 1 | | 1 |
| | Part- time | 6- 11y | M.A | 1 | | 1 |
| | | more than 12y | M.A | 1 | | 1 |
| | | | Ph.D | 1 | | 1 |
| Hebron | Full- time | 6- 11y | Ph.D | | 1 | 1 |
| | | 1- 5y | M.A | 1 | | 1 |
| | Part- time | 6- 11y | M.A | 1 | | 1 |
| | | 1- 5y | Ph.D | 1 | | 1 |
| Total | | | | 26 | 7 | 33 |

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As for future research, since this study was conducted during the preparatory phase of integrating e- learning into EFL teaching- cum- learning process, a more comprehensive study is needed to evaluate the experience, especially when all the parties involved become more immersed in the endeavour.

In pursuance of this study, and since QOU is introducing e- learning without discarding currently- used mode of teaching- learning, it is of paramount importance to conduct an experimental study to assess the impact of using either mode on the learning outcome or on the achievement of the EFL learners at QOU.

Since this study has mainly dealt with participants' attitudes, expectations, and readiness, another line of research would be to investigate the impact of participants' personal characteristics such as age, sex, economic status among other factors on the success of the e- learning scheme.

In summary, the essence of distance and open education is based on the idea that the rigidity of the supporting media usually hinders learning. That's why QOU, as the main provider of this mode of learning in the Middle East, should be diligent to take into account its learners' personal expectations, unique talents, abilities, and interests. QOU administrators and media designers should take such issues into account in order not to confine those EFL learners in what to learn and how. Owing to the widely acknowledged differences between learning from printed materials and learning from new technologies, QOU should use a mix of both with its EFL learners in order to give them the freedom to choose their preferred media. Once EFL tutors and students become accustomed to using new technologies, a right balance between currently used methods and online EFL learning/ teaching should be struck to ensure the general language development and enhance the learners' English proficiency. E- learning can be very useful for EFL at QOU, but we should not rush it lest we get it wrong. The medium (i. e. new technology) should not overshadow the message (i. e. academic content).

The same results show that more new technologies need to be secured and EFL tutors and EFL students need more training to be able to deal with new technologies in their EFL classes. It becomes clear that QOU should use new technologies in EFL only if efficiency and positive results are guaranteed. Since not all learners should be given the same treatment, the media to be used should differ depending on the practical constraints present in the context of EFL at QOU. Perhaps a few scenarios for the future relationships between EFL classroom work and computer- based teaching can be envisaged. Therefore, and with that in mind, I would like to make the following suggestions for practice:

- If QOU wants its EFL learners to achieve maximum benefit from new technologies, EFL learners should be given the chance to contribute to the choice of the type of media to be used. I believe that media selection should not be totally left in the hands of media designers and administrators as this may have negative impact on the tutor- learner interaction. Further, EFL students can find more variety and choice if the type of new technology to be used is transferable into print so that EFL learners who may have little access or no access to new technology can make use of this service. So, QOU should not introduce any type of media without making sure that it has already equipped its EFL learners with the required technologies, software, study guides or training on how to use that type of media.
- QOU EFL tutors should receive training on how to deal with e- learning issues and to acquire the rules of making Web- based supplements and create them on the local level if possible. EFL tutors at QOU should be advised and encouraged to use EFL Web portals to share their own materials, to get access to available EFL resources. In fact, it would be more useful if EFL experts at QOU could add Web- based course book supplements to the already used English course books (as CD- ROMs or Web- based materials) .

However, such challenges shouldn't be taken as an excuse for not integrating new technologies in our EFL classes. On the contrary, new technologies are already with us and are expected to spread out. In fact, today institutions of higher education in general and QOU in particular face educational, academic, and societal pressures to integrate new technologies in the teaching- cum- learning process. The need to teach more learners more efficiently, more cheaply and with less staff may drive us towards new technology.

In fact, using new technologies with EFL students can have further benefits relating to language teaching and learning, especially in the context of EFL teaching and learning at QOU. When EFL students use e- learning, they get more reading and writing practice (Barker and Kemp, 1990; Sproull and Kiesler, 1991; and DiMatteo, 1991) . Moreover, Fotos (2004) , Braine (2004) Pennington (2004) , and Blake (2000) have all agreed that when EFL students use the communication tools available in the Internet (email, chat, computer conferencing, ... etc.) , more interactivity can be achieved, and thus their language proficiency is enhanced.

6. Conclusions and Ecommendations:

The present study examined the availability of modern technologies for EFL learners at QOU; the interest of QOU EFL learners and tutors in this issue; the practical constraints of using the different types of new technologies, as well as the potential benefits of introducing new ways of delivering instruction and self- study activities using new technology to promote EFL learning and teaching.

The data analysis clearly shows that EFL tutors and students' concern is no longer whether or not to use new technologies in EFL classes at QOU. Most EFL tutors and students at QOU felt highly motivated to use modern technologies in the classroom, but their concern lies in taking their needs, wants, and expectations into account.

In the light of the results obtained about the language needs and expectations of EFL students and tutors at QOU, it seems logical to combine the current mode of teaching/ learning at QOU (i. e. face- to- face meetings, print materials and textbooks) with the various modes of e- learning. The former is needed to help students develop sound grammatical knowledge and lexical base, and the latter is needed to enhance the students' basic English language skills and to develop their linguistic knowledge.

Similarly, when QOU experts decide on using a certain type of media with EFL students at QOU, it is important to be aware of the linguistic factors involved in the way the learning message is packaged and how the learner himself will interpret such a message. This involves both the tutor (as a speaker or writer) and the learner (as a hearer or reader) .

By the same token, if QOU experts do not take into account the cultural and social values associated with the given technologies and media, the impact of using them with EFL learners may be negative and even destructive. To borrow Nunan's (2002: 27) example, a tutor may view using the telephone as a means of intervention in a teaching- cum- learning situation, the student may however take it as a means of intrusion. A study conducted by Volery and Lord (2000) amongst 47 students enrolled in an e- learning- based management course at an Australian university, found three factors as critical for achieving success in implementing e- learning. The first has to do with technology including ease of access and navigation, interface design and level of interaction. The second concerns the tutor's characteristics including attitudes towards students, technical competence and classroom interaction. The third involves the student's prior use of technology.

Similarly, Soong et al (2001) concluded that critical success factors for e- learning include human factors, technical skill, experience, and attitudes of tutors and students, level of collaboration, and technology infrastructure, which should be judged in a holistic manner by e- learning adopters.

In the same vein, Dillon and Guawardena (1995) and Leidner and Jarvenpaa (1993) found out that technology, tutor's qualities, and student's qualities represent the three decisive factors for measuring the efficiency of e- learning setting.

In short, drawing heavily on the results of the questionnaire surveys and the written comments of both EFL students and tutors, it can be concluded that EFL tutors and students generally view using media as helpful and positive in the context of teaching English as a foreign language at QOU. But the emerging difficulties suggest that we should not take new technology on its own as a magic solution for all EFL classroom problems. Much works needs to be done to provide EFL students with efficient Internet service, educational software of high quality, and to give the students and the tutors all necessary training. Any flaw in one of these issues would have a very negative impact on the whole process.

that learning control in the context of distance learning, unlike conventional education, should be exercised mostly by the learner. A medium in distance education must be explicit for the learner in terms of its objectives, design, potentials, and limitations. This goes in line with Al- Hashash's idea (2007: 8) that learners should be given the responsibility for many of the learning decisions in the course of using CALL.

Furthermore, QOU, as an open learning provider, is required to consider the potential effects of the inherent issues on the learners' progress. For example, it is important to account for the psychological, linguistic, social and cultural factors involved in the design and use of media on the learners' progress.

Psychologically speaking, two students expressed their worries about feeling isolated. In their view, the diversity of text- based communications among learners from different places increased their sense of isolation. They claimed that they had to pay attention to content and the form of their messages. But few students adopted a different view saying that Computer Mediated Communication (CMC) helped them to interact with each other and also with their tutors. They added that collaboration and communication in CMC brought about learning not only for them as individuals but also for them as a group. One EFL student asserted in his written comments that he never felt isolated in his CMC, and pointed out that he felt a decline in his sense of isolation and an improvement in his confidence level as he used to communicate regularly with his tutors and peers.

Three EFL students complained that they so often felt overwhelmed by the too many messages and the large amount of information when they actively participated in the various modes of e- learning. Consider, for example, what one student, in the written comments, has to say in this respect: "I am already beginning to feel being overwhelmed by horrendous amount of messages arriving daily. "Two major obstacles to using computer conferencing can be derived from the student's comment. The first has to do with the possible delay in getting a response and the fact that some learners do not read their email or messages regularly. The second concerns the overflow of messages that arrive daily as this would make the learner unable to concentrate and keep up with other collaborators. To help students overcome this problem, tutors should advise them regarding where and how to use EFL web sites. This goes in line with Paulson's (2001) idea that students always need guidance in the use of Internet resources.

conferencing should receive the technical support from the help desk as the need arises. Novice users of computers for such courses also need help in how to install or download a program. Instructions must be provided to them; otherwise, participants will become frustrated in using new technologies. Rigidity in this regard could hinder any real progress.

The second factor that is essential for ensuring successful incorporation of new technology in EFL at QOU concerns securing all required equipment and technology. The integration of any type of media should be subject to the economic situation in Palestine as the economic constraints are at their tightest. In our survey, two EFL students complained about the poor infrastructure of the telecommunication network in their remote areas. One student complained that when he had to login to certain e- learning sessions from his home, he faced financial troubles with his parents as that doubled their telephone and Internet bills. Therefore, he had to depend mostly on the printed materials (e.g. set books, course guide, study guide and articles). Three EFL students stated that they had to use the computer labs on campus due to the non- existence of this service in their remote villages.

But using the computer labs on campus for English classes requires the EFL tutor to overcome a number of common problems and difficulties, ranging from getting easy access to the computer labs which might be engaged by IT classes to making sure that the Internet lab has sufficiently fast connection, as this will have a great influence on the choice of online tasks. With slower connection, EFL tutors may find themselves obliged to choose fewer on- line tasks. Moreover, the student- computer ratio may constrain the nature of the EFL learning/ teaching tasks if too many students have to use one computer. Here the EFL tutor has to form bigger groups, where the entire group would do some offline language activities and only one member would do some online work; or assign all members online access on a rotating basis. Lyman (1998) and Warschaver (2000) have reported similar problems relating to the cost of the equipment needed to connect to the Internet, inequality of access between the haves and have- nots, and disappointing slow connections.

The third factor and perhaps the most central one that arises out of our data analysis is to predict the impact of using one type of media rather than the other on the learners' performance and development. Some EFL tutors and students at QOU stressed the idea that any learning tool should provide for control of the learning process. Clearly, they showed awareness of the fact

generally enhances greater proficiency in IT skills, which promotes personal employability and competitiveness. When they practice e- learning, students acquire techniques like extracting information, analyzing websites, producing summaries or reports ...etc.

Obviously, the success of incorporation is conditional upon three factors. The first has to do with the EFL tutors and students' readiness and proper training in using the new technology. Although the majority of EFL tutors and students feel somehow they possess the basic computer skills, the remaining percentage of them who still feel that they are at a disadvantage in terms of their basic computer skills or computer access or educational software should be given the needed support.

When EFL students have different levels of computer skills and experiences, their tutors are expected to deal with mixed- computer- ability groups, and they might be asked to occasionally give some technical support. In this case, the EFL tutors may be required to have advanced computer skills, which may suggest a shift in their role, from language providers to technical supporters. In the written comments, two students and even one tutor expressed their fears that e- learning and Internet- based learning may turn out to be time- consuming and thus boring (or even disappointing) for students who lack the skill and the experience required for dealing with unexpected technical problems.

This result goes in line with Egbert et al's (2002) finding that tutors with prior experience in Computer- Assisted Language Learning (CALL) usually use activities based on this type of learning in their classrooms. He adds that shortage in time, support and resources hinder the use of CALL activities. Cloete (2001: 172) finds it compulsory for institutions in the process of getting involved in e- learning schemes to have bright and precise knowledge of the capabilities, constraints and impact of using such schemes. Distant EFL learners should not be left to struggle with the technological complexity of new media or to suffer from the cultural and social unfamiliarity.

Moreover, EFL students need proper training on how to transfer materials across different media so that they would be able to use the form that best suits their abilities and needs. If learners get this training and practice this skill at home, they will gain more confidence. Perhaps a help desk would be helpful here to provide technical support to participants in on- line courses via e- mail and telephone. Participants of Internet- based courses and computer

5. General Discussion:

Putting the findings above together clearly shows that EFL tutors and students acknowledge the value of new technology in enhancing their learning tools and in developing their language skills. The data reveal interesting findings concerning EFL tutors and students' motivation, preferences and expectations. To begin with motivation, the results show that EFL tutors and students are highly motivated to use new technologies in their classes, and they feel that the available EFL materials at QOU are motivating for them to use in their teaching and learning process. This goes in line with Ushioda (1997) and Mathieu & Martineau's (1997) conclusions that motivation to learn represents the basic mediator of the relationship between individual and situational characteristics and learning outcomes.

As for their preferences, apart from the finding that EFL tutors expressed a strong preference for using the tape- recorder, the overall results showed that EFL tutors and students alike expressed desire to use computer- mediated learning, making use of computer software and the Internet. Further, EFL tutors and students expressed high expectations of the value of using new technology in their EFL classes towards enhancing their language skills, especially the oral ones.

On the face of it and in the light of these positive attitudes, the ground appears to be paved for QOU administration to embark on the project of incorporating e- learning into its EFL teaching- cum- learning process. But it seems that there is so much more to an e- learning endeavor than simply having computers or knowing how to merely perform discrete mechanical operations in a program (Galloway, 2008: 6) .

Perkins (1986) argues that knowledge is not something teachable in the traditional sense, but it is a process of design that entails taking decision on the part of the learner as to which part of the information to be transformed, highlighted, internalized and represented.

In the same vein, Chavez (1997) and Jonassen and Reeves (1996) tend to perceive learning with technology as a cognitive tool which promotes the learner's cognitive abilities to think critically, to solve problems, and to learn independently. This means that learners can utilize new technologies and design their own learning material, which makes them fully immersed in the learning process. Besides, Stephenson (2001) suggests that e- learning

The data presented in Table (4) show that a very low percentage of EFL tutors and students actually used the Internet services in their EFL practices. It seems that tutors only marginally use the available technologies in their EFL classes. One EFL tutor commented he, as an EFL tutor, doesn't consider new technologies as part of his job; his job is merely to teach English.

Regarding the actual use of new technologies in EFL classes, EFL Tutors rated satellite TV as the least used technology in their classrooms (24.6%) , and students rated computer conferencing as the least used in their classes (26.4%) . The results also show that (60.6%) of EFL tutors often used the tape recorder in their classes, and (49.8%) of the students confirmed that. Besides, (56.8%) of the tutors used the Internet as an information source, and only (37%) of the students shared that view.

This finding is an indicator that EFL tutors actually use the computer to prepare or supplement their teaching but not to deliver teaching. In a survey conducted by Galloway (1997) , it was found that a majority of teachers declared using mostly word processing in their work, and hardly any declared using telecommunications, hypermedia, databases, or spreadsheets. AbdalHaqq (1995) attributes tutors' refraining from using new technologies in their classes to the tendency of teacher education to concentrate on "older and simpler" teaching applications of computer technology, instead of focusing on multimedia, problem solving applications, and other recent learning media.

This result, at least at this very early stage, can be easily understood; some tutors might still have doubts and reservations about the effectiveness of using new technologies in EFL language learning and teaching; others might be uncertain as to how to integrate new technology into their long-standing teaching methods. This again stresses the need for combining new technologies with effective techniques of conventional EFL practices.

Close examination of the basic statistics presented in the table above clearly shows that apart from using the tape recorder and the computer as word processor or for problem solving, the overall results indicate that the extent to which computers are used by tutors in their EFL classes is low and below standards.

It is clear that EFL at QOU still heavily relies on the traditionally used print materials as a medium for learning because they are perhaps more familiar, more practical and cheaper. This finding is by no means exceptional. Bataineh and Baniabdelrahman (2006: 36) state that there has been a shortage in the use of computers in the Jordanian classroom. Even in America, Cuban (2001: 50) found that American tutors use computers for their research rather than in the classroom.

Table (4)
The percentages of technologies used in EFL classes

| Technology | | N | | Mean Scale5 | | Std. Deviation | | Percentage | | Degree | |
|--------------|-----------------------------|-----|-------|-------------|------|----------------|------|------------|------|--------|---|
| | | S | T | S | T | S | T | S | T | S | T |
| TapeRecorder | | 115 | 33.00 | 2.49 | 3.03 | 1.28 | 1.24 | 49.8 | 60.6 | L | M |
| Cable TV | | 115 | 31.00 | 1.48 | 1.39 | 0.86 | 0.76 | 29.6 | 27.8 | L | L |
| Satellite TV | | 115 | 31.00 | 1.37 | 1.23 | 0.91 | 0.56 | 27.4 | 24.6 | L | L |
| Video | | 112 | 31.00 | 1.58 | 1.81 | 0.90 | 0.95 | 31.6 | 36.2 | L | L |
| Internet | E-mailwithnativespeakers | 113 | 31.00 | 1.49 | 2.42 | 0.97 | 1.34 | 29.8 | 48.4 | L | L |
| | Chatwithnativespeakers | 111 | 31.00 | 1.43 | 2.26 | 0.98 | 1.26 | 28.6 | 45.2 | L | L |
| | Internetasinformationsource | 109 | 32.00 | 1.85 | 2.84 | 1.32 | 1.53 | 37 | 56.8 | L | M |
| | Computerconferencing | 108 | 29.00 | 1.32 | 1.59 | 0.83 | 0.87 | 26.4 | 31.8 | L | L |
| Computer | WordProcessor | 110 | 32.00 | 2.10 | 2.44 | 1.35 | 1.46 | 42 | 48.8 | L | L |
| | Tutorials | 108 | 32.00 | 1.79 | 1.94 | 1.11 | 1.34 | 35.8 | 38.8 | L | L |
| | Games | 111 | 31.00 | 1.68 | 1.74 | 1.10 | 1.12 | 33.6 | 34.8 | L | L |
| | ProcessTools | 111 | 32.00 | 1.79 | 1.88 | 1.05 | 1.24 | 35.8 | 37.6 | L | L |
| | ProblemSolving | 115 | 32.00 | 2.48 | 2.09 | 1.27 | 1.35 | 49.6 | 41.8 | L | L |

- Scale out of 5
- L = Low (49% and below)
- M = Moderate (from 50% to 75%)
- H = High (75% and above)
- N = number of respondents
- S = EFL Students
- T = EFL Tutors

Despite EFL tutors' high desire and expectation for using new technologies in their classes, the actual practice as shown in Figure (5) seems to be far from fulfilling such desires and expectations. According to the obtained results, (82%) of EFL tutors actually gave their students printed materials, and (58%) of them used audio materials, and (42.42%) of the population used the computer. A limited number of EFL tutors (30%) resorted in practice to using multi- media, and only (18%) actually used CD- Rom.

As for the students' results, in descending order of their actual use in the EFL classes, the learning materials are: printed materials (47 %) , computer materials (37 %) , CD Rom (20%) , audio materials (14%) , video (9%) , and multimedia (9%) .

As shown in Figure (5) above, a considerable proportion of EFL students and tutors reported the availability of computer services in the university and that they had easy access to such services. However, active computers and multimedia use rarely took place. For example, only (9%) of tutors and (18%) of the students said that they actually used multimedia in their EFL classes at QOU. It becomes clear that few EFL tutors at QOU integrate technologies in their classes. This requires QOU to work more on setting out the scene for its EFL tutors to increase their motivation and to spare them any negative experiences or failures. Fisher (1999) found that tutors' success in using new technology is positively reflected in their attitudes.

These findings do suggest that levels of confidence in the use of printed materials among both EFL tutors and students are still strong despite the positive attitudes towards using new technologies. This also goes in line with one student's remark when saying: "From my experience of using both the computer and the book, I usually find it is easier to read from a book than a screen because it is inconvenient and tiring reading onscreen."

This echoes Rowntree's (1992: 9) idea that "if several media are combined then perhaps there is more chance that all will get at least some of their preferred medium." As an example, Rowntree (ibid) states that (interactive multimedia CD- ROM may need the simple back- up of a printed booklet. Otherwise, learners may leave their "work- station" with nothing to remind them of what they have studied).

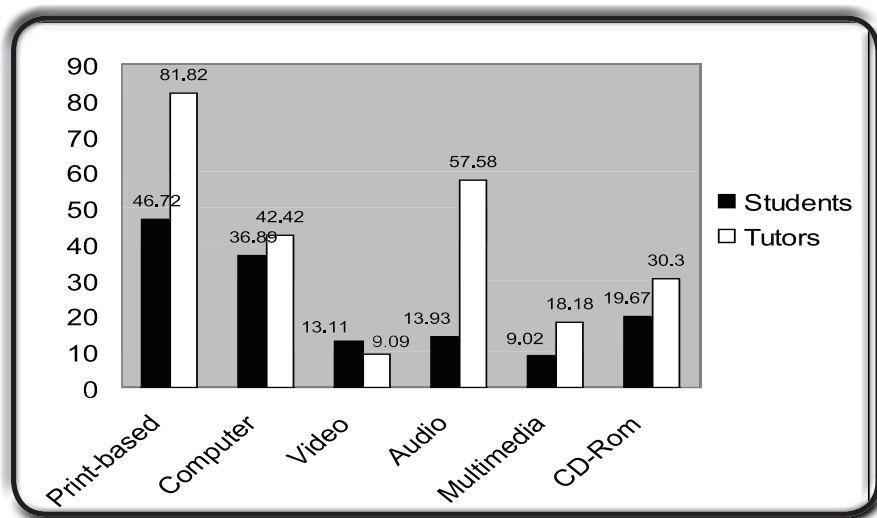
It seems that combining more than one type of media for courses in distance education is prevalent and widely accepted not only by learners but also by experts. Since different kinds of media have different effects on learners' learning, it is important to select a combined set of media that suit the large numbers of learners taking into consideration learners' experiences, backgrounds, ages, and accessibility to selected media. By these combined media the learner will be at least at ease in using one of them.

But as shown in Figure (4) above, (47.5%) of the EFL students and (45.45%) of tutors reported that they had no access to computers. Here it seems that tutors confound easy access to computers with computers availability and time availability. All full- timers at QOU have their own computers, and some part- timers reported that they did not have easy access to computers mainly because of time limitation. But no matter what, this finding is alarming as computer accessibility is a prerequisite to success. Ardito (2006: 270) stresses the need for making sure that users can have easy access to e- learning facilities lest a digital divide arises in such socially and culturally vital application ground. Moreover, Cloette (2001: 172) regards the availability of technology as one of the basic factors that make people feel the need for electronic access to educational services.

4. 3 Tutoring and Technical Support in EFL Classes at QOU:

When EFL tutors and students were asked about the extent to which the various types of new technologies are actually used in their EFL classes, the results were as follows:

Figure (5)
**The materials given by tutors/
 received by students in the EFL classes**



social and professional responsibilities, and students with disabilities cannot attend regular classes at fixed times and places. As such, they usually need and deeply appreciate flexibility in time and place of e- learning courses. This of course requires close monitoring, proper timing and constant tutor control over time to ensure students use their time efficiently. Otherwise, technology, at least in the beginning, may become a time consumer although it can be sometimes a time savor.

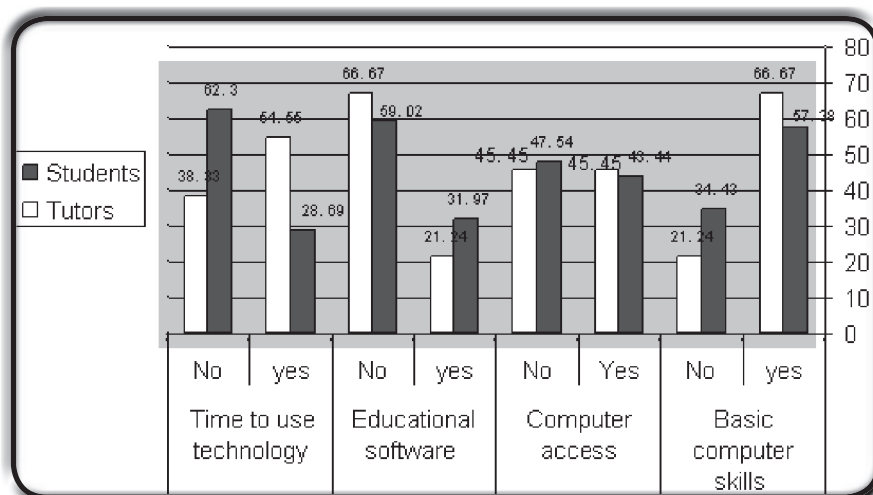
Another important finding is that (57.38%) of EFL students and (66.67%) of tutors reported having the basic computer skills. This finding is not surprising in the era of Information and Technology as university students are expected to possess the basic computer skills. But using computers as a major medium in learning and teaching goes beyond simply mastering the basic computer skills. Still, both students and tutors need proper training to enhance the level of their proficiency in specific computer- oriented operations. Abouchedid and Eid (2004) examined in their study of e- learning challenges in the Arab World the attitudes of 294 male and female Lebanese university professors regarding the use of e- learning in Arab educational institutions. Although the majority of respondents showed acceptance of using e- learning, some expressed reservations pertaining to the lack of training on the part of tutors and doubts that this technology might not yield the desired results when it involves teamwork. In two studies conducted by Weller and Mason (2000) and Fredericksen et. al. (2000), students consistently viewed their tutors and colleagues' messages and support as the most influential factor in their online learning experience.

The obtained results also reveal that (66.67%) of EFL tutors and (59.02%) of students reported the scarcity of educational software. When I checked this result with the lab technicians I found that various types of educational software are available in the study centers, but it seems that part- time EFL tutors at QOU need more orientation on the available educational software.

4.2 Basic Requirements:

When EFL tutors and students were asked about the availability of the basic requirements for integrating new technologies into their EFL classes, the results were as follows:

Figure (4)



Note: There are some missing values because some respondents did not choose either option.

The interesting finding here is that (62.3%) of EFL students felt that they had no time to use technology compared to only (38.3%) of EFL tutors who felt so. Alexander (2001: 242) describes time as the “new distance” instead of “long distance.” He claims that time constraint has become one of the main reasons behind students’ withdrawal from courses. But Brown (2005: 467) takes the learners’ motivation as a key predictor of the time they spend on using e- learning. That is why Mantyla and Woods (2001: 330) emphasize the idea that e- learning courses need self- motivated and independent learners.

In the written comments, one student expressed concern about computer- based learning taking more time than planned, due to the amount of information and sometimes technical problems. Besides their study, most QOU students, as housewives and full- time employees, have additional

importance of motivation in this regard. Ardito et al (2006: 271) claim that the level of the student’s motivation and attitude represents a major determinant of the success of any medium. If a poorly designed medium makes students feel confused or lost, it will deter efficient learning. Garrison (1990 - cited in Sabry and AlShawi, 2008: 4) claim that learners who consistently communicate with other learners felt more motivated and reported more exciting learning experiences.

5. The extent to which EFL tutors encourage students to use new technologies in their EFL learning:

Table (2)

| | N | Mean | Std. Deviation | Percentage | Degree |
|----------|-----|------|----------------|------------|----------|
| Tutors | 33 | 4.30 | 0.72 | 86 | high |
| Students | 116 | 3.16 | 1.14 | 63.2 | moderate |

According to the results above, EFL Tutors (86%) and students (63.2%), though to varying degrees, acknowledge that EFL tutors at QOU encourage their students to use new technologies in their EFL learning.

6. The extent to which the available EFL materials motivate tutors and students to use technologies:

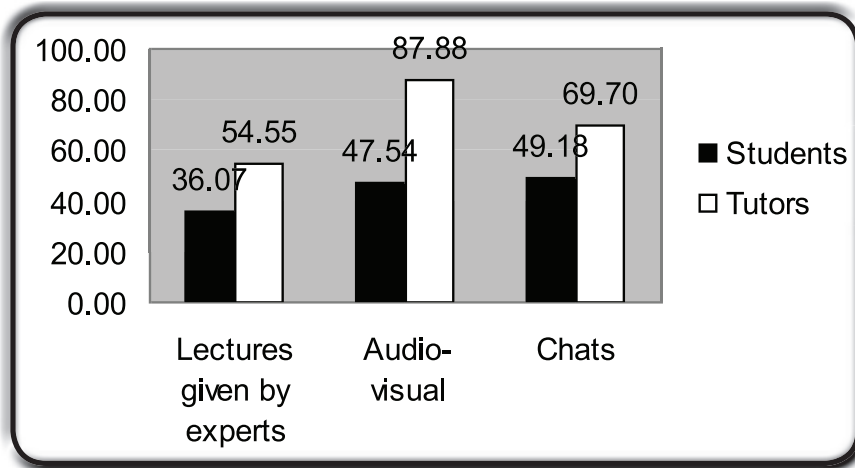
Table (3)

| | N | Mean | Std. Deviation | Percentage | Degree |
|----------|-----|------|----------------|------------|----------|
| Tutors | 33 | 3.42 | 1.12 | 68.4 | moderate |
| Students | 111 | 3.38 | 1.28 | 67.6 | moderate |

The results presented in Table (3) above clearly reveal that a majority of EFL tutors (68%) and EFL students (68%) find the available EFL materials at QOU motivating for them to use new technologies. This is an encouraging finding. Unless users find available technologies motivating, they will be frustrated and all e- learning efforts may become futile.

3. QOU Tutors and students' expectations for the use of technology in their EFL classes:

Figure (3)



Again, the results in Figure (3) are in harmony with what has been discussed above. 88% of the tutors' population expect that using new technology will involve learners' auditory and visual sensations simultaneously. By the same token, 70% of the students expect to employ new technologies in chatting to improve their speaking and listening skills as well as to share knowledge with native speakers. Clearly, tutors and students seem to put emphasis on getting the students involved in a two- way interaction.

4. The extent to which tutors and students are motivated to use technologies in their teaching/ learning of English as a foreign language:

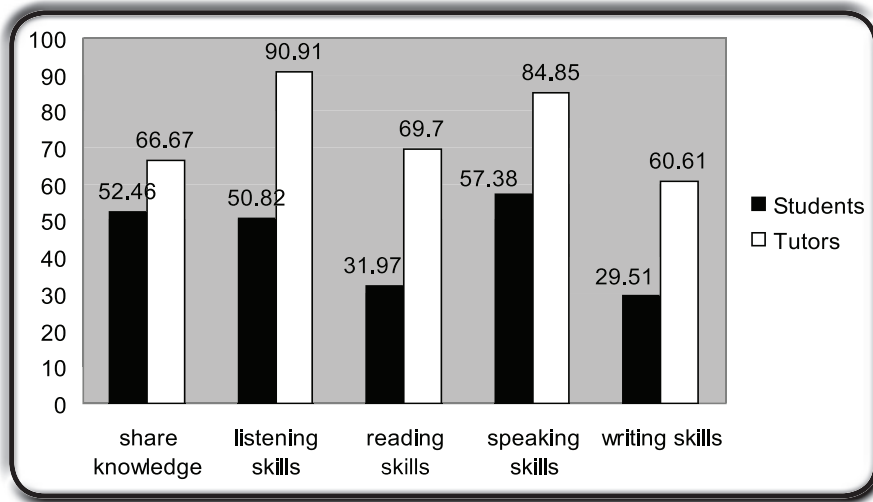
Table (1)

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------|-----|---------|---------|------|----------------|
| Tutors | 33 | 3 | 5 | 4.39 | 0.70 |
| Students | 116 | 1 | 5 | 3.94 | 1.17 |

As shown in table (1) , EFL tutors and students felt highly motivated (means 4,39 ; 3,94 respectively) to use technologies in their EFL teaching and learning. This result is encouraging owing to the widely acknowledged

- The potential benefits of using technologies in the teaching of English as a foreign language as seen by both EFL tutors and students at QOU:

Figure (2)



In descending order of their importance, the potential benefits of using technologies in EFL as seen by EFL students at QOU are: speaking skill (57%), share knowledge (52%) , listening skill (51%) , reading skill (32%) , and writing skill (30%) . As for tutors, the potential benefits of using technologies in EFL classes, and in descending order of their importance, were as follows: listening skill (91%) , speaking skill (85%) , reading skill (70%) , share knowledge (67%) , and writing skill (61%) .

These results clearly reveal the EFL tutors and students' common interest in utilizing new technologies to improve the students' oral skills. This result can be explained in terms of the students' need to practice listening and speaking due to the lack of exposure to English spoken naturally in their surrounding environment. However, tutors and students alike have not ignored the importance of new technologies in teaching the other skills. In fact, in the written comments, one academic supervisor reported that she felt the dividing line between her and her learners blurred as students helped their peers, and she had the chance to find out more about her subject matter.

students, 52.46%) ranked computer software as one of their top preferences to be used in the classroom. Although (82%) of the tutors showed a preference for using the tape recorder, only (34%) of the students showed interest in the tape recorder to be used in their learning. It seems that tutors are more concerned with brushing up their students' skills in listening- comprehension. Perhaps, tutors find the tape recorder easier to use and control. The use of computer software has come second in terms of the tutors' preferences, followed by the Internet and video films.

Overall, although the results show that EFL tutors generally expressed a strong preference for using new technologies in their EFL classes more than students, EFL students rated using Internet in their EFL learning as their first preference and EFL tutors rated it as their third preference. EFL tutors seem to be more attached to using traditionally used tools such the tape recorder and somehow resist change towards integrating the Internet in their classes. This may be also attributed to the idea that new generations are more open or accustomed to using new technology in their daily life than old generations.

Lazarus (2003) and Tallent- Runnel, et al. (2006) argue that tutors are required to adjust their old- fashioned teaching practices and pedagogical techniques for the online environment. Some tutors may find it hard to replace their established teaching practices and skills with new ones. Other tutors may feel overwhelmed by the too many messages and the mounting information load. From my experience, the built- in features in a software like Elluminate, if smartly used, can address many of these challenges and can help producing a learning environment that combines satisfaction with accomplishment and interaction with comfort. For the sake of giving students online learning of high quality, Olson and Wisher (2008) base the tutors' new task on the choice and coordination of pedagogy, technology and content.

4. Results and Analysis:

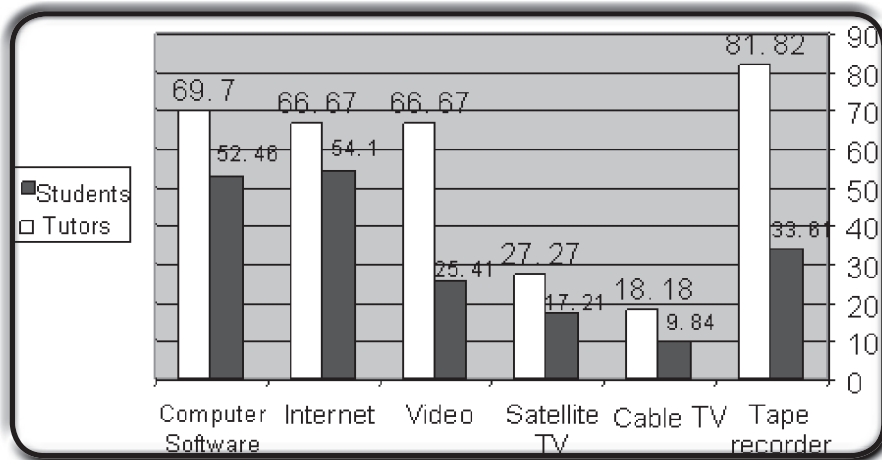
4.1 EFL Tutors and Students' Motivation, Preferences, and Expectations:

When EFL tutors and students were asked about their motivation, preferences, and expectations regarding integrating new technologies in their EFL classes at QOU, the results were as follows

1. The technologies tutors and students prefer to use/ be used in their EFL classes:

Preferred Technologies

Figure (1)



As shown in Figure (1) above, in descending order, the technologies students preferred to use in their learning were: Internet (54%) , computer software (52%) , tape recorder (34%) , video (25%) , satellite TV (17%) , and cable TV (10%) .

EFL tutors (18. 18%) and students (9. 84%) viewed cable TV as the least preferred technology to be used in the classroom, and they (tutors, 69. 7%;

3. Methodology:

3.1 Subjects:

Students: The student population of the study consisted of all fourth year English major students (from seven educational regions following QOU: Bethlehem and Hebron from the South; Ramallah from the Middle; Nablus and Salfeet for the North; and Gaza and Khan Younis from Gaza Strip. Data were collected through an anonymous survey instrument administrated to (185) students (147 females and 38 males) at QOU during the first semester of 2008/ 2009. Respondents for the study consisted of (122) (i. e. a response rate of 66%) .

Academic Supervisors: Their population consisted of all EFL academic supervisors (33) representing the seven educational regions of the University mentioned above. In terms of years of experience, (24%) of these supervisors have (1- 5) years of experience; (24%) ranged between (6- 11) years; and (52%) have more than (12) years of experience. As for their academic qualifications, (66%) of them have M. A degrees and (33%) Ph. D degrees. It has also turned out that (55%) of the tutors are full- timers, (45%) part- timers, (79%) males and (21%) females.

3.2 Tool of Investigation (Questionnaires):

Two questionnaires were developed on the basis of a thorough review of theoretical literature pertaining to e- learning and EFL as well as on the researcher's personal experience as an academic supervisor and an administrator dealing with issues related to the implementation of e- learning at QOU. The two questionnaires were presented to a panel of experts to eliminate any threats to their validity. Reliability of the two questionnaires was established using Cronbach's Alpha. For the tutors' questionnaire, Cronbach's Alpha was (0.87) , and for the students' questionnaire it was (0.82) .

embraces features such as whiteboard, e- mail, chat, ... etc. For example, the whiteboard in virtual classrooms is comparable to the blackboard and the drawing/ writing tools replace chalk. The chat tool allows for real- time or synchronous interaction which is parallel to face- to- face communication. Further, live audio and video tools which correspond to the live interaction add a human touch to sessions.

The second facility has to do with assessment which incorporates tools such as application sharing, quiz manager, and online exams. The application sharing window, for example, can be used for visual feedback of what is being shared with others, and the quiz manager allows users to make up quizzes of different testing forms. The feature of whiteboard sharing can be also utilized for note exchanges, online exams, or grading assignments.

The third facility which concerns providing additional support to students embraces search engines, calendars, ... etc. For instance, tutors and students can utilize the feature of the web tour to carry out on- line surveys and to share links related to other resources. Moreover, session recordings are readily available to students to replay whenever and wherever they want, so that they can grab hold of the whole course in case they missed live sessions. So, students could have more control over their learning where the knowledge is not just transferred but accumulated and processed via a virtual classroom. With the different modes of interactions like student- student, student- tutor, tutor- tutor, and student- others, the student can exercise a synthesis of learning styles.

As for tutors, virtual classes display a fine array of online teaching management tools, and tutors can fix a session online via a calendar at their convenience. They can communicate with their students via a two- way audio and text chat or by means of an online whiteboard to share text or documents. They can conduct one- to- one live sessions. The online environment grants the tutors more flexibility to employ various teaching styles. So, tutors become facilitators instead of being just instructors in traditional meetings. In dealing with a team of students, the tutor plays the role of facilitator but in one- to- one interactions he can play the role of instructor. This flexibility in virtual classroom overshadows the rigid teaching pattern of a physical classroom.

Given this background of new technologies in terms of their limitations and prospects, added to the associated shift in the tutors and students' roles, this study will, hopefully, clarify how e- learning can be properly implemented and utilized in the domain of EFL at QOU.

As far as EFL is concerned, Sung (2001) gave an overview of websites designed by Korean students to explore certain social practices. Using multimedia videos and websites, the students showed immense progress in their acquisition of English through activities based on their own culture. Sung concluded that the authoring process enhanced the social development of the students' language abilities. In another study conducted in (2001) , on "learning on the World Wide Web" , Yang investigated EFL learners' attitudes and perceptions of English learning through web resources. Yang concluded that computer- learning networks have the potential to empower students in well- designed language learning environments. Yang also found out that this mode of learning reinforces the students' skills in reading, writing and problem solving. The students in general evaluated their experience in using the web resources as positive.

In a similar study conducted by Kung and Chuo (2002), students' attitudes towards using English materials selected from websites proved to be positive. ESL/ EFL students, according to the study, felt that the teaching strategies used by the teachers were effective and necessary.

2. 2. 3 Virtual Classrooms:

A virtual classroom is a medium for delivering live quasi- classroom sessions that can be accessed by tutors and students at their convenience provided they have Internet connection. So, the term "virtual classroom" is used as a label term for those learning spaces that stand entirely autonomous of physical classrooms. In other words, virtual classes enable academic institutions to overcome the barriers of time and place (Harper et. el. , 2004: 587). To increase interaction, virtual classrooms combine collaborative and independent learning styles. So what distinguishes a virtual classroom from a physical one is that while a physical classroom is a real room that can be visited at a fixed time, a virtual classroom is a classroom- like session that can be accessed via the Internet, either synchronously or asynchronously, without having to travel to a real room.

The world market in technology offers nowadays several live e- learning programs like Elluminate, Interwise, Webex, ... etc. QOU has been using Elluminate as a virtual learning environment to deliver carefully selected and designed courses since 2008. The virtual classroom, at least via Elluminate, has three sets of technological facilities. The first concerns participation which

2. 2. 2 Web- Based Learning:

Web- based learning incorporates tools such as e- mail, chat, static Web pages, interactive Web pages, ... etc. Li and Hart (1996) assert that the Web's multimedia capabilities and interactive functions have made it an attractive medium to conduct teaching and learning. All kinds of information whether in print, images, video or audio can be delivered by the Web. Not only hypertext as a dimension of the Web provides, as Boyle (1997: 14) suggests, a highly flexible access and navigation through an information world, but it also provides a nonlinear structure to the document rather than a linear one such as print- based materials. Boyle (ibid.) adds that the user gains substantial freedom of access to individual nodes and to move between them, which helps him/ her to structure the information access depending on his/ her needs at a given time.

This indicates that hypertext is an interactive technology in which learners receive responses and respond in turn. Harris (1999: 154) points out that in e- mail, the interactivity comes from sending and receiving e- mail messages. Thus, the instruction is text- based. He (ibid.) argues that while static Web pages do not have interactivity built in, interactive Web pages have built-in interactivity. Harris (ibid.) also asserts that "instead of just viewing the content, the participant interacts with other participants or the instructor."

Nowadays web resources are available and accessible to everyone. Web has many advantages such as the existence of hyperlinks on a page to link information together, which will increase learning. Information on the Web is always subject to updating. In Internet- based learning, learners can save time of traveling to campuses and also save transportation costs too. Lyman (1999: 104) points out that "Internet- based learning has a tremendous potential for saving time and money as well as alleviating related problems of transportation, childcare, and lack of family support."

But at the same time, computers, modems and Internet connections are costly, especially in remote areas, if the learner is required to use them at home. A limitation of Internet- based learning, as Harris (1999: 145) suggests, is that there is no chance to see immediate reactions or body language. A remedy to these problems and to the absence of eye contact, suggested by Newlands et al. (1997: 277- 278) , is that tutors should be much more precise in their use of language. Another limitation of the Internet- based learning is that it is primarily reading and writing- based medium. Therefore, learners with sight problems or who have poor skills in reading will be disadvantaged.

2. 2 Overview of New Technologies in Distance/ Open Education:

The term “new technology” is used here to cover virtual classrooms, computer conferences, web pages, multimedia CD ROMs, electronic mail,...etc. Recently, QOU has employed several modes of new e- learning technologies to deliver carefully- selected courses. For example, since 2004, multimedia rooms have been set up in all study centers to enable students make use of supporting media such as CD Rom, VCR, VHS, ...etc. Then, QOU adopted a new strategy to utilize the website over the Internet to enhance communication among tutors and students. After that, the university established an Open and Distance Learning Center (ODLC) to make use of new strategies and technologies to enhance learning at distance. For example, ODLC developed a specially- designed website based on Moodle software system www.moodle.com. This learning environment has been used to deliver offline sessions for students. Further, since 2008, QOU has extended its e- learning strategy to employ virtual classes. For this purpose, Elluminate system has been used to deliver online sessions. This section will be devoted to giving an overview of these three modes of e- learning technologies, namely, multimedia, web pages, and virtual classrooms.

2. 2. 1 Multimedia:

Multimedia cover the use of text, images, animation, audio, and video to deliver information (Zhang and Nunamaker, 2004: 450) . These different modes of media, which are placed together within the same space (known as hypermedia) are all linked and can be accessed on any computer. Instructional multimedia offer a nonlinear structure and so learners can access the content in a random fashion. This facility enables users to search through the Internet at their own pace, utilizing a variety of media. Al- Hashash, (2007: 4) points out that when multimedia involve the learners’ auditory and visual sensations simultaneously, and allow them some sort of doing and participation, they grant them an effective learning tool. In a study conducted by Sabry and Baldwin (2003) , it was found that hypermedia technology with its rich environment could serve learners with diverse needs. Najjar (1996: 3) rightly points out that computer- based multimedia instruction enables the learners to learn according to their own pace. In other words, computer- based materials are more conducive to effective self- learning as they allow the learners to make progress when they are ready.

questions (SAQ) to check on the student's comprehension and assimilation of the material in addition to some exercises and drills to which he/ she can find answers at the end of each unit to provide immediate feedback.

The idea is that students have to read each unit on their own at home, interact with the material, and follow the instructions provided while reading. Students then have to prepare questions regarding problematic points which they could not grasp to be discussed with their supervisors at their weekly or bi- weekly face- to- face class meetings. In other words, supervisors are not lecturers in the traditional sense; rather, they are facilitators who receive questions, highlight and elucidate certain points as raised by students.

2. Theoretical Foundations:

2.1 Preview:

Despite the advantages of printed materials discussed above, textbook-based learning always faces the challenge of coping with the ever- changing information- rich world. In this vein, Cook and Cook (1998) said that "Rapidly changing political, social, and economic environments often made textbooks and articles outdated soon after they are published." The criteria for selecting appropriate media should ensure the fulfillment of the learning objective, because some media represent things better than others. Unfortunately, decisions are usually taken by media designers on behalf of the tutor and the student, which have a steering effect on their interaction. In some cases of media selection, learners may not gain the same benefits because some media may suit a group of learners and may not suit another group, depending on their educational and social backgrounds, experiences, wants, needs, and cultural orientations. In this respect, Evans and Hawkrigde (2002: 13) point out that "to select media for education, you need to understand which media may be best for what forms of teaching and learning, but there are also questions of interests, values, power and social change involved." Similarly, Bates (1993: 221) asserts that we need to pick out the medium which best suits the given mode of presentation and the main composition of the subject matter.

1.3 English Learning and Teaching Context at QOU:

As a prelude to further treatment, it is logical to evoke the foreign language teaching context at QOU by highlighting its main characteristics. The current situation of learning a foreign language at QOU is the continuation of language instruction from the secondary school, students leaving school around the intermediate level and starting the tertiary English at this level. Due to various social and professional reasons, it is the case that many students opt to major in English, even if their starting language level is lower than intermediate. This has a detrimental effect on the quality of language instruction by creating mixed- ability groups.

Although QOU does not require its students to sit for an entrance exam or a placement test, it is stipulated by the English Department that any student willing to specialize in English must have an average of (75%) in English 1 and English 2 (two foundation courses) , provided that his/ her total mark in either course is not less than (70%) . Currently the average amount of language instruction is (133) credit hours, distributed among four academic years. Language groups differ in size from (10) to almost (30) students, with mixed ability groups when it was not possible to organize a few language level groups.

The English language program at QOU adopts a cyclic approach. The first cycle covers all basic language skills (e. g. listening courses, reading courses, writing courses, ...etc) . The second cycle aims at enhancing the students' linguistic knowledge (e. g. theoretical and applied linguistics courses) . The third cycle deals with developing the students' skills in teaching English as a foreign language. The fourth cycle gives the students the chance to read and appreciate western literature.

1. 4 Currently Used Textbooks and Print Materials

As in many institutions all over the world, QOU still heavily relies on printed materials as a medium for learning. QOU has designed and prepared its course textbooks, including English ones, in a way that suits self- learning or independent study. When students read their textbooks they have a tutor or supervisor embodied in the material. The author of the textbook takes the student through the material, step- by- step, providing self- assessment

1. 2 Significance and Objectives:

As mentioned above, learning English as a foreign language within the context of open and distance education requires more supporting measures. Al- Quds Open University (QOU) adopts the philosophy of open education where EFL students and others mainly study at home with minimal number of face- to- face meetings. Language is a skill and this entails a lot of practice and exposure to this language from its native speakers. Without creative supporting measures (e.g. modern technologies) compensating for this lack of environmental support, EFL students learning at a distance might show substandard achievement in language skills.

According to its strategic plan, QOU is now in the process of introducing e- learning in various modes (e. g. virtual teaching/ learning, web- based learning, multimedia, ... etc.) in certain academic programs. Urdan and Weggen (2000) view e- learning as the delivery of course content via electronic media, such as Internet, Intranets, satellite broadcast, audio/ video tape, interactive TV, and CD- ROM. In a year's time, e- learning will be extended to include English language courses offered for English major students. With this in mind, it is our purpose in this study to examine the extent to which:

- ◆ such technologies are available for EFL learners at QOU;
- ◆ QOU EFL learners are interested in this issue;
- ◆ QOU EFL learners actually make use of the available technologies; and new ways of delivering instruction and self- study activities using the Web resources to learn English could present solutions to the problems facing EFL students at QOU.

Put differently, this study is meant to answer the following research questions:

- ◆ To what extent are QOU students and tutors of EFL interested in making use of technology?
- ◆ What technologies are available for EFL students at QOU?
- ◆ To what extent do tutors make use of the available technologies with their EFL students?
- ◆ What are the implications of using new technology for EFL learning and teaching at QOU?

1. Introduction:

1.1 Preview:

EFL students in Palestine usually learn through a textbook, some teaching materials, cassette tape player, and they rarely have contact with native speakers of English and their culture. Once EFL learners get out of their classrooms, they can hardly practise the target language as they resume their daily life using their mother tongue. As a make- up measure for the lack of environmental support, traditional foreign language teaching normally involves a lot of face- to- face instruction. But interaction in an EFL classroom is limited to few students (Hansen 2001), and they have little chance to practise their English Language owing to time restrictions (Campbell, 2004). If this is the case with traditional face- to- face teaching, what about foreign language teaching and learning in distance and open education where there is little formal face- to- face instruction? Undoubtedly, more creative measures compensating for not only the lack of the informal environmental support but also for the lack of formal instruction are needed.

In the newly- emerging teaching and learning methods, there has been a growing interest in an effective integration of modern technologies in EFL, especially computers and new technologies (Brandl, 2002: 87). Beauvois (1997) asserts that Computer Mediated Communication (CMC) increases total class participation to 100%. Gonzalez- Bueno (1998) notes that students hesitant to speak in face- to- face contexts are more willing to participate in the electronic context. In fact, many studies (e.g. Salaberry 2000, Blake, 2000; Fotos, 2004; Braine, 2004) nowadays suggest that new technologies, if smartly used, could build the EFL learners basic language skills, and could develop their autonomy. There is every expectation that new technologies will facilitate EFL learners and tutors' work, equip them with more materials of better quality.

Abstract:

This study aimed to explore the feasibility of using new technologies in teaching/ learning EFL at Al- Quds Open University (QOU) . For this purpose, two questionnaires were developed and distributed amongst (122) fourth-year English major students and (33) EFL tutors. The study revealed that most EFL tutors and students at QOU felt highly motivated, had the basic computer skills, showed strong preference, and pinned high expectations on using new technologies in their EFL classes. According to the study, about half of EFL tutors and students had easy access to computers. But the majority of them highlighted the scarcity of educational software, and EFL students expressed more concern than their tutors about time limitations. Although EFL tutors and students found the technologies available in their study centers motivating and auxiliary for developing their learning tools and language skills, active use of new technologies in EFL learning/ teaching is not satisfactory, and the levels of confidence in the currently- used print materials and methods are still strong. In the light of these mixed results, theoretically speaking, the ground seems to be paved for QOU administration to embark on the project of incorporating e- learning into its EFL teaching- cum- learning process. However, practically speaking, given the technical, economic, social, and cultural constraints brought up by some EFL students, the study recommends that QOU should, at least at this early stage, combine new technologies with the current mode of teaching and learning. Using such a blend with its EFL learners, QOU can give them the freedom to choose their preferred media. Once the required technologies, efficient Internet services and educational software of high quality are all secured, and EFL tutors and students become properly trained and accustomed to using new technologies, more daring steps towards the integration of new technologies into EFL learning/ teaching at the expense of currently used methods can be taken.

Keywords:

Al- Quds Open University, New technology, EFL teaching/ learning, Virtual Classroom, Multimedia, Web- based Learning, Training, Palestine.

ملخص:

هدفت هذه الدراسة إلى فحص الإمكانية العملية لاستخدام التقنيات الحديثة في جامعة القدس المفتوحة في تعلم اللغة الانجليزية وتعليمها لغة أجنبية. ولهذا الغرض، صممت استبانتان: وزعت الأولى على (١٢٢) دارس والثانية على (٣٣) مشرفاً أكاديمياً في تخصص اللغة الانجليزية. أظهرت الدراسة أن لدى غالبية مشرفي اللغة الانجليزية في جامعة القدس المفتوحة ودارسيها الدافعية العالية والمهارات الأساسية في استخدام الحاسوب وميلاً شديداً لاستخدام التقنيات الحديثة وتوقعات كبيرة من هذا الاستخدام في التعليم والتعلم. وطبقاً للدراسة كان لدى حوالي نصف مشرفي اللغة الانجليزية ودارسيها إمكانية الوصول السهل لأجهزة الحاسوب، لكن معظمهم أبرزوا قلة البرمجيات التعليمية، كما عبر الدارسون عن قدر من القلق أكبر مما عبر عنه المشرفون تجاه محددات الوقت. ومع أن مشرفي اللغة الانجليزية والدارسين وجدوا أن التقنيات المتاحة في مراكزهم الدراسية مثيرة للدافعية وتساعد في تطوير وسائل تعلمهم ومهاراتهم اللغوية، إلا أن الاستخدام الفعلي للتكنولوجيا الحديثة في تعلم اللغة الانجليزية وتعليمها غير مرض، وما زالت مستويات الثقة في المواد المطبوعة وأساليب التعليم المستخدمة حالياً عالية. وفي ضوء هذه النتائج المتداخلة، يبدو نظرياً أن الأرضية جاهزة لتشريع إدارة جامعة القدس المفتوحة في مشروع إدخال التعلم الإلكتروني في تعلم اللغة الانجليزية وتعليمها لغة أجنبية، ولكن في ضوء الاستخدام الفعلي المتدني وبعض القيود التقنية والاقتصادية والاجتماعية والثقافية التي أثارها بعض الدارسين، توصي الدراسة أن من الأفضل لجامعة القدس المفتوحة، في هذه المرحلة المبكرة على الأقل، أن تدمج ما بين التقنيات الحديثة ونمط التعلم والتعليم الحالي. فاستخدام هذا المزيج من الأنماط التعليمية يوفر للدارسين حرية اختيار وسائلهم التعليمية المفضلة. وعندما تؤمن التقنيات اللازمة وخدمات الانترنت الناجعة وبرمجيات تعليمية عالية الجودة ويصبح لدى المشرفين والدارسين الدربة المناسبة والتعود على استخدام التقنيات الحديثة، يمكن أن تخطو الجامعة خطوات أكثر جرأة باتجاه دمج مزيد من التقنيات الحديثة في تعلم اللغة الانجليزية وتعليمها على حساب الطرق المستخدمة حالياً.

Employing New Technology In English Language Teaching/ Learning At Al- Quds Open University

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