| **RESEARCH ARTICLE**

Investigating the Significance and Benefits of Incorporating Innovative Educational Technology in Teaching the English Language to Saudi Learners at the Tertiary Level: The University Faculty's Perspectives

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| **ABSTRACT**

The significance and advantages of utilizing innovative educational technology gadgets in the classroom have become a source of research interest in current years. This study pursues to explore King Khalid University's staff members' perspectives on the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi learners at the tertiary level. This research arrogates the descriptive-analytical approach. Moreover, the theoretical framework of the study was a questionnaire prepared by the two researchers to get information and was applied to fifty-two selected King Khalid University staff members in the Asir region to get their perspectives on the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi learners at the tertiary level, their groundwork to integrate technology, the types of technology employed and the challenges they encountered in incorporating technology. The results indicate that most of King Khalid University's staff members had positive perspectives on the significance and benefits of incorporating innovative educational technology in teaching the English language. The study results have pedagogical implications and some recommendations for strategies and instructions for further investigations and facilitating the utilization of technology in teaching and learning.

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1. Introduction

Incorporating innovative educational technology in teaching the English Language has become a good means of tackling many problems that have occurred in language teaching collectively and EFL instruction specifically. (Jeong, 2017; Cirocki, & Widodo, 2019; Albahiri, & Alhaj, 2020). According to Technology integration (2003, p), ''the incorporation of technology resources and technology-based practices into the daily routines, work, and management of schools'' is widely recognized as an essential link in the larger process of education.

Incorporating computers into classroom practice means utilizing technology to assist students to attain required learning results and improve students' great learning experience by purveying them with resources, chances, and gadgets that would be unobtainable. (Mowshowitz,2002; Sherron, 1990; Alhaj & Albahiri, 2022)). There are three levels of incorporation, in line with the Information and Communications Technology for Language Teachers (ICTLT) site: incorporation at the institutional level, incorporation at the departmental level, and incorporation at the individual teacher. (Tan, Cheah, Chen, & Choy, 2017; *Transforming education: The power of ICT policies*, Unesco). Some scholars state that incorporating innovative educational technology in teaching

the English Language is practical for providing teaching and training; it has special educational value; it allows instructors to better handle learners' requirements for personification; it will help learners better pertain to life in the info age; it can feasibly apprise the second language education profession about the nature of language and how it is learned. (Smaldino et al.,2008; Hew & Brush, 2007; Baker, Herman, & Gearhart, 1996; Alhaj, Albahiri, 2020).

From this perspective, the present investigation is an endeavor to investigate the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi learners at the tertiary education level that is from the King Khalid University EFL faculty perspective. The study also examined the female and male FEL faculty's perspectives on innovative educational technology (IET)usage, its implementation in language teaching and learning at King Khalid university, and how female and EFL faculty members perceive its applications in EFL instruction to enhance their students' linguistic skills. The two researchers hope that this study will have advantages in the discipline of applied linguistics in general and innovative educational technology in incorporating EFL instruction in particular.

1.1 Objectives of the Study
The study purports to achieve the following goals:

1. To scrutinize FEL Faculty's perspectives on the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi FEL students at King Khalid university.

2. To explore the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi learners at the Tertiary Education Level.

3. To examine how available innovative educational technology resources can be best used by FEL faculty in English departments at King Khalid University?

1.2 Research questions:
1. What are EFL faculty members' perspectives on the incorporation of innovative educational technology in teaching the English language to Saudi FEL students at King Khalid university?
2. How do EFL faculty members' perspectives and conceptualizations about innovative educational technology affect their use of it in EFL instruction at King Khalid university?

2. Review of related literature
2.1 Background:
Innovation (in-new) emerged in Latin somewhere in the middle of the 17th century and means the access of a new into a definite field, implantation into it, and the generation of several in this area; so, innovation is, nevertheless, a method of renewed, performance, effectuation and on the contrary, it is an activity to nurture innovation into a certain cultural practice, and not a subject at all (Tosheva, & Abdullaeva,,2022)

2.2 Web 2.0 Tools.
The integration of innovative educational technology tools such as Web 2.0 Matures into the classroom by teachers and trainers consistently as enlarged the instruments become steadier and more approachable. Furthermore, these Web-based instruments that enable persons to produce and exchange knowledge, cooperate, and learn collectively extend to remain common. individual dissemination of individual experiences, information, and activities through situations such as YouTube and vlogs has seen a boost in usage by students at all levels (Horizon Report, 2008; Project Tomorrow, 2008)

2.3 The use of smartphones
The utilization of smartphones has considerably enlarged, while the employment of personal digital assistants (PDAs) has decreased presumably, due to the potential augment of the smartphones accessible (Salaway et al., 2007). Digitalizing of education Basically, this implies growth, with the help of digital determinations and computing systems, of students' entry to the learning resources of the best universities in the globe, to external data from outcomes of practical experiments and research, to the library of technologies and matters, and the invention of distributed labor, research.

2.4 Multimedia learning
Utilizing multimedia is an innovative teaching and learning procedure in cooperative learning. The merit of creating multimedia projects in the classroom environment is that when students create multimedia projects, they purpose to do this in a group situation. By working in a group, the students would have to learn to work mutually and cooperatively using their collective skills and a range of activities to achieve objectives. (Brush & Saye, 2008; Neo & Kian, 2003).

2.5 Electronic learning

electronic learning passes over a model shift, internet-based distance teaching, and portable system gadgets are becoming an essential element of e-Learning, having an effect on devising and re-forming the core curricula of English teaching (Gopalan,2016; Matthew, Kazaure, & Okafor,2021). In the present-day world's scenario, immense resources of information online in the form of electronic learning systems or multimedia are accessible at the learner's digits which can be utilized as a source of cooperative learning. At present, everything is accessible on the internet, beginning with lectures, presentations, examination timetables, and outcomes of evaluations of everything at the click of a mouse. (Mavrych , 2016; Cruz, & Orange, 2016; Orak, & İnözü, 2021; Albahiri, & Alhaj, 2023)

2.6 Cloud technology

Cloud technology is utilized to store and share digital textbooks, classes, visual aids, and tasks, and even the premises of vital chat and lively chat. This technology allows the learners to develop a new learning model known as flipped education. In this technique, learners take a lecture before the class and consider a matter during the lessons collaborative learning and analytic work can be taken up in the lecture hall setting. (Bowen, 2012; Grant,2014; Wilen-Daugenti, 2009).

2.7 Previous studies

Emhamed & Krishnan (2011) undertook a study that aims to explore Libyan English language teachers' attitudes towards incorporating technology in teaching EFL secondary school students and the problems encountered in employing technology in the schools in Sebha city. The results of the study showed that most of the secondary teachers of English had positive attitudes towards integrating technology in teaching EFL students. However, they encountered problems due to the limited time and lack of administrative assistants. Ismail, Almekhlafi, & Al-Mekhlafy, (2010) researched to probe the perception of both teachers of Arabic language and English language on the utilization of technology in schools in the United Arab Emirates. One of the noteworthy findings is that teachers of both Arabic and English languages affirm the inevitable effect of technology on their initial practice, which successively may foster students' learning. Another finding was that teachers display a readiness to expedite the incorporation of technology in their courses to enhance language teaching and learning. Saqlain, Al-Qarni, & Ghadi (2013) scrutinized English language teachers' willingness to incorporate technology in Sabt Al-Alaia, Aseer region in Saudi Arabia. The results of the study showed that all the participants were ready to employ technology to teach English as a foreign tongue. Singh (2019) examined the EFL teachers' perceptions of probable obstacles to incorporating technology in teaching English as a foreign tongue at school. The principal findings of the study exposed the fact that EFL teachers are willing to incorporate technology, but they feel confronted because of some exogenous factors such as lack of ICT base, lack of professional ICT pieces of training, shortage of time, working load, and technology gap, etc. Farooq & Soomro (2018) studied EFL teachers' preferences and utilization of technology in their language classes. The results showed that revealed that most of the EFL teachers who were cognizant of the technology and its uses in teaching and learning didn't incorporate technology in their teaching at the provision and stage of preparation. They employed convenient technological appliances in the classroom to utilize some of the activities. Windschitl & Sahl (2002) carried out a study on teachers' beliefs about employing technology and concluded teaching with technology can play a pivotal role in changing the traditional methods to achieve the best results and best performance.

3. Method

3.1 Research Design

The descriptive-analytical approach was adopted by the two researchers to give priority to participants' objectives and multiple perspectives on a particular phenomenon. Therefore, this study was framed under the qualitative research approach "to explore a problem, honor the voices of the participants, map the complexity of the situation, and convey multiple perspectives of participants" (Creswell & Plano Clark, 2011, p.7) and to investigating the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi learners at the tertiary level that is from the University Faculty's perspectives.

3.2 Participants

The study employed a purposeful sampling procedure to select the research participants from spectra of academic campuses at King Khalid University, Asir region, Saudi Arabia. This purposive sample of the study is about 52 staff members at King Khalid University who joined this study at their wish. The overall number of participants is regarded as acceptable to give a positive or negative response on the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi learners at the tertiary level. Finally, participants were asked to answer a questionnaire of 20 items.

3.3 Study Variables

The independent variable included in this study was investigating the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi learners at the tertiary level. The dependent variable included

in this study was King Khalid University staff members' perspectives on the significance and benefits of incorporating innovative educational technology in teaching the English language. Saudi learners at the tertiary level.

3.4 Research instrument

Taking into account the current study aimed to examine the perspectives of the University Faculty on the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi learners at the tertiary level. Accordingly, the two researchers applied one of the most proper instruments to achieve this target: it is an opinion poll prepared by them to have the participants' views. The opinion survey constructed from twenty items focused on the perspectives of the University Faculty on the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi learners at the tertiary level. The opinion poll requests participants to express their opinion on each item in a five Likert-type questionnaire: (agree, strongly, agree disagree, and strongly disagree.). To test the validity of the questionnaire, it was reviewed first by five proficient professors from Jazan, Najran, and King Khalid Universities, who checked the instrument for its validity. To improve the reliability of the instrument, it was piloted by a group of thirty-six staff members of King Khalid university.

Table (1): *Cronbach's Alpha for the Reliability of the questionnaire*
(Pilot Sample: n=36)

Statement	No. of Items	Alpha
The overall Reliability of the questionnaire	20	0.87

The modifications in the opinion poll were then done by the two researchers based on the recommendation given by expert professors. At the end of the first semester of 2022 AD, about fifty-two staff members were given the questionnaire and were asked to provide their correct responses through Google Forms. All fifty-two answer the questionnaire. It is important to note for the questionnaire; all items were about a five-item Likert scale (i.e. Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree); the highest grade was given 5degreese, and the lowest grade was given 1 degree.

3.5 Reliability Statistics of the questionnaire

Table (2): *Cronbach's Alpha for the Reliability of the questionnaire*
(All Sample: n=52)

Statement	No. of Items	Alpha
The overall Reliability of the questionnaire	20	0.87

As seen in table 2, the value of Cronbach's α (**internal consistency)** for all items (1-20) was high (0.87). The overall alpha reliability coefficients for perspectives of the University Faculty on the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi learners at the tertiary level.

Table (3): Perspectives of EFL faculty members of King Khalid University on the Significance and Benefits of Incorporating Innovative Educational Technology in Teaching the English Language to Saudi Learners at the Tertiary Level

Statements		SD 1	D 2	N 3	A 4	SA 5	Mean	St. Deviation	Ranking
I believe that utilizing innovative technology to facilitate teaching English as a foreign language will be interesting for my EFL students.	F	0	3	4	25	20	4.19	.817	7
	%	0%	5.8%	7.7%	48.1%	38.5%			
	F	0	2	2	21	27	4.40	.747	1

Statement							Mean	SD	Rank
I think that my EFL students will learn more if innovative technology is utilized successfully in the classroom.	%	%	3.8%	3.8%	40.4%	51.9%			
I think that utilizing innovative technology in the English classroom will interpose with my teaching.	F	17	18	5	5	7	2.36	1.386	19
	%	6.6%	9.6%	13.5%	32.7%	34.6%			
I always attempt to employ innovative technology where possible in all my English lessons.	F	1	2	9	26	14	3.96	.884	14
	%	1.9%	3.8%	17.3%	50.0%	26.9%			
I believe the utilization of tablets and smartphones in the English classroom improves EFL students' motivation and creativity.	F	1	5	18	17	11	3.61	.993	18
	%	1.9%	9.6%	21.2%	32.7%	34.6%			
I feel that innovative technology provides me with a wide variety of authentic teaching resources.	F	0	3	3	26	20	4.21	.800	6
	%	%	5.8%	5.8%	50.5%	38.5%			
7 . I feel confident when helping and abetting my EFL students to adopt technology in the classroom.	F	0	3	3	25	21	4.23	.807	5
	%	%	5.8%	5.8%	48.1%	40.4%			
I feel very eager or concerned bout having to use innovative technology whilst teaching English in the classroom.	F	0	2	3	25	22	4.28	.749	3
	%	%	3.8%	5.8%	48.1%	42.3%			
I believe that utilizing innovative technology to facilitate teaching English as a foreign language will be boring for my EFL students.	F	19	16	5	5	7	2.32	1.41	20
	%	9.6%	13.5%	9.6%	25.5%	22.6%			
I use innovative technology in my teaching to boost problem-solving in my EFL students.	F	1	2	7	28	14	4.00	.863	13
	%	1.9%	3.8%	13.5%	53.8%	26.9%			
I believe that my EFL students relish and appreciate exploiting innovative technology in the classroom.	F	0	3	5	25	19	4.15	.825	8
	%	0%	5.8%	9.6%	48.1%	36.5%			
I think that the impact of innovative technology on	F	0	2	3	22	25	4.34	.764	2

Statement		1	2	3	4	5	Mean	SD	Rank
EFL students' learning relies on various circumstances and conditions.	%	%	3.8%	5.8%	42.3%	48.1%			
I believed that mobile phones and Wi-Fi technology provide EFL teachers and students with easier access and more open access to online English teaching materials and learning materials.	F	3	4	5	21	19	3.94	1.14	15
	%	5.8%	7.7%	9.6%	40.4%	36.5%			
I believe that innovative technology affords especially practical and greater convenience to my teaching.	F	0	3	5	29	15	4.07	.788	12
	%	%	5.8%	9.6%	55.8%	28.8%			
I think that in today's world utilizing innovative technology is a rewarding experience in English language class.	F	1	5	17	18	11	3.63	.990	17
	%	1.9%	17,3%	21.7%	34.6%	32.2%			
I think that as a tech-savvy instructor of English using digital devices and multimedia helps my EFL students' language experience.	F	1	2	4	27	18	4.13	.863	9
	%	1.9%	3.8%	7.7%	51.9%	34.6%			
I think making WhatsApp groups among EFL instructors and students to pass on important points and information could be a feasible way of sharing knowledge.	F	2	0	4	30	16	4.11	.855	10
	%	3.8%	%	7.7%	57.7%	30.8%			
I think classroom technology should be managed wisely as computers, tablets, YouTube video technology, and GPS devices enliven EFL students' learning capability.	F	0	3	5	20	24	4.25	.860	4
	%	%	5.8%	9.6%	38.5%	46.2%			
I reap great benefits from the use of e-learning platforms, and forums to enhance my teaching and my learning.	F	4	5	8	17	18	3.76	1.246	16
	%	7.7%	9.6%	15.4%	32.7%	34.6%			
. I believe the Internet provides abundant off-the-shelf audio and visual materials for my selection and use.	F	0	2	9	23	18	4.09	.822	11
	%	%	3.8%	17.3%	44.2%	34.6%			

3.5 Data analysis

The responses to the questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS) program. Descriptive statistics (frequencies and percentages) were calculated to scan data. These measures were used to describe the findings on perspectives of the University Faculty on the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi learners at the tertiary level.

4. Results

After confirming the reliability and validity of the opinion survey, the results of the twenty items of the questionnaire have been discussed scrupulously. In response to the statement, '' I think that my EFL students will learn more if innovative technology is utilized successfully in the classroom.'' The respondents perceived that their EFL students will learn more if innovative technology is utilized successfully in the classroom. As 40.4%agreed, and 51.9%strongly agreed and ranks No1.

In response to the statement,'' I think that the impact of innovative technology on EFL students'' learning relies on various circumstances and conditions.'' The respondents perceived that the impact of innovative technology on EFL students' learning relies on various circumstances and conditions. As 42.3%%agreed, and 48.1%%strongly agreed and ranks No2. In response to the statement, ''I feel very eager or concerned about having to use innovative technology whilst teaching English in the classroom,''. The respondents perceived that they feel very eager or concerned about having to use innovative technology whilst teaching English in the classroom. As48.1% %%agreed, and 42.3%%%strongly agreed and ranks No3. In response to the statement,'' I think classroom technology should be managed wisely as computers, tablets, YouTube video technology, and GPS devices enliven EFL student's learning capability.''. The respondents perceived that classroom technology should be managed wisely as computers, tablets, YouTube video technology, and GPS devices enliven EFL students' learning capability. As38.5% agreed, and 46.2%strongly agreed and ranks No4. In response to the statement,'' I feel confident when helping and abetting my EFL students to adopt technology in the classroom. ''. The respondents perceived that they feel confident when helping and abetting their EFL students to adopt technology in the classroom. As48.1% agreed and 40.4%strongly agreed and ranks No5. In response to the statement,'' I feel that innovative technology provides me with a wide variety of authentic teaching resources, ''. The respondents perceived that they feel that innovative technology provides them with a wide variety of authentic teaching resources ''.As50.5% agreed and 38.5%strongly agreed and ranks No6.

In response to the statement,'' I believe that utilizing innovative technology to facilitate teaching English as a foreign language will be interesting for my EFL students''. The respondents perceived that they believe that utilizing innovative technology to facilitate teaching English as a foreign language will be interesting for their EFL students. As48.1% agreed, and 38.5% strongly agreed and ranks No7. In response to the statement,'' I believe that my EFL students relish and appreciate exploiting innovative technology in the classroom. ''. The respondents perceived that they believe that their EFL students relish and appreciate exploiting innovative technology in the classroom. ''. As 48.1%agreed, and 36.5%strongly agreed and ranks No8. In response to the statement,'' I think that as a tech-savvy instructor of English, using digital devices and multimedia helps my EFL students' language experience''. The respondents perceived that as a tech-savvy instructor of English, using digital devices and multimedia helps their EFL students' language experience. As 51.9%agreed, and 34.6%strongly agreed and ranks No9.

In response to the statement,'' I think making WhatsApp groups among EFL instructors and students to pass on important points and information could be a feasible way of sharing knowledge ''.The respondents perceived that making WhatsApp groups among EFL instructors and students to pass on important points and information could be a feasible way of sharing knowledge. As 57.7%agreed, and 30.8%strongly agreed and ranks No10. In response to the statement,'' I believe the Internet provides abundant off-the-shelf audio and visual materials for my selection and use.''. The respondents perceived that the Internet provides abundant off-the-shelf audio and visual materials for their selection and use. As44.2% agreed, and 34.6% strongly agreed and ranks No11. In response to the statement,''. I believe that innovative technology affords especially practical and greater convenience to my teaching ''. The respondents perceived that innovative technology affords especially practical and greater convenience to their teaching. As 55.8%agreed and 28.8%strongly agreed and ranks No12.

In response to the statement,''. I use innovative technology in my teaching to boost problem-solving in my EFL students ''. The respondents perceived that they use innovative technology in their teaching to boost problem-solving in their EFL students. As 53.8%agreed, and 26.9% strongly agreed, and ranks No13. In response to the statement,''. I always attempt to employ innovative technology where possible in all my English lessons. ''. The respondents perceived that they always attempt to employ innovative technology where possible in all their English lessons. As 50.0%agreed, and 26.9%strongly agreed, and ranks No14. In response to the statement,'' I believed that mobile phones and Wi-Fi technology provide EFL teachers and students with easier access and more open access to online English teaching materials and learning materials. ''. The respondents perceived that mobile phones and Wi-Fi technology provide EFL teachers and students with easier access and more open access to online English teaching materials and learning materials. As40.4% agreed, and36.5% strongly agreed and ranks No15. In response to the statement,' I reap

great benefits from the use of e-learning platforms and forums to enhance my teaching and my learning.'''. The respondents perceived that they reap great benefits from using e-learning platforms and forums to enhance their teaching and learning. As32.7% agreed, and 34.6% strongly agreed and ranks No16. In response to the statement, ''I think that in today's world utilizing innovative technology is a rewarding experience in English language class.''. The respondents perceived that in today's world, utilizing innovative technology is a rewarding experience in English language classes. As 34.6% agree and 32.2% strongly agreed and ranks No17.

In response to the statement, '' I believe the utilization of tablets and smartphones in the English classroom improves EFL students' motivation and creativity. The respondents perceived that the utilization of tablets and smartphones in the English classroom improves EFL students' motivation and creativity. As 32.7%%agree and 34.6% strongly agreed and rank No18. In response to the statement,''. I think that utilizing innovative technology in the English classroom will interpose with my teaching.''. The respondents perceived that utilizing innovative technology in the English classroom will interpose with their teaching. As 32.7%agree and 34.6%strongly agreed and rrankNo19. In response to the statement,'' I believe that utilizing innovative technology to facilitate teaching English as a foreign language will be boring for my EFL students''. The respondents perceived that utilizing innovative technology to facilitate teaching English as a foreign language will be boring for my EFL students. As 25.5 %agree and 22.6%strongly agreed and ranks No20.

5. Discussion
To answer research question 1: What are EFL faculty members' perspectives on the incorporation of innovative educational technology in teaching the English language to Saudi FEL students at King Khalid University (Table 3)? The results of the investigation showed EFL faculty members of King Khalid university perceived that the incorporation of innovative educational technology in teaching the English language to Saudi FEL students is significant and beneficial because they perceived that their EFL students will learn more if innovative technology is utilized successfully in the classroom. As 40.4%agreed, and 51.9%strongly agreed and ranks No1. To answer research question 2: How do EFL faculty members' perspectives and conceptualizations about innovative educational technology affect their use of it in EFL instruction at King Khalid university? The findings of the investigation demonstrated that faculty members of King Khalid university perceived and conceptualized that the impact of innovative technology on EFL students' learning relies on various circumstances and conditions. As 42.3%%agreed, and 48.1%%strongly agreed and ranks No2. Table (3) shows the general average of perspectives of EFL faculty members of King Khalid University on the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi Learners at the tertiary level, which came to a high degree with an arithmetic average of (4.12).

The results of this research paper confirmed and ratified the results of previous studies, which examined EFL staff members' perceptions about integrating educational technology in English classes. These previous studies are by Windschitl & Sahl,2002), Singh, 2019), Saqlain, Al-Qarni, & Ghadi, 2013), Emhamed & Krishnan, 2011), and Almekhlafi & Al-Mekhlafy, 2010).

6. Conclusion
innovative technology has supplied further opportunities that can change the technique of teaching and learning, which means that a staff member can create a different educational setting that advances instructiveness. For such a context, a staff member must have some technology-related capabilities and training on how to incorporate technology with teaching and learning.

The current research paper intends to probe the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi learners at the tertiary level, that is perspectives of King Khalid University faculty members. This study posed several questions and came with sundry results. The major findings can be summed up in this way: most of the King Khalid University staff members had positive perspectives on the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi learners at the tertiary level -. Table (3) shows the general average of perspectives of EFL faculty members of King Khalid University on the significance and benefits of incorporating innovative educational technology in teaching the English language to Saudi Learners at the tertiary level, which came to a high degree with an arithmetic average of (4.12) society. They promote national values and loyalty and belonging among students.

6.1 Pedagogical implication
The findings of this study have implications for the Saudi Ministry of Education, university administrations, and staff members in designing and improving teaching methods for effective language learning among EFL students at King Khalid University through the integration of technology by staff members in the lecture hall. This study has taken the first move towards developing a knowledge of what must be one of the most challenging areas of educational research, and we hope it will provide a starting point for greater reflection about incorporating innovative educational technology in teaching the English language to Saudi learners at the tertiary level.

6.2 Recommendations

Although this study has made some contributions, the topic needs to be explored further to probe the influences of innovative educational technology in teaching the English language to Saudi learners at the primary or secondary level**.** To provide appropriate training to in-service teachers to use technology for English language teaching.

Conflicts of Interest: The authors declare no conflict of interest.

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